



MOBILE PHONE AND PERSONAL SMART DEVICE POLICY

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Status	School policy aligned to statutory guidance effective September 2026

1. Policy statement and legal position

Core expectation: retained securely, switched off or silent, out of sight, not accessed.

Exceptions are individual, purposeful, supervised, recorded and reviewed.

Jasmine House is committed to a calm, safe and supportive specialist learning environment in which pupils can learn, participate and regulate. The school recognises that some pupils with SEND have developed a strong reliance on a mobile phone for familiarity, communication, medical monitoring, emotional regulation or reassurance. It also recognises the significant risks that unrestricted access can create, including distraction, dependency, peer conflict, bullying, filming, image sharing, exploitation, access to harmful content and reduced engagement.

From 1 September 2026, the Department for Education's Mobile phones in schools guidance is statutory. Schools must have regard to it under section 36 of the Children's Wellbeing and Schools Act 2026. The statutory starting point is that all schools should be mobile-phone-free by default and any alternative arrangement should be exceptional.

Jasmine House therefore does not require every pupil to surrender a phone routinely on arrival. A pupil may retain a phone on the strict condition that it is switched off or set to silent with notifications disabled, securely stored, out of sight and not accessed throughout the school day. This is a "never used, seen or heard" model. Retaining possession does not mean having access or permission to use the device.

Use during the school day is prohibited unless a specific, time-limited exception or reasonable adjustment has been agreed. Where use is permitted, it will be for a defined purpose, at agreed times, with staff knowledge, and in a designated private or low-stimulus space- not in classrooms, corridors, communal areas, transport, playgrounds, dining areas or in front of other pupils unless the pupil profile expressly requires this and the risk has been assessed.

2. Aims

- Comply with the statutory mobile-phone guidance and the school's wider legal duties;
- Protect learning, safeguarding, privacy, dignity and positive relationships;
- Apply a simple, consistent default expectation understood by pupils, parents and staff;
- Make lawful, proportionate and person-centred adjustments for disability, SEND, medical need and exceptional individual circumstances;
- Support pupils to broaden their regulation strategies over time without abrupt or punitive removal of an established coping aid;
- Respond to misuse calmly, consistently and proportionately, with safeguarding taking priority.

3. Scope and definitions

This policy applies to pupils, staff, agency and supply staff, volunteers, contractors, visitors and parents while on school premises, during the school day, on school transport where the school has responsibility, and during educational visits or off-site provision unless a separate written arrangement applies.

"Device" includes a mobile or smart phone, internet-enabled watch, tablet, personal laptop, earbuds or headphones with communication functions, wearable technology, camera, gaming device, or any personal technology capable of messaging, internet access, notifications, location sharing, audio/image/video recording or transmission. School-issued equipment used under the school's acceptable-use arrangements is not a personal device for this policy.

"Access" includes holding, viewing, checking notifications, wearing connected earbuds, unlocking, operating, messaging, calling, recording, photographing, streaming, browsing or using applications. A phone stored out of sight and not accessed remains in the pupil's possession but is not available for use.

4. Legislative and guidance framework

This policy has been prepared with due regard to the following, as applicable to Jasmine House's status and pupils:

- Children's Wellbeing and Schools Act 2026, section 36 (duty to have regard to mobile-phone guidance)
- Department for Education, Mobile phones in schools (statutory guidance, updated 29 June 2026; to be followed from 1 September 2026)
- Keeping Children Safe in Education 2026, particularly the online-safety and mobile-phone provisions
- Equality Act 2010, including the anticipatory duty to make reasonable adjustments for disabled pupils
- Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years
- Education and Inspections Act 2006, including the duty to determine and publicise measures to promote good behaviour
- Education Act 1996, sections 550ZA–550ZC, and the Schools (Specification and Disposal of Articles) Regulations 2012
- Department for Education, Behaviour in schools and Searching, screening and confiscation at school
- Department for Education, Restrictive interventions, including use of reasonable force in schools (effective 1 April 2026)
- Data Protection Act 2018 and UK GDPR
- Human Rights Act 1998, including respect for private and family life
- Protection of Children Act 1978; Sexual Offences Act 2003; Voyeurism (Offences) Act 2019; and relevant provisions concerning indecent or intimate images
- Online Safety Act 2023 and current statutory online-safety/RSE guidance, where relevant to education and safeguarding

This policy should be read with the Behaviour, Safeguarding and Child Protection, Online Safety, Anti-bullying, Searching/Screening/Confiscation, Data Protection, Acceptable Use, Supporting Pupils with Medical Conditions, Restrictive Intervention, Staff Code of Conduct and Educational Visits policies.

5. Default pupil expectation: retained but inaccessible

Pupils may bring a device for travel, safety or family reasons. On arrival and until they leave the school's responsibility, the default rules are:

- the device is switched off, or silent with vibration and notifications disabled;
- the device is stored securely in a bag, zipped pocket, locker or other agreed place and remains out of sight;
- the device is not accessed during lessons, transitions, break, lunch, clubs, assemblies, visits or other school activities;
- smart watches are placed in a bag or operated only as a non-connected watch where this has been agreed;
- earbuds/headphones are stored away unless supplied or authorised for learning, sensory support or an agreed adjustment;
- pupils do not use another person's device and do not lend their own device;
- parents contact pupils through the school office or via Parent Hub/email during the school day.
- A phone becoming visible, audible or accessed is a breach unless it is being used in accordance with a current individual arrangement or a staff member has given permission in response to an immediate, exceptional need.

6. Individual exceptions and reasonable adjustments

An exception is not an informal or blanket permission to use a phone. It is a defined adaptation based on the individual pupil's needs and the least risky effective arrangement. The school will not

require a diagnosis, EHCP wording or clinician's letter in every case before considering an adjustment; evidence may include the pupil's presentation, parent and pupil views, professional advice, school assessment and existing plans. The legal test is whether an adjustment is reasonable and necessary to avoid substantial disadvantage.

6.1 Circumstances that may justify access

- disability or SEND related regulation where access is necessary and alternative support is not yet effective;
- augmentative and alternative communication, accessibility or assistive-technology functions;
- medical monitoring or management, such as continuous glucose monitoring;
- a sensory, therapeutic or anxiety-management strategy specified in a regularly reviewed individual plan (Pupil profile);
- an exceptional safeguarding or welfare need, including a young-carer or home circumstance;
- supported travel training or preparation-for-adulthood activity at specified times;
- access needed to show staff evidence of an online safeguarding concern;
- a specific curriculum or off-site purpose authorised in advance, where a school device is not suitable.

6.2 Approval and recording

Planned access is approved by the Headteacher or a delegated school leader. Parents and the pupil should be consulted. The arrangement must be recorded in an Individual Mobile Phone Access Plan (Appendix 1) and, where appropriate, cross-referenced in the EHCP provision, individual Pupil profile/ medical plan or risk assessment.

Urgent same-day access may be authorised by a senior member of staff or class lead for a specific reason. It must be communicated to relevant staff and briefly recorded. Repeated requests trigger a formal review rather than an ongoing informal exception.

6.3 Minimum controls

- the precise purpose for which the device may be used;
- the agreed time, duration, location and level of supervision;
- which functions or applications may be used;
- how contact, internet access, cameras, recording, livestreaming and notifications will be restricted;
- what staff should do if the pupil becomes distressed or uses the device beyond the agreement;
- a safe alternative regulation strategy and a gradual plan to widen the pupil's coping repertoire where appropriate;
- a review date- normally at least termly and sooner after an incident, change in need or concern.

Regulation access will normally take place briefly in a named private or low-stimulus space with staff aware and available. It must not become unsupervised recreational scrolling, social-media use or communication with peers. The school will avoid shaming a pupil or publicly disclosing the reason for an exception.

7. Safeguarding and prohibited use

The following are prohibited at all times, including under an individual exception unless the Headteacher/ DDSL expressly directs otherwise for preserving or reporting evidence:

- photographing, filming or recording any pupil, staff member, visitor, conversation, document, screen, room or incident without explicit school authorisation;
- livestreaming, location sharing, airdropping or posting from school;
- contacting pupils, staff or unknown adults through personal accounts during the school day;
- cyberbullying, harassment, intimidation, discriminatory abuse, impersonation or sharing rumours;
- accessing, creating, requesting, storing or sharing sexual, intimate, violent, hateful, extremist, self-harm, suicide, eating-disorder or otherwise harmful content;

- using a device to facilitate abuse, grooming, exploitation, criminal activity, cheating, theft, sale of items or breach of privacy;
- using VPNs, hotspots or other means to bypass school filtering or monitoring.

Any concern suggesting that a child is suffering or may be at risk of harm must be reported immediately to the DSL or deputy and managed under the Safeguarding and Child Protection Policy. Staff must not ask pupils to forward indecent images, copy them, print them, take screenshots or unnecessarily view them. The DSL will follow KCSIE and current UKCIS guidance, including police or children's social care referral where appropriate.

Filtering and monitoring protections on the school network do not necessarily protect a personal device using mobile data. This increased risk is one reason individual access must be limited, supervised and purpose-specific. The annual filtering and monitoring review must consider personal-device arrangements and identified vulnerabilities.

8. Responding to a breach

Responses will be calm, predictable and proportionate. Staff will take account of the pupil's age, communication, disability, SEND, trauma, medical needs, current distress, the purpose and impact of the use, safeguarding risk and any agreed adjustment. A response should restore safety and learning, not escalate dysregulation.

Situation	Immediate response	Follow-up
Device seen, heard or checked	Remind pupil to switch off/store it. Offer regulation support if needed.	Record repeated incidents; inform class lead/parent where appropriate.
Use beyond an agreed exception	End or narrow access calmly; move to the agreed space/alternative strategy.	Review the plan, triggers, supervision and proportionality.
Refusal to store or hand over	Use de-escalation and seek senior support. Do not use physical intervention solely to remove or confiscate the device. If there is an immediate risk of harm, follow the school's Restrictive Intervention Policy.	Contact parent/carer; review risk and support plan. Consider proportionate sanction.
Recording, bullying or harmful contact	Ask use to stop; secure the device where lawful and safe; inform DSL.	Safeguarding/behaviour response; evidence preservation and agency referral as advised.
Serious or criminally concerning content/activity	Immediate DSL referral; preserve the scene/device without browsing content.	DSL decides police/social care/other action and return arrangements.
Repeated misuse	Senior review and parent meeting.	Possible requirement to hand in/store the device on arrival; update individual plans.

Sanctions, including confiscation, may be used where lawful and proportionate. The school will consider the intended outcome, alternatives, the pupil's individual circumstances and whether removing a device would create substantial disadvantage or medical/safeguarding risk. Confiscation must not remove access to an essential medical or communication function without a safe replacement.

9. Confiscation, searching and examination of data

9.1 Confiscation

An authorised member of staff may confiscate a device as a disciplinary penalty where this is reasonable and proportionate. The device will be switched off where practicable, labelled, recorded

and stored securely. The pupil will be told why it has been taken, where it will be kept and how/when it will be returned. Return will normally be at the end of the school day; serious or repeated misuse may require collection by a parent or a longer proportionate period determined by the Headteacher. Overnight retention will be exceptional, risk assessed and communicated to parents.

9.2 Searching a pupil or possessions

Mobile phones and similar devices are identified by the school expectations as items that may be searched for when there are reasonable grounds to suspect a breach. Any search must be undertaken only by the Headteacher or authorised staff and strictly in accordance with the school's Searching, Screening and Confiscation Policy and current DfE guidance. Staff must consider SEND, communication needs, trauma and dignity; use the least intrusive lawful option; and record the search and outcome.

9.3 Searching data on a device

Confiscating a device does not give staff routine authority to browse it. Data will be examined only where lawful, necessary and proportionate under the applicable statutory power and DfE guidance, normally by authorised senior staff with DSL involvement. Staff must not investigate beyond what is needed, access unrelated private material or use a pupil's credentials to enter cloud accounts. Where there is reason to suspect an offence, sexual imagery, exploitation or serious harm, staff should preserve the device and seek DSL/police advice before viewing, deleting or copying material. Records must state the grounds, authorisation, extent and outcome of any examination or deletion.

10. Restrictive intervention

A phone will not ordinarily be physically removed from a pupil who is holding or protecting it. Verbal direction, time, space, co-regulation and senior support should be used. Reasonable force must never be used solely to secure compliance with this policy or as a punishment. Any restrictive intervention must meet the legal threshold, be necessary to prevent the relevant harm, be reasonable and proportionate, and follow the school's Restrictive Intervention Policy and the DfE guidance effective from April 2026.

11. Loss, damage, security and charging

Pupils bring devices at their own risk. The school will take reasonable care of any device it agrees to store or confiscates but does not accept responsibility for ordinary loss, theft or damage unless liability arises in law. Staff must record and securely store confiscated devices, limiting access to authorised staff. Pupils must not charge personal devices at school unless this is part of a medical or individual plan and an appropriate charger has been safety checked.

12. Staff, visitors and parents

12.1 Staff

- Personal phones must be silent, securely stored and not used for personal reasons in front of pupils or while teaching/supervising, except for an emergency or authorised operational purpose.
- Staff must never use a personal device to photograph, film or record pupils, access pupil records, or communicate with pupils through personal numbers/accounts.
- Educational images and communication must use approved school devices, accounts and systems.
- Where a staff phone is needed for multi-factor authentication, lone working, an educational visit or an emergency, use must be brief, discreet and authorised.
- Any loss, compromise or safeguarding concern involving a personal device must be reported immediately.

12.2 Visitors, contractors and parents

Visitors must keep devices silent and out of sight and must not photograph, film, record or contact pupils. Essential calls must be taken in a staff-designated private area. Parents attending events may only take images where the school has expressly permitted this and must follow event-specific instructions. A breach may result in the person being asked to stop, delete material where lawfully appropriate, surrender access to the area, or leave; safeguarding concerns will be referred to the DSL.

13. Educational visits, transport and off-site provision

The default expectation continues during school transport, visits and off-site learning while the pupil is under school responsibility. The visit leader will specify storage, emergency contact and any authorised use in the risk assessment and parent information. Independent travel, residential arrangements and post-16 preparation may justify limited use at defined times and places. Pupils must not photograph members of the public, share live locations or publish information that identifies the group's location unless specifically authorised.

14. Roles and responsibilities

Role	Responsibility
Proprietor / governing body	Approve and oversee the policy; assure alignment with statutory guidance, safeguarding and equality duties; challenge implementation and review impact.
Headteacher	Determine and publish expectations; authorise staff and exceptions; ensure behaviour-policy alignment, training, consistency and proportionality.
DSL / deputies	Lead safeguarding decisions, device/evidence handling and referrals; ensure KCSIE and online-safety procedures are followed.
Inclusion Lead / SENCO	Coordinate reasonable-adjustment decisions and plans; consult pupils, parents and professionals; ensure adjustments are reviewed and understood.
All staff	Model expectations; apply the policy consistently and calmly; know current pupil arrangements; record and escalate concerns.
Pupils	Keep devices inaccessible by default; follow any individual plan; protect privacy; report concerns and hand evidence directly to trusted staff.
Parents/carers	Support the policy; use the school office for contact; share relevant needs; avoid messaging pupils during the day; participate in plan reviews.

15. Communication, implementation and training

- publish the policy and explain the September 2026 expectation to pupils and parents;
- consult pupils and parents, including accessible pupil voice, on implementation and individual barriers;
- teach the rule explicitly at induction and revisit it at least annually and following concerns;
- provide accessible versions, visual prompts, social stories and rehearsal where helpful;
- brief staff on individual exceptions without disclosing more personal information than is necessary;
- train relevant staff on reasonable adjustments, de-escalation, searching/confiscation, safeguarding evidence, intimate images, data protection and restrictive intervention;
- provide a reliable school-office route for urgent parent-pupil communication.

16. Equality impact, monitoring and review

The Headteacher will monitor breaches, confiscations, searches, safeguarding incidents, use of individual exceptions, lost learning, pupil distress and complaints. Data should be considered by pupil group, including SEND, disability, age, sex and other relevant protected characteristics, to identify disproportionate impact or inconsistent implementation. Leaders will also evaluate whether exceptions remain necessary, whether they support regulation and participation, and whether mobile access contributes to disruption, bullying, discrimination, mental-health concerns or reduced belonging.

The policy will be reviewed annually and sooner after a significant incident, complaint, equality concern, change in pupil needs, statutory guidance or legislation. The school cannot guarantee that any policy will prevent inspection scrutiny; compliance depends on clear rationale, lawful individual decisions and consistent day-to-day implementation. Governors/proprietors should receive assurance that the default is mobile-phone-free and that all exceptions are purposeful, documented and reviewed.

Appendix 1 — Individual Mobile Phone Access Plan

This form records an exception or reasonable adjustment. It should be stored with the pupil profile and shared only with staff who need to know.

Field	Agreed arrangement
Pupil / year group	
Date agreed / decision-makers	
Need and evidence considered	
Equality/medical/exceptional basis	
Specific purpose of access	
Permitted device, function or app	
Times and maximum duration	
Named private/low-stimulus location	
Supervision and staff to be informed	
Restrictions: camera, messaging, social media, internet, notifications	
Storage outside authorised use	
Early signs / prompt for access	
Alternative regulation or communication strategies	
Response to use outside the agreement	
Safeguarding and risk controls	
Pupil and parent views	
Review date (normally at least termly)	
Outcome of review	

Appendix 2 — Staff quick guide

If...	Then...
A phone is retained but unseen and unheard	No action is needed. This meets the default arrangement.
A pupil asks to use it for regulation	Check the current Pupil profile. If none exists, assess the immediate need, seek permission from the class lead or a senior member of staff, use a private agreed space and record repeated requests.
A phone is used in a communal area	Prompt storage and offer the agreed space/support. Avoid discussing the pupil's exception publicly.
A pupil refuses to store or hand over the device	Use de-escalation and seek senior support. Do not use physical intervention solely to remove or confiscate the device. If there is an immediate risk of harm, follow the school's Restrictive Intervention Policy.
There may be harmful or sexual content	Stop further sharing. Do not browse, copy, forward or ask for screenshots. Contact the DSL/DDSL immediately.
A search or confiscation may be needed	Use only authorised powers and the school procedure; act proportionately and record the decision.
The phone provides medical/communication access	Do not remove essential access without a safe replacement and an informed plan.

Appendix 3 — Compliance and evidence checklist

- The default rule is published: phones are not accessed at any point in the school day.
- Parents know how to contact pupils through the office.
- Pupils and staff can explain the expectation and consequences.
- Every ongoing exception has a current, purposeful plan with time, place, supervision and review.
- Staff understand that an exception is not unrestricted access.
- Safeguarding, intimate-image and device-evidence procedures are understood.
- Searches, confiscations and sanctions are authorised, recorded and proportionate.
- Mobile data risks are considered within online-safety and filtering/monitoring reviews.
- Implementation and impact are reviewed, including equality and SEND patterns.

Appendix 4 — Key source documents

Source	Document / legislation
Department for Education	Mobile phones in schools (statutory guidance, 29 June 2026); Keeping Children Safe in Education 2026; Behaviour in schools; Searching, screening and confiscation; Restrictive interventions.
Ofsted	What the government's updated guidance on mobile phones means for school inspections, 23 January 2026.
UK Parliament	Children's Wellbeing and Schools Act 2026, section 36.
Legislation	Equality Act 2010; Children and Families Act 2014; Education Act 1996; Education and Inspections Act 2006; Data Protection Act 2018; Human Rights Act 1998.