

Wyburns Primary School

Sensory object policy



Our school works in accordance with the PREVENT Duty and approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Social Care in line with the SET procedures.

Wyburns Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

Article 29(goals of education)

- *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Date Policy Created	Autumn 25
To be reviewed:	Autumn 26

Equality and Inclusion

At Wyburns Primary School, 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.

The achievement of all pupils is monitored and we use this data to support pupils, raise standards and ensure inclusive teaching. 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.

Our Mission Statement for Equality:

As a school,

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity,

gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

- We welcome our duty to promote community cohesion.
- We recognise these duties reflect international human rights as expressed in the UN Convention- The Rights of the Child.

Our Aims

- Provide clear guidance on the appropriate use of fidget objects within the school environment.
- To highlight how the use can be beneficial for some children to support concentration and regulation
- To ensure that they are be used responsibly and in a way that does not disrupt their learning, progress or attention, or that of others.

Research Summary

Research has shown that commonly marketed fidget toys such as spinners and cubes do not consistently support attention or learning (Croley et al, 2018; Graziano et al, 2018). Other studies also suggest that while fidget tools may provide sensory input, items like fidget spinners can actually increase distraction levels rather than improve focus (e.g., Stalvey & Brasell, 2006; Carter et al., 2017).

The most effective fidget objects tend to be small, unobtrusive, and provide quiet, tactile sensory feedback. Examples include smooth stones, stress balls, or textured materials. These types of fidgets allow for self-regulation without drawing attention away from teaching and learning.

Examples can be seen below.



- Small enough to fit in a pocket or hand discreetly.
- Used subtly under the table or out of direct sight.
- Make no noise and cause no distraction to the child or others.
- Used with the understanding that the teacher may request it be put away if it becomes a distraction.

Parental Partnership and Understanding

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.

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

Roles and Responsibilities

- School Leadership Team: Ensure this policy is implemented consistently and reviewed regularly.
- Teachers: Monitor the use of sensory objects, support appropriate use, and communicate with parents and SENCO as needed.
- Parents: Support the school's approach and reinforce appropriate use of fidget objects at home.
- Pupils: Use sensory objects responsibly and in accordance with teacher guidance.

Implementation Strategies

Guidelines for Use:

- Teachers should introduce and model appropriate fidget use where necessary. Any child using a sensory object should have a clear understanding of when and how it can be used.

Monitoring and Evaluation:

- Use of sensory objects will be monitored by class teachers and the SENCO. Feedback will be gathered from pupils, staff, and parents to evaluate effectiveness and ensure minimal distraction.

Review Mechanisms

This policy will be reviewed annually by the SENCO, Senior Leadership Team and Local School Board. Feedback will be sought from teachers, parents, and pupils to inform updates or adjustments. Any revisions will be approved by the Head of School before implementation.