



Mobile Devices Policy

[DRAFT]

DfE no: 850/6107



Approved by: Governing board

Date: August 2025

Signed by:

A handwritten signature in blue ink, appearing to read 'L. J. Pratt', is written over a light blue rectangular background.

Position: Chair of Governing board

Last reviewed: August 2025

Next review due: September 2027

Monitoring arrangements

This policy will be reviewed at least every two years but may be subject to review at the Headteacher's discretion at any time

Author: Matthew Atkinson	Title: Mobile Devices Policy	Ref:	Date: August 2025
Inclusion Education is the working name of Inclusion Hampshire CIO registered number 1162711			

Contents

Contents	2
1. The Inclusion Way	3
2. Introduction	6
3. Relevant guidance	6
4. Concerns around mobile phone usage in school	7
5. Benefits of being a phone-free school	8
6. How our approach was developed	8
7. Expectations	9
8. Loss, theft or damage	12
8. Monitoring	12

1. 'The Inclusion Way': A Shared Foundation

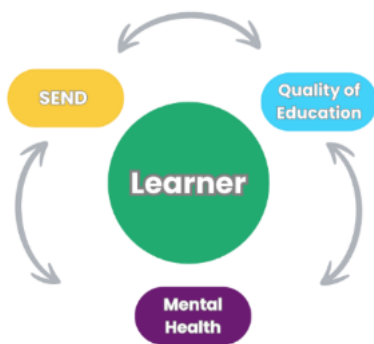
'The Inclusion Way' has been developed by Inclusion Education and is based on over ten years' experience. 'The Inclusion Way' captures our ethos to wellbeing and mental health, our pedagogical approach and all aspects that affect a learner's educational experience.

This introduction outlines how the 'Inclusion Way' is used and embedded as a shared vision and foundation across all our policies and practices at Inclusion School(s). This introduction defines who our learners are, why they are here, and how our inclusive pedagogical approach ensures our learners are supported, valued and empowered.

It is important to understand the journey our typical learner has been on before they arrive at Inclusion School.

For example, our learners will:

- typically have a severe and chronic diagnosed mental health need. They are likely experiencing, or have experienced, self-harm, suicide ideation, depression, and high anxiety.
- have diagnosed and/or undiagnosed SEND needs related to speech, language and communication (SLCN), communication and interaction (C&I), or specific learning differences (SpLD).
- often experience significant gaps in education at primary and/or secondary level.
- have a history of non-attendance due to high anxiety and mental health needs and have been identified as emotionally based school avoiders (EBSA).
- are often working below age-related expectations in Maths, English, and Science due to disrupted education and unmet needs.
- may have experienced trauma, whether through Adverse Childhood Experiences (ACEs) or bullying in previous educational settings.
- are young people exploring their identity and discovering who they are and who they want to be. While they may struggle with emotional regulation or academic attainment, they are not of primary-age cognitive ability, they are young adults and want to be treated as such.



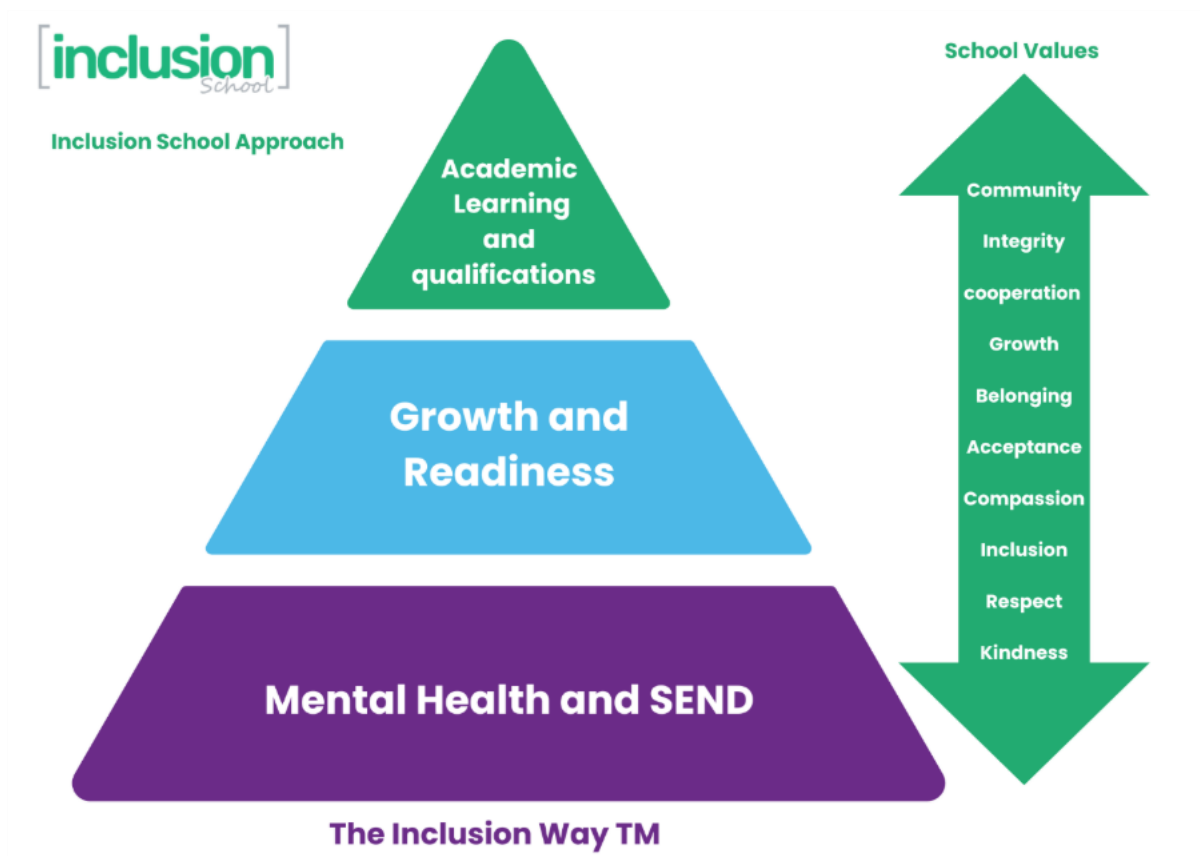
At Inclusion School, we deliver education through a three-tiered curriculum model based on the triangulation between Mental Health, Quality of Education and SEND. These three aspects are of equal importance and they all inform each other.

Only by working collaboratively are our learners able to make sustained and holistic progress.

At the first level, covered by our **Mental Health, SEND and Attendance** policies, we aim to support our learners to understand their mental health and wellbeing, and develop and embed personal strategies to enable them to manage their mental health throughout their time at Inclusion School and beyond using a PACE approach. We believe that without this foundational learning no further progress will be sustainable or achievable.

At the second tier, covered by our **Growth & Readiness Policy**, we aim to empower our learners to build on their foundations and learn how to be independent, confident and resilient by providing opportunities such as school trips, work experience and college visits. This also includes understanding the world around them (World & You), their place within it, and how they can positively contribute (Work Skills)

Finally, our third-tier academic learning and qualifications which is outlined in our **Curriculum Policy**. This covers that which all other schools include, such as assessment and reporting of all subjects, and the teaching and learning that our learners will experience while they are at Inclusion School. It is at this level that they will be able to achieve multiple qualifications, such as GCSEs, Functional Skills, King's Trust, ASDAN and AQA Unit Awards.



We know that this approach works because our evidence shows that:

- Our learners are happier
- Our learners' attendance improves
- Our learners make academic progress and achieve qualifications
- Our learners make emotional and social progress
- Our parents/carers tell us they feel supported by their school in caring for their child
- Our learners tell us it works for them

These outcomes are evidenced through learner/parent voice feedback, annual review data, and sustained improvements in qualifications, attendance, and wellbeing.

The Inclusion Way' is more than a framework: it is the heart of our school's mission. By addressing mental health, SEND, and academic development as equally essential, we equip learners not only to succeed in education but to thrive in life. Our learners tell us this works. Their progress shows us it works.

2. Introduction

This policy will outline Inclusion School's approach to mobile phones and similar devices, including smartphones, tablets and smartwatches. All smart devices are covered throughout this policy with any use of "mobile phone" or "mobile device".

This policy aims to:

- Outline how the school's approach has been collaboratively designed to meet the needs of our learners
- Set clear expectations around the use of mobile phones for learners, staff, parents/carers and visitors
- Highlight concerns around the use of mobile phones in school
- Promote the benefits of being a mobile phone-free school
- Support the school's other policies, especially those related to child protection and behaviour.

3. Relevant guidance

This policy meets the requirements of the Department for Education's non-statutory [mobile phone guidance](#) and [behaviour guidance](#). Further guidance that should be considered alongside this policy includes:

- [Keeping Children Safe in Education](#) 2025
- DfE (2023) 'Searching, screening and confiscation at school'
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)
- Voyeurism (Offences) Act 2019
- Protection of Children Act 1978
- Sexual Offences Act 2003
- DfE (2014) 'Cyberbullying: Advice for headteachers and school staff'

4. Roles and responsibilities

The Head Teacher will be responsible for:

- The implementation of the policy and procedures
- Evaluating the effectiveness of the policy and procedures
- Ensuring that the policy, as written, does not discriminate on any grounds

- Reviewing the policy annually
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy
- The day-to-day implementation and management of the policy. • Informing parents and pupils of the Personal Electronic Devices Agreement.
- Communicating this policy to the relevant staff members and the wider school community.
- Communicating what devices can be brought to school and when they can and cannot be use

All staff (including teachers, support staff and supply staff) are responsible for:

- Consistently enforcing this policy
- Where a tutor, informing parents/carers of their child's misuse of a device
- Volunteers, or anyone else otherwise engaged by the school, must alert a member of staff if they witness, or are aware of, a breach of this policy.
- Staff will address any questions or concerns from parents/carers quickly, and clearly communicate the reasons for prohibiting the use of mobile phones.

5. Concerns around mobile phone usage in school

The government has made it clear that they would like schools to be mobile phone free spaces to promote distraction-free learning.

There are many positives to mobile devices but they can impact mental health and inhibit progress. The key is to ensure a healthy, safe and controlled relationship with a mobile device at school and into adulthood and the workplace.

Inclusion School knows that due to challenges in education mobile phones have become a lifeline for our learners to their friends and family. It is our intention to help redress this to ensure a more balanced, person-focused approach towards mental health support and learning.

Inclusion School's primary reason for being a phone-free school is to ensure the safety of its learners during school hours. Unfortunately, there are many risks online and as learners device usage cannot be supervised at all times it has to be limited to ensure that there is no risk of exploitation or harmful online relationships, bullying or similar.

There are also risks of AI to consider, when not properly supervised. For example, we have had the historical example when a learner, outside of school hours, downloaded an AI app based on characters that could tell the young person they were “lovely” or “nasty” depending on the prompt. There are many implications for future relationships, online safety with other people and mental health. We want to ensure this does not happen in school.

6. Benefits of being a phone-free school

- Promotes and builds stronger friendships with peers
- Enables positive relationships with members of school staff
- Develops alternative strategies for seeking mental health support
- Develops alternative strategies for communication
- Helps promote each learner’s social development
- Allows distraction-free learning in the classroom
- Creates an environment in which each learner can achieve the best possible results at the end of Year 11
- Provides a “rest” from social media
- Helps to prepare learners for a place of work/further education in which a healthy relationship with mobile phones will be required
- Keep our learners safe from online vulnerabilities
- Regular mobile phone usage can impact each individual’s concentration span, which could impact opportunities in later life
- Encourages learners to self-regulate without their mobile devices
- Engage in new opportunities – such as school trips or enrichment activities

7. How our approach was developed

During the academic year 2023/24, Inclusion School developed an approach that involved our key stakeholders:

1. Staff
2. Parents/carers
3. Learners

The following steps were taken:

1. The school surveyed staff to highlight their key concerns and identify the needs of our learners in managing a device-free environment at school

2. Parents and carers were surveyed for their views
3. The school held an information morning with parents/carers to share the survey results of staff and learners
4. Learners were surveyed and prepared through assemblies, tutor time and 1:1 informal conversations in school and with parents/carers of those most identified as requiring support

The approach outlined in Section 7 is the result of this process.

8. Acceptable use of mobile devices

This policy is primarily intended to highlight the school's approach to mobile devices for learners but briefly summarises the approach to staff and visitors.

Learners

- On arrival and during “signing in”, learners will be asked if they have their mobile phone by a member of staff
- If the learner has their mobile phone, this should be handed in to the school and will be securely looked after by the School Admin Assistant. Each learner's device will be labelled with their name and initials
- If a learner does not have their phone, there is no action. However, if they are seen with this, they will be informed to hand this in. A phone call will be made to their parents/carers by their tutor
- If the learner continues to use a device this will be escalated to a member of the senior leadership team, who will convene a meeting with the learner and their family to agree a plan. The school will always be open to exploring why the device is being used and what can put in place to prevent this.
- Ultimately, if the device continues to be used after support has been put in place, it could result in a behaviour agreement, suspension or the end of a placement (involving an Emergency Annual Review).
- The school can provide a learner with a secure and safe mobile device (which is protected by the school's safeguarding Partner, Smoothwall, and has limited access to apps, as decided by the DSL and Headteacher). This is intended for listening to music to support regulation throughout the school day. If this device is misused, it can be removed at any time and the learner will have no devices.

Staff

- Members of staff should respect that the school is phone free. However, there are dedicated spaces for mobile phone uses for work related purposes. These spaces are:
 - Staff room
 - School office
 - Headteacher's Office
- Members of staff who are seen using their phone should expect to be challenged on this by either the Headteacher, senior leader, colleague or a learner
- The key exception to this usage is for the First Aid Lead, who may require access to their work device at all times

Visitors (including parents/carers)

- Must at all times not use their mobile devices unless in the same designated spaces as staff members

Trips and other off-site activities

Inclusion School worked with the Inclusion School Student Council to develop an approach to school trips and off-site activities. Our learners and their families expressed concern of being without access to their devices in case of an emergency when they are off-site in a place which is not as familiar or safe as school or home.

Following discussions we have agreed to the following expectations:

- School provided devices can be used for music whilst travelling to and from school trips/work experience or other off-site activity
- Learners can bring their own devices on school trips but should not be misused and only used minimally (such as to take a photo of animal at the zoo, or to listen to music on the minibus)

Inclusion School Devices

If you visit the school, you may see a learner on their mobile phone. This is an Inclusion School device which has been given to the learner, when they hand their personal device into the school.

Following our consultation, many learners asked that they still have access to music (via their own Spotify accounts).

The School has provided these mobile devices to each learner. They are secure devices and effective safeguarding learners in the following ways:

- Each device is connected to the Inclusion School WiFi, which is protected by Smoothwall
- No device has access to 3G/4G/5G
- Each device is protected by our Android Device Policy, overseen by the DSL and our IT Provider, GreenPoint. As part of this, learners can only download apps from the Google Play Store that have been approved (e.g. Spotify)

Each device has some numbers preinstalled: these are members of the Level 3 trained safeguarding team who have their own Inclusion School provided devices. If a learner is unable to communicate for any reason other than through text they will be able to contact these members of staff in order to seek help.

These members of staff are:

- Headteacher & DSL
- Deputy Headteacher (SEND & Learner Welfare) & DDSL
- Head of Mental Health & Engagement & DDSL
- Pastoral Lead
- Parent & Family Engagement Partner & DDSL

9. Unacceptable use

The school will consider any of the following to be unacceptable use of the mobile device and a serious breach of the school's policy, which may result in action or sanctions being taken. As in other circumstances we expect pupils to treat other pupils and staff online with the same standards of consideration and good manners as they would in a face-to-face situation.

The following is a representative list and non-exhaustive:

- Taking any photographic images (still or video) or sound recordings of staff or pupils anywhere on the school grounds without their knowledge and explicit permission.
- Using a mobile device for 'sexting' (the deliberate taking and sending of provocative images or text messages).
- Bullying, harassing, or intimidating staff or pupils using text, e-mail, or multimedia messaging, sending inappropriate messages or posts to social networking, or blogging sites

- Cyberbullying
- Making disrespectful comments
- Disrupting learning through use of a device
- Refusing to switch off a mobile phone/e-device or hand it over at the request of a member of staff
- Using the mobile device outside school hours or away from school to intimidate or upset staff or pupils: this will be considered a breach of these guidelines in the same way as unacceptable use which takes place in school time

All learners and parents/carers should be aware that the school has the right to search and confiscate a mobile device if it is considered necessary. Please see the school's Behaviour Policy for details.

If there are concerns of serious or criminal misuse of a mobile device the Headteacher and safeguarding team will consider whether the incident should be shared with the Local Authority Safeguarding Team and police.

10. Loss, theft or damage

The school accepts no responsibility for mobile phones that are lost, damaged or stolen on school premises or transport, during school visits or trips, or while pupils are travelling to and from school.

Parents/carers are made aware of the school's approach to mobile devices during home visits as part of the admission and transition process, including a form to highlight this. This policy is also available on request and available online.

Learners bringing mobile phones to school must ensure that the phones are appropriately labelled and are stored securely when not in use.

Lost phones should be returned to Sam Martin. The school will then attempt to contact the owner.

11. Monitoring

The school is committed to ensuring that this policy has a positive impact on learners' education, behaviour and welfare and it is reviewed during the school leadership team's meetings every 6 weeks, which is shared with the governing board, CEO, COO and Executive Headteacher, and Trustees of Inclusion Education.

When reviewing the policy, the school will take into account:

- Feedback from parents/carers and learners
- Feedback from staff
- Records of behaviour and safeguarding incidents
- Relevant advice from the Department for Education, the local authority and any other relevant organisations

12. Links to other policies

- Behaviour Policy
- Anti-bullying Policy
- Online Safety Policy
- Child Protection & Safeguarding Policy