

# STUDENT USE OF FIDGET TOOLS POLICY & PROCEDURE

Approved by the Principal in June 2026



Help for non-English speakers

If you need help to understand this policy, please contact the General Office.

## PURPOSE

This policy outlines the appropriate use of fidget tools within the school setting to:

- support student self-regulation, concentration, and engagement
- minimise distraction to other students and staff
- ensure consistent expectations across the school
- prevent inappropriate use of toys and novelty items during learning time

## OBJECTIVE

Some students benefit from the use of sensory or fidget tools as part of an identified learning, behavioural, wellbeing, or disability support strategy.

However, unrestricted use of fidget toys can:

- distract other students
- interrupt learning
- create classroom management issues
- lead to misuse, trading, or unsafe behaviour

Fidget tools are support items, not toys or entertainment devices.

## SCOPE

This policy applies to all students

## POLICY

Students may only use approved fidget tools at school when:

- there is a clearly identified need
- the use has been approved through the school's support processes
- the student follows the expectations outlined in this policy

Students who do not have approval are not permitted to bring or use fidget toys at school.

## Approval Process

Approval for a student to use a fidget tool may occur through:

- Student Support Group (SSG) processes
- Tier 2 meetings
- Individual Education Plans (IEPs)
- Behaviour Support Plans
- Wellbeing recommendations
- Disability inclusion adjustments
- Recommendations from allied health professionals, where appropriate
- Teacher judgement

Final approval lies with:

- Inclusion / Wellbeing / Subschoools / Learning Support Leaders

Approved students should have:

- the type of approved tool documented on Compass
- agreed conditions of use
- review dates if required

### **Expectations for Use**

Approved fidget tools must:

- assist focus and self-regulation
- be used quietly and discreetly
- remain in the student's hands or designated workspace
- not interfere with learning or instruction
- not distract peers or staff

Students must not:

- throw, spin, flick, bounce, trade, or share fidget tools
- use them during tests or exams unless specifically approved
- use them during practical activities or collaborative work with peers
- use them in a way that disrupts others
- bring unapproved items to school

Teachers may temporarily remove a fidget tool if:

- it is being misused
- it becomes distracting
- safety concerns arise

Repeated misuse may result in:

- withdrawal of approval
- parent contact
- review of supports

### **Characteristics of Approved Fidget Tools**

#### Quiet

- no clicking
- no popping
- no electronic sounds
- no rattling components
- no noise

#### Durable

- difficult to break or pull apart
- not full of liquid
- made from sturdy silicone, fabric, or soft rubber
- no detachable small pieces

#### Non-distracting

- neutral colours preferred
- small and discreet
- no flashing lights
- not visually stimulating

#### Safe

- non-toxic materials
- no sharp edges
- no projectiles or launch mechanisms

#### Functional

- allow subtle hand movement
- support regulation without requiring visual attention

### Examples of Suitable Fidget Tools

- smooth sensory stones
- marble mesh fidgets
- silent stress balls
- quiet tangle-style fidgets (non-clicking)
- fabric or silicone finger fidgets

### Examples of Unsuitable Items

- pop-it toys
- spinner devices
- magnetic balls
- noisy clickers
- novelty toys
- slime
- squishy toys that easily break
- electronic fidgets
- trading items or collectibles
- items that resemble weapons or projectiles

## Classroom Management Procedures

### Staff Responsibilities

- apply expectations consistently
- redirect misuse calmly and privately where possible
- store temporarily removed items in accordance with school procedures
- communicate concerns to subschool

### Student Responsibilities

- use them responsibly
- follow teacher instructions immediately
- keep the item secure
- accept that access may be paused if misuse occurs

### Parent/Carer Responsibilities

- ensure approved tools meet school expectations
- label items where appropriate
- support school decisions regarding inappropriate items

### Storage and Collection of Unapproved Items

- be confiscated for collection at the end of the day
- require parent/carers collection for repeated breaches
- be treated under existing classroom behaviour procedures

## FURTHER INFORMATION AND RESOURCES

- [Students with Disability: Chapter 2: Making reasonable adjustments | education.vic.gov.au](https://www.education.vic.gov.au/students-with-disability/chapter-2-making-reasonable-adjustments)
- [Disability Inclusion: increased support for students with disabilities | schools.vic.gov.au](https://www.schools.vic.gov.au/disability-inclusion/increased-support-for-students-with-disabilities)

## REVIEW CYCLE

Policy last reviewed:	June 2026
Approved by:	Principal
Review date:	June 2028