Safer Sleep & Rest Policy

Person Responsible for Policy:
Claire McKinney (Head Teacher)

Date of Adoption by Governing Body:
Autumn 2026

Date of next review:
Autumn 2027

1. Policy Statement & Statutory Framework

Richard Avenue Primary School is committed to providing a safe, healthy, and nurturing environment for all pupils. Sleep and rest are vital for children's cognitive development, physical growth, and emotional regulation.

This policy adheres strictly to:

- The Department for Education (DfE) Safer Sleep Standards.
- The Early Years Foundation Stage (EYFS) Statutory Framework (specifically regarding sleep safety, supervision, and physical environment).
- NHS and Lullaby Trust Safer Sleep Guidance.

This policy applies primarily to Early Years Provision (Nursery and Reception), but the principles of safe rest and sleep management apply across the entire primary setting.

2. Environment & Equipment Requirements

Sleep Surfaces & Equipment

- Approved Equipment: Children will sleep on a firm, flat, waterproof mattress in a **designated sleep space** and on an

individual low-level sleep mat. High-sided equipment, buggies, car seats and bouncers are never permitted as sleep spaces.

- Positioning: Children are placed to sleep on their backs with feet positioned towards the foot of the mat.
- Spacing: Individual mats or cots are spaced at least 50 cm apart to allow unobstructed adult access, clear airflow, and prevent cross-contamination.
- Prohibited Items: Sleep spaces must remain entirely clear. Pillows (for children under 24 months), soft toys, wedges, cot bumpers, weighted blankets, and loose/bulky duvets are **strictly prohibited.**
- Bedding: Lightweight, cellular blankets (tucked no higher than the child's shoulders) must be used. **Any other blanket or sleep-related item is prohibited.** Bedding is laundered weekly or immediately if soiled.

Room Conditions

- Temperature: The designated sleep area must maintain a temperature between 16°C and 20°C. A reliable room thermometer must be monitored continuously.
- Ventilation & Lighting: Sleep areas must be well-ventilated with **dimmable lighting, where possible,** to create a calm, restful atmosphere without compromising adult visibility.

3. Supervision & Monitoring Standards

- In-Room Adult Supervision: At least one qualified staff member must remain physically inside the sleep room/area at all times. Statutory adult-to-child ratios are maintained at all times, including during rest periods.
- Physical Checks: Sleeping children are checked at 10-minute intervals. Checks verify:
    - Normal breathing and skin color.
    - Thermal comfort (ensuring the child is not overheating or too cold).
    - Safe positioning (clear airway, blankets shoulder-height or below).
- Sleep Log Records: Every check must be recorded in real-time on the Classroom Sleep Log, capturing:

    - Child's name
    - Time child fell asleep and woke up
    - 10-minute check timestamps
    - Room temperature reading
    - Staff initials

4. Partnership with Parents & Individual Care Plans

- Sleep Care Plans: Upon entry to Nursery or Reception, parents complete a **Home Sleep & Rest Profile (see Appendix 2)** detailing the child's routine, comforting cues, and specific rest requirements.
- Parental Requests vs. Safety: While the school works flexibly with family preferences, statutory safety rules supersede parental requests (e.g., requests to let a child sleep in a pushchair or on their front will be declined in line with DfE regulations).
- Daily Communication: Details of sleep times and duration are shared daily with parents/carers.
- Non-Napping Children: Children who do not sleep are offered quiet activities (reading, drawing, soft listening) in a separate area to ensure they are rested without being forced to sleep.

5. Whole-School Sleep Education & Daylight Promotion

To support healthy sleep hygiene and circadian rhythms across all year groups:

- Natural Daylight: All classes incorporate a minimum of 30 minutes of natural daylight exposure during the morning session (e.g. outdoor learning or active morning breaks) to regulate melatonin production.
- Curriculum Integration: Sleep education is taught through the PSHE curriculum, covering screen-time limits prior to bed, consistent sleep routines, and healthy evening habits.

6. Staff Training & Policy Governance

- All Early Years and Support staff undergo annual **Safer Sleep & SIDS Awareness Training** prior to the start of the academic year.

- The **Designated Safeguarding Lead (DSL) audits sleep logs, equipment, and room temperature logs on a monthly basis**.
- Any sleeping incident or non-compliance with safety standards is reported immediately to the Head Teacher and reviewed under school safeguarding protocols.

Appendix 1: 10-Minute sleep monitoring log template

Child Name	Date	Sleep Start	10-Min Check Timestamps & Status (Breathing/Temp)	Sleep End	Staff Signature
Example: Leo S.	12/10/26	12:30 PM	12:40 (OK), 12:50 (OK), 1:00 (OK - 18°C)	1:10 PM	A. Smith

Appendix 2: Sleep and rest profile

Home Sleep & Rest Profile

1. Child & General Information

- Child's Full Name: Person
- Date of Birth: Date
- Provision: [ ] Nursery [ ] Reception

2. Normal Sleep Routine

- Daytime Nap Schedule:
  - Time: _____
  - Duration: _____
  - Frequency: _____
- Night time sleep routine:
  - Bedtime: _____
  - Wake Time: _____

3. Settling & Comforting Cues

- Preferred Settling Methods:
  - [ ] Soft music / white noise
  - [ ] Storytime
  - [ ] Gentle back patting
  - [ ] Independent settling
  - [ ] Other: _____
- Comforting Cues & Comforters:

- *Key words, phrases, or comforters used to soothe child when tired or unsettled:*

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4. Specific Rest Requirements & Preferences

- Rest vs. Sleep Preferences:
  - [ ] Encourage daytime nap
  - [ ] Quiet rest only (does not regularly nap)
  - [ ] Wake after maximum duration of: _____ minutes
- Additional Notes / Medical Considerations:

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5. Parent/Carer Declaration & Authorization

- Parent/Carer Name: Person
- Signature: Person
- Date: Date
