



Classroom Fidget Tool Policy

Purpose & Philosophy

The purpose of this policy is to create an inclusive, focused, and productive learning environment. We recognise that for many students, fidget tools are essential sensory regulation tools that help improve focus, reduce anxiety, and support learning.

To ensure these tools truly support the student and do not disrupt the classroom, **all fidget tools must be discussed and agreed upon by the parent/carer and the teacher before being used at school.** Students may not bring items from home without prior approval.

1. Approval Process (Parent-Teacher Partnership)

Before a student can use a fidget tool in class, the following protocol must be completed:

- **Step 1: Initiation:** A parent/carer or teacher identifies that a student might benefit from a sensory tool to support their focus or regulation.
- **Step 2: Consultation:** The parent/carer and teacher discuss the student's specific needs, what types of movements help them, and what environments trigger the need to fidget.
- **Step 3: Tool Agreement:** Together, the parent/carer and teacher select a specific, classroom-appropriate tool. *The school may provide an approved tool, or the parent/carer may supply the agreed-upon item.*
- **Step 4: Student Briefing:** The teacher (and parent/carer) will explain the specific rules of use to the student before the tool is introduced to the classroom.



2. Definition of an Approved Fidget Tool

For the purpose of this classroom, a **fidget tool** is a designated object used strictly for tactile or sensory input to aid attention.

- **Approved Tools:** Silent, discreet items agreed upon during the parent-teacher consultation (e.g. kneaded erasers, textured desk strips, quiet finger fidgets, Velcro under the desk).
- **Prohibited Items:** Any item brought from home without prior teacher-parent agreement. Toys that make noise, light up, or require visual attention (e.g. loud clickers, pop-its, fidget spinners) are strictly restricted.

3. Guidelines for Student Use

Once a tool is approved, the student must adhere to the "**Three Rules of Fidgeting**":

I. Eyes on the Lesson, Not the Tool

- Fidgeting is a background activity. A student's eyes and attention must remain on the teacher, the board, or their schoolwork. The tool should stay in their lap or under the desk.

II. Keep it Silent

- The tool must be completely silent. If it makes noise or taps against a desk, it is disrupting the learning environment and will be put away.

III. Hands on Your Own Tool

- Fidget tools are personal regulation items. They are not to be shared, traded, thrown, or shown off to classmates.

4. Accountability and Communication

- **Tool vs. Toy:** The teacher reserves the right to determine if an approved item is being used effectively (as a tool) or disruptively (as a toy).



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- **Policy Infractions:** If a student struggles to follow the guidelines, the tool will be placed in a designated "parking lot" on the teacher's desk for the remainder of the day.
- **Parent Re-evaluation:** If a tool is repeatedly confiscated or becomes a distraction, the teacher will contact the parent/carer to pause use and re-evaluate whether a different strategy or tool is needed.

Agreement: Fidget tool privileges rely on a three-way agreement between the teacher, parent/carer, and student. Personal items brought to school without a prior parent-teacher agreement will be held by the teacher and returned directly to the parent/carer.