



SUTTON CE (VC) PRIMARY SCHOOL

Safe Sleep Policy

Updated September 2025

At Paintbox and in Sutton Primary School, the safety and wellbeing of all children is the highest priority. Our setting recognises that every child is unique. While the setting does not offer scheduled nap times or have designated sleep facilities, we acknowledge that some children may naturally become tired and fall asleep during the day. In such cases, staff follow safe sleep practices in line with the statutory requirements of the Early Years Foundation Stage (EYFS) Framework (DfE, 2025) to ensure the child's individual needs are met with care and attention.

This policy outlines our provision, approach, and procedures regarding sleep to ensure children are kept safe, comfortable, and well-supported while maintaining consistent routines with home.

1. Purpose and Scope

This policy outlines the approach our Early Years team takes to managing sleep for children within our care. It applies to all children attending the preschool and must be followed by all staff.

- Ensure a consistent approach to child safety and rest.
- Align with statutory requirements under the EYFS Statutory Framework (2025).
- Support the principle that each child is an individual with varying rest needs.

2. Rationale — Why Naps Are Not Scheduled

2.1 Daily Routine Considerations

- Our curriculum and daily routine are structured to deliver enriching and active learning experiences, in line with the EYFS requirement for a balance of adult-led and child-initiated play.
- Most children attending Paintbox are within an age bracket (typically 3–5 years old) where daytime sleep is no longer essential.
- Scheduled naps and designated sleep rooms are not provided.

2.2 Supporting Home-Preschool Consistency

- Maintaining consistent routines between home and school supports children's wellbeing (DfE, EYFS 2025).
- Predictable patterns during the day help children feel secure and develop self-regulation.

3. Individual Needs and Flexibility

3.1 Recognising Differences in Development

- Development is not linear, and children will vary in the amount of rest they need depending on age, development, and personal circumstances.

3.2 Unplanned Sleep Approach

- While naps are not planned, the setting accommodates children who naturally fall asleep.

4. Procedure When a Child Falls Asleep

4.1 Immediate Response

- Move the child to a quiet and calm area within the room.
- Ensure they can rest without disturbance but remain within sight and hearing at all times (EYFS para 3.27).

4.2 Supervision

- A member of staff supervises the child at all times.
- Positioning ensures the child lies flat and safely, with no blankets or items near their face.

4.3 Safe Sleep Checks

- Staff conduct sleep checks every 10 minutes.
- They place their hand gently on the child's chest or back to check for appropriate temperature and regular breathing.
- Any changes in breathing or unusual observations are reported and acted upon immediately, following our safeguarding policy (EYFS 2025, para 3.4 – 3.8).

4.4 Sleep Duration and Waking

- Children are not allowed to sleep for durations that could negatively affect their wellbeing or their night-time routine at home.
- Staff wake the child naturally or gently when appropriate after a short period of rest.

5. Responsibilities of Staff

5.1 Key Person Role

- The child's key person monitors patterns of tiredness and supports their individual development needs in consultation with parents (EYFS 2025, para 1.10).

5.2 Maintaining Records

- Where appropriate and with frequent sleep occurrences, staff may log the time and duration to help identify trends.

6. Communication with Parents and Carers

6.1 Informing Parents

- Parents and carers are informed promptly if their child has fallen asleep during the session.

Staff provide:

- Duration of the sleep
- Context (e.g. time, location, any regulation challenges beforehand)
- This information helps families maintain home routines and supports consistent care.

6.2 Working in Partnership

- If a child regularly appears tired, staff will consult with parents to:
 - Identify underlying causes, such as insufficient night-time sleep.
 - Adjust the preschool day where needed to meet the child's needs.
 - This aligns with the EYFS requirement to work in partnership with families (EYFS 2025, para 1.6 – 1.13).

7. Safe Sleep Practice

This setting follows safer sleep advice in line with guidance from the Lullaby Trust and local authority EY hygiene and safety teams.

7.1 Sleep Environment and Safety Precautions

- No soft furnishings (pillows/loose blankets/soft toys) are placed near the child.
- Temperature of the sleep area is monitored to ensure it is neither too hot nor cold.
- Child sleeps flat to promote safe breathing.

8. Staff Training

All staff are trained in safe sleep practices in accordance with EYFS requirements related to health and safety and supervision (EYFS 2025, para 3.64 – 3.74).

Training includes:

- Recognising signs of tiredness
- Safe positioning
- Monitoring and documentation procedures
- Emergency response if required

9. Links to Other Policies

This policy should be read in conjunction with:

- **Safeguarding and Child Protection Policy**
- **Health and Safety Policy**
- **Key Person and Partnership with Parents Policy**
- **Behaviour and Wellbeing Policy**

10. Statutory and Best Practice References

- Early Years Foundation Stage (EYFS) Statutory Framework (DfE, 2025), particularly:
 - Section 1: The Learning and Development Requirements
 - Section 3: The Safeguarding and Welfare Requirements
- Ofsted Education Inspection Framework (2023)
- The Lullaby Trust — Safer Sleep for Early Years Settings
- Department for Education (DfE) Guidance on Working Together to Safeguard Children (2018)

