



**St James's C of E
Primary School**

Let Your Light Shine

Use of Fidget Toys in classrooms

Ratified on: 27th March 2025

Ratified by: Lee Salton-McLaughlin

Review date: March 2028

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Vision

We believe that every child is made in the image of God; inherently valuable and unique. Jesus is the light of the world and God has placed the light of the Holy Spirit within each of us:

Let your light shine to reach your God-given potential.

Let your light shine courageously.

Let your light shine as a beacon of hope.

Let your light shine ~ be the best we can be!

Purpose of the Policy

The purpose of this policy is to provide clear guidelines regarding the use of fidget toys within St James's CE Primary School. Fidget toys can assist some pupils in enhancing focus, reducing anxiety, and supporting sensory needs. This policy aims to ensure that the use of fidget toys is beneficial for identified pupils in a classroom whilst maintaining a conducive learning environment for everyone.

Fidget toys are small, handheld objects that can be moved around in various ways. They have become popular support aids for children with Autism Spectrum Condition, ADHD, Sensory Processing Disorder, anxiety, and other additional needs. Although fidgets may appear fun and enjoyable, for many pupils with SEND they can serve a beneficial purpose in supporting pupils' regulation and attention by offering sensory stimulation, reducing stress, improving focus, and helping pupils to regulate during periods of high anxiety. In line with our school vision, these tools can simply support individuals to shine their light to reach their potential.

Scope

This policy applies to all pupils, staff, parents/carers, and visitors to St James's CE Primary School.

Roles and Responsibilities

School Leadership

- Ensure the policy is communicated effectively to all stakeholders.
- Provide training for staff on the appropriate use of fidget toys in the classroom.
- Review and evaluate the policy regularly.
- Liaise with external professionals, where necessary.

Teachers

- Communicate with the school's SENCO to discuss individual pupil needs regarding the potential use of a fidget toy.
- Monitor the use of fidget toys which have been recommended to ensure they are used appropriately and do not disrupt learning of the specific pupil and/or the rest of the class.
- Provide feedback to school leadership regarding the effectiveness of fidget toys in supporting pupils.

Parents

- Request for the school to consider the use of a fidget toy if they have concerns regarding their child's needs.
- Honour the professional opinion of school staff regarding whether it is appropriate for a child to have access to a fidget toy.
- Support the school's policy by discussing the 'appropriate use' of fidget toys with their children.
- Communicate with teachers about their child's specific needs and any concerns regarding the use of fidget toys.

Pupils

- Use fidget toys responsibly and in accordance with school guidelines.
- Understand that fidget toys are a tool to aid learning, not a distraction.
- Understand that they should be small (fit in a hand) and used discreetly (e.g. under the table) in order to reduce distractions for those around them.
- Understand that they can only have one fidget toy out at a time.
- Follow the class teachers' directions regarding the use of fidget toys.

Implementation Strategies

Guidelines for Use

- Fidget toys must be approved by the school's SENCO or a senior leader before being used or ceased being used in school.
- Pupils should use fidget toys discreetly, ensuring that they do not distract themselves or others.
- Fidget toys may only be used during specified times, such as independent work, as part of a prescribed sensory timetable, or when directed by a teacher/TA (e.g. to support with regulation.)
- A child should only have access to one fidget toy in the classroom – this will be kept in the child's drawer when not in use.

Monitoring and Evaluation

- Teachers will regularly assess the impact of fidget toys on pupil engagement and focus. This feedback will be provided to the SENCO as part of intervention review sessions.
- The SENCO will seek additional advice for individual pupils from external agency professionals, including Occupational Therapists/Sensory Integration Practitioners, as required.

Review Mechanisms

This policy will be reviewed every three years by the school leadership team, in consultation with governors. Adjustments will be made based on feedback and the evolving needs of the school community.