



Mobile Devices Policy

DfE no: 850/6107



Approved by: Governing board

Date: June 2024

Signed by:

A handwritten signature in blue ink, appearing to read "L. J. Pratt".

Position: Chair of Governing board

Last reviewed: June 2024

Next review due: September 2025

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

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1. The Inclusion Way

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

We know that the Inclusion Way works because:

- Our learners are happy
- Our learners tell us it works for them
- Our learners make educational, emotional and social progress
- Our parents/carers tell us they feel supported by their school in caring for their child

For over ten years we have supported the most vulnerable young people in our community to become mentally healthy, resilient and successful young adults.

In this and all other policies, all of which come together to form The Inclusion Way, you will learn what we do to unlock potential in each learner and how we do it.

Before reading this policy, it is important to know our learner and the journey they have taken before they start Inclusion School:

- Our learners will have a severe and chronic diagnosed mental health need. They will be experiencing, or have experienced, self-harm, suicide ideation, depression and high anxiety. Most of our learners will be experiencing more than one of these things at any one time.
- Our learners will likely have diagnosed and undiagnosed SEND needs related to speech, language and communication (SLCN), communication and interaction needs (C&I) or a specific learning need (SpLD).
- Our learners will have experienced significant gaps in their education, (in some cases years) at primary and/or secondary level
- Our learners will have a history of non-attendance due to high anxiety and mental health needs and been identified as an emotionally based school avoider (EBSA)
- Our learners academic levels will be below age related expectations in Maths, English and Science due to these gaps in education and unmet needs
- Our learners will have experienced trauma, whether through an Adverse Childhood Experience (ACE) or by having been a victim of bullying in previous settings

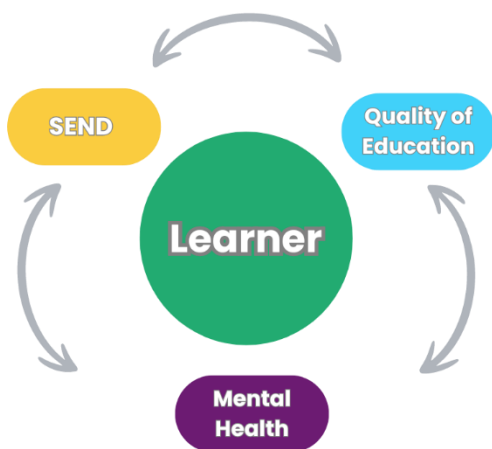
- Our learner is a teenager exploring their identity and discovering who they are and who they want to be. They may present as having difficulties with emotional regulation and academic attainment, but they are not of the cognitive ability of primary age children. They are young adults and want to be treated like one

The Inclusion Way is designed to meet these needs so the learner can succeed. This is how we achieve this, with further information available in the most important policies:

- A PACE approach with each learner’s SEN needs being met (see our SEN and Mental Health Policies)
- Establish foundations of positive and sustainable mental health on which we can build learning (see our Mental Health Policy)
- Positive, trusting and consistent relationships with adults (see our Behaviour Policy)
- Recognition that good attendance can look different for everyone at different times and should not be taken for granted. Good attendance should be celebrated because it can be lifechanging (see our Attendance Policy)
- An adaptive pedagogy and curriculum with reading, literacy, Gatsby and cultural capital at its heart (see our Curriculum and Reading policies)

An integral element to the success of the Inclusion Way is our model of 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 in combination, as embodied in the school through our Deputy Headteachers (Quality of Education, SEND) and Senior Mental Health Lead, overseen by the Headteacher, are our learners able to make sustained and holistic progress.



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 is [Keeping Children Safe in Education](#).

4. 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. This is all part of Inclusion School's programme to ensure that our learners are successful, happy adults at 25.

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.

5. 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

6. How our approach was developed

Throughout 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 6 is the result of this process.

7. Expectations

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
- The school will 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

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

- School provided devices can be used for music whilst travelling to and from school trips/work experience or other off-site activity
- Learners can take their own devices but these should not be used during the day

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:

- Matthew Atkinson, Headteacher & DSL
- Ele Murphy, Deputy Headteacher (SEND & Learner Welfare) & DDSL
- Yvonne Haynes, Mental Health Lead & DDSL

8. 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.

8. Monitoring

The school is committed to ensuring that this policy has a positive impact of 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 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

