



Mobile Phone Policy

1. Policy Statement and Context

The DfE's revised guidance on mobile phones in schools now expects schools to be mobile phone-free "by default", meaning phones are prohibited from the beginning to the end of the school day, including time between lessons, breaktimes and lunchtime. As the revised guidance is now statutory, schools could choose to take a different approach, if they have a good reason.

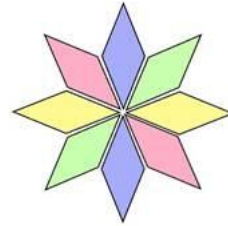
Our school's approach:

At Kaleidoscope, we recognise that our pupils have significant complex needs SEMH needs, high anxiety levels, and for many, emotionally based school avoidance (EBSA). Given the therapeutic nature of our provision and the individual needs of our pupils, we have adopted a flexible, needs-based approach to mobile phone use that prioritises pupil wellbeing, emotional regulation, and engagement with education.

This policy reflects our commitment to supporting pupils' mental health and reducing barriers to attendance, whilst maintaining appropriate safeguarding measures and promoting positive learning environments.

2. Our Approach: Individualised Mobile Phone Access

Default position: Mobile phones are not to be bought in school.



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If a child does bring a mobile phone into school, the following procedure must take place:

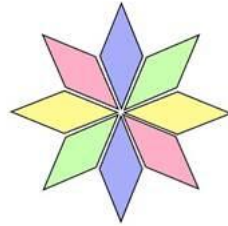
Upon arrival mobile phones must be turned to silent mode and put into the lockable phone storage box. This will remain in the main office until the end of the day. At the end of the day pupils' phones will be returned to them as they leave the school premises.

If pupils are seen with phones during the day, they will be asked to put it into the school storage box. If the child refuses parents/guardians/carers will be asked to collect the mobile phone immediately if the pupil refuses. If pupils won't hand the phone to parents/guardians/carers then they will be issued a suspension for the rest of the day.

Exceptions: We consider specific pupils who would be negatively impacted by not using their phones at school, including pupils with special educational needs (SEN), with anxiety about being away from home, who are expecting important/bad family news, who pick up younger siblings from school and need to know about logistics changes, or who are young carers.

For pupils at Kaleidoscope school, mobile phone access may be permitted when:

- **It supports emotional regulation and reduces anxiety** - enabling contact with trusted adults/family members during times of heightened distress
- **It facilitates attendance** - for pupils with EBSA where phone access is a necessary support to enable them to attend school
- **It supports transition and settling** - particularly for new pupils or those returning after absence
- **It manages specific mental health needs** - as agreed with mental health professionals
- **It supports medical needs** - e.g., monitoring health conditions via apps
- **It enables communication for young carers** - who need to check on family members



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3. Individual Support Plans and Risk Assessments

Each pupil's mobile phone access will be determined through:

Assessment process:

- Discussion with the pupil, parents/carers, and relevant professionals
- Consideration of the pupil's SEMH needs, anxiety levels, and barriers to engagement
- Risk assessment considering safeguarding, online safety, and impact on learning
- Agreement on specific times, locations, and purposes for phone use

Documentation:

- Individual support plans will consider the following:
 - When and where the pupil may access their phone
 - The purpose of phone access (e.g., "to text parent during break times if feeling anxious")
 - Any restrictions (e.g., no social media during lesson time)
 - Review dates
 - Staff responsibilities for monitoring and support

Review:

- Plans will be reviewed termly or sooner if circumstances change



- The goal is to gradually reduce reliance on phones as pupils develop alternative coping strategies

4. Implementation Approaches

Depending on individual needs, pupils may:

Option A: Controlled access throughout the day

- Phone kept with the pupil but only used at agreed times/locations
- Staff support pupil to self-regulate phone use
- Regular check-ins with trusted adult

Option B: Phone stored and accessed when needed

- Phone handed to staff member at start of day
- Staff facilitate access and provide support

Option C: Restricted access for specific purposes

- Phone kept in locker/secure location
- Access only for specific agreed purposes (e.g., contacting parent, medical monitoring)
- Staff supervision when accessing phone



5. Safeguarding and Online Safety

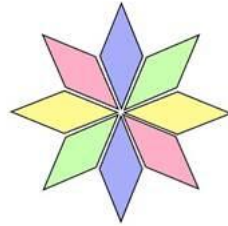
All pupils with mobile phone access will:

- Receive age-appropriate online safety education
- Understand acceptable use expectations (no photography of others, no sharing of inappropriate content, respectful communication)
- Have filtering and monitoring discussed with parents/carers where appropriate
- Be supported to report any concerns about content they see

Staff responsibilities:

- Monitor phone use discreetly to ensure it supports rather than hinders engagement
- Be alert to signs of cyberbullying, inappropriate content, or excessive use
- Follow safeguarding procedures if concerns arise
- Support pupils to develop healthy digital habits

6. Reasonable Adjustments and Equality Act Compliance



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Allowing pupils with disabilities a mobile phone, where it's necessary due to the nature of their disability, may be considered a reasonable adjustment under the Equality Act 2010.

This policy recognises that due to some pupils complex needs mobile phone access may be a necessary reasonable adjustment to:

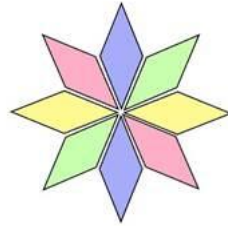
- Enable access to education
- Support emotional regulation
- Reduce barriers to attendance
- Promote wellbeing

7. Communication with Parents/Carers

We will:

- Discuss mobile phone arrangements during admission and transition meetings
- Include phone access agreements in individual support plans
- Encourage parents/carers to contact the school office for urgent messages
- Provide guidance on supporting healthy phone use at home
- Review arrangements regularly with families

Parent/carer responsibilities:



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- Ensure appropriate content filters and parental controls where possible
- Discuss online safety with their child
- Support the school's approach and agreed boundaries
- Inform school of any concerns about phone use

8. Staff Mobile Phone Use

Staff should not use phones for personal use during the school day. Phones should be off/set to silent, and out of sight.

Staff will model appropriate phone use and always maintain professional boundaries.

9. Monitoring and Review

This policy will be reviewed annually and will consider:

- Impact on pupil attendance, engagement, and wellbeing
- Effectiveness of individual support plans
- Safeguarding incidents or concerns
- Feedback from pupils, parents/carers, and staff



- Changes to DfE guidance or best practice

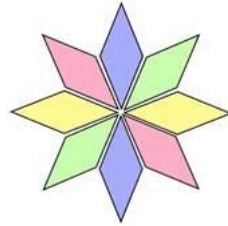
We will ensure we can demonstrate:

- Clear rationale for our approach based on pupil needs
- Robust individual risk assessments and support plans
- Effective monitoring and safeguarding procedures
- Positive impact on attendance, engagement, and wellbeing

10. Equality Impact Assessment

We have carefully considered the impact of this policy on pupils with protected characteristics, particularly those with disabilities (including mental health conditions and SEMH needs). This flexible, individualised approach ensures that:

- Pupils are not disadvantaged by blanket restrictions that don't account for their specific needs
- Reasonable adjustments are made to enable access to education
- Support is proportionate and reviewed regularly
- The policy promotes equality of opportunity and positive outcomes



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How do we implement this?

For staff:

- Mobile phone access is a therapeutic tool, not a privilege
- Support pupils to use phones appropriately and develop alternative coping strategies
- Monitor impact on engagement and wellbeing
- Maintain clear boundaries and safeguarding vigilance

For pupils:

- Your phone can help you feel safe and manage anxiety
- We'll agree together when and how you can use it
- We're here to help you learn other ways to cope too
- Use your phone responsibly and tell us about any worries

For parents/carers:

- We understand phones can help your child attend and engage
- We'll work with you to find the right balance
- Please support our approach and agreed boundaries
- Keep talking to us about what's working



Next Steps for Implementation and Staff Guidance

Ofsted will look at our mobile phone policy and how effectively it's being implemented when they look at behaviour communication during inspections.

- **Staff training** - Ensure all staff understand the policy, rationale, and their responsibilities
- 1. **Individual assessments** - Complete support plans for all pupils, prioritising those with highest need
- 2. **Parent communication** - Share policy and arrange individual discussions
- 3. **Monitoring systems** - Establish clear processes for tracking impact and reviewing plans
- 4. **Documentation** - Ensure all individual plans are recorded and accessible to relevant staff