Landau Forte Academy Moorhead Fidget Policy 2026

1. Equality and Inclusion

At Landau Forte Academy Moorhead, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers; irrespective of age, race, gender, disability, faith or religion, attainment or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes British values; championing respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We recognise that some pupils may benefit from the use of fidget tools (also known as fiddle toys or concentration aids) to support focus, self-regulation, and inclusion in the classroom.

This policy sets out how and when fidget tools may be used to ensure they serve as learning aids without causing distraction.

2. Aims

- To provide clear and consistent guidance on the appropriate use of fidget objects within the school environment.
- To enable pupils who need fidget tools for educational or medical reasons to use them effectively
- To minimise disruption and maintain a positive learning environment for all pupils

3. Definition

Fidget tools are small, handheld items designed to occupy pupils' hands and help them focus. Examples include:

4. Guidelines for Use

- Fidget tools must be small ie fit in the palm of the child's hand, quiet, and not visually distracting (no flashing lights); they should not be a distraction for other children.
- They are to be used as a tool for concentration and regulation, not as a toy for playtime or social interaction.
- Fidget tools are for individual use and must not be shared between pupils.

5. **Trial and monitoring**

- 2–4 week trial with simple monitoring form: baseline on-task / disruption observations, teacher comments, pupil self-report (if appropriate);
- If no benefit or increase in distraction, stop and try alternatives;
- Does this meet the child's sensory needs?
- Can they use it without disrupting themselves or others?
- Is there a better way to provide the input they need?

6. **Children who may benefit from a sensory adaptation**

- Those who need extra/less sensory input to concentrate;
- Those who fidget to self-regulate when overwhelmed;
- Hypervigilant children who need grounding and body feedback;
- Children who pick at skin, bite nails, or engage in self-stimulatory behaviours as a way to self-regulate;

7. **Parental Partnership**

If a parent or child feels that a sensory object may be beneficial, they are encouraged to discuss this with the SENDCO, who will help assess the need and determine appropriate strategies for support.

Parents are asked to understand that teachers may, at times, suggest that a fidget object is put down if it appears to be having a detrimental effect on the child's focus or classroom engagement. The professional judgement of teaching staff should be respected in such cases.

8. **School staff**

- Staff will remind pupils that fidget tools should not distract others.
- If a fidget tool becomes a distraction (e.g., is thrown, used to make noise, or used during inappropriate times), the teacher may withdraw its use and discuss alternative strategies with the pupil and parents/carers.
- Fidget tools are not permitted during practical lessons (e.g., PE, science experiments) unless agreed by the teacher for a specific purpose, in independent writing or end of term assessments, in group discussions or at lunch and playtime unless there is an agreement with the SENCo
- Teachers will have sensory boxes in their classroom that may also contain fidget tools that may be used to self-regulate or meet other sensory needs when appropriate.
- Staff will record the use of fidgets on class provision mapping and as part of the APDR cycle

9. **Communication**

This policy will be shared with all staff, and parents/carers. It will be available on the school website.

10. **Review**

This policy will be reviewed annually alongside the SEND policy.