



West Winch Primary School

Fidget Toy Policy 2026

Introduction

As an inclusive school, we aim to ensure that *'every child is a success every day'*. We understand that for some pupils to succeed in school, they may require additional tools to support them in maintaining concentration in lessons. The purpose of this guide is to ensure that the use of fidget tools and auxiliary aids are supportive to them and non-disruptive to an individual child and others around them.

Aims

The school may consider allowing a pupil access to a fidget toy or auxiliary if it supports one of the needs outlined below:

- **Focus and Attention:** Fidget toys can help children channel excess energy, enabling them to concentrate better during lessons. The repetitive motion or tactile engagement helps some pupils stay grounded and focused.
- **Identified Special Educational Needs:** For children with ADHD, autism, or anxiety, fidget toys can serve as a calming tool. It helps them self-regulate and manage sensory overload, improving their ability to learn and participate.
- **Stress and Anxiety:** Engaging with a fidget toy can provide a quiet, non-disruptive outlet for nervous energy, making pupils feel more relaxed and at ease during stressful moments like tests or social situations.
- **Sensory Processing:** Some pupils may have sensory processing difficulties, where fidget toys can offer a useful way to engage their sense of touch in a controlled manner, enhancing their learning experience.
- **Self-Regulation:** By allowing pupils to use fidget toys, schools can teach children how to recognize when they need a break or calming activity, which fosters emotional regulation and independence.

Purpose and Approval

Fidget toys are allowed as tools to help with focus and self-regulation, not as toys for play. Pupils who require fidget toys for focus or special needs (e.g., ADHD, sensory processing)

should have approval from the class teacher and SENDCo. Only one quiet, non-disruptive fidget toys are allowed.

Proper Use

Fidget toys should be used discreetly at the student's desk or in hand, without distracting others. Pupils should continue to focus on classwork, and the fidget toy should complement their attention rather than take it away. Fidget toys are not to be shared or traded with other students during class time.

Time and Place

Fidget toys can be used during class time when pupils are seated and expected to focus (e.g., during lessons, individual work). They are not allowed during tests, assessments, or group discussions unless specified by the teacher. Fidget toys should be put away during transitions, physical activities, or when moving around the classroom.

Teacher's Discretion

If the fidget toy becomes a distraction to the student or others, the teacher has the right to ask the student to put it away. The use of fidget toys should be monitored by teachers to ensure they remain tools for focus, not distractions. Teachers and support staff should work with pupils to develop correct techniques for the use of fidget toys.

Respectful Use

Pupils must respect classroom rules and fellow classmates' needs for a calm learning environment. Any misuse of fidget toys, such as throwing or causing distraction, will result in temporary or permanent loss of the privilege.

Storage and Responsibility

Fidget toys should be kept in a designated spot (e.g., in a bag or tray) when not in use. Pupils are responsible for their own fidget toys. If lost or damaged, the school is not liable for replacements.

Adopted: Autumn 2026

Review: Autumn 2028



Heather Habbin - Chair of Governing Body