



Rest & Sleep Policy

Date policy adopted:

Signed:

Chair of Governing Body/Committee

Our school values

Respect - respecting children's rights, treating each other with dignity and valuing each person's individual identity

Security - creating an environment where children feel safe, both emotionally and physically, building their resilience through secure attachments

Relationships - encouraging kindness and developing relationships where children and families are listened to and feel valued

Inclusion - creating an enabling environment where children and families feel a sense of belonging and ensuring equality of opportunity for everyone

Learning - reflecting on our practice together, co-constructing learning with children and extending their learning by providing experiences that provoke curiosity and exploration

Empowerment - encouraging children to become confident and independent, equipping them to participate in decision making, resolve conflict and make positive choices

We are a Unicef Rights Respecting School

This policy links to the UN Convention on the Rights of the child:

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

Article 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

We are committed to safeguarding and promoting the wellbeing of all children, and expect our staff and volunteers to share this commitment.

Statutory framework for the early years foundation stage (Nov 2024) The safeguarding and welfare requirements:

3.69 Sleeping children must be frequently checked to ensure that they are safe. Being safe includes ensuring that cots and bedding are in good condition and suited to the age of the child, and that babies are placed down to sleep safely in line with the latest government safety guidance: Sudden infant death syndrome (SIDS) - NHS (www.nhs.uk). Practitioners may also find it helpful to read NHS advice on safety of 52 These judgements should be based on useable areas of the rooms used by the children, not including storage areas, thoroughfares, dedicated staff areas, cloakrooms, utility rooms, kitchens and toilets. 37 sleeping babies: Reduce the risk of sudden infant death syndrome (SIDS) - NHS (www.nhs.uk).

Parents and carers

The preferences and wishes of parents are always respected and staff work closely with them, to ensure each child's individual needs are carefully met

Quiet areas

Children need sleep and rest periods to help development. Children all develop at different rates and we aim to meet their needs throughout the day. As they grow they will usually develop a routine, gradually reducing the length or the frequency of their daytime sleeps.

Children are encouraged to indicate and say when they are tired and need to rest and are also encouraged to take a rest or nap during certain times of the day.

Quiet areas in the classroom are available all day with soft seating and cushions where children can go if they wish to rest and relax.

Staff will not force a child to sleep or keep them awake against his or her will. Staff will discuss any changes in sleep routines with parents and carers at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Preparing for nap time

When getting a child ready to sleep the staff need to ensure a number of things happen:

- A clean nappy
- Outer clothes removed
- Fed or had a drink
- All bibs removed
- Not too warm

Staff should prepare the toddler for nap time by moving to the quiet area for a lullaby or story.

Some toddlers like to be patted to go to sleep. The staff need to sit on the floor while doing this, so as not to strain their back.

If the child has not gone to sleep after 15 minutes the staff member should consider getting them up and maybe trying them later for another sleep.

If a child falls asleep in the arms of a staff member they should be placed on a sleep mat so they can continue to sleep. If they have fallen asleep unexpectedly and it has not been possible to remove their outer clothes or have their nappy changed, the toddler's clothes should be loosened. Staff within the area should be made aware that the child needs their nappy changing when they wake up.

Children who have a regular sleep, have their own bedding which is stored in separate named bag when not in use.

Dummies and comfort blankets

Comfort blankets and soft toys are welcome for they bring comfort and reassurance to small children especially when they are new to the nursery and during rest and sleep times. Please ensure that these are labelled.

We do not allow children to use dummies at Goodway Nursery School, because of the negative impact this has on children's speech and language development.

Safe sleeping

The safety of babies' sleeping is paramount. We adopt a policy of practice recommended by The Cot Death Society to minimize the risk of Sudden Infant Death.

This includes

- Toddlers will never be put down to sleep with a bottle to self-feed
- Toddlers will be monitored visually when sleeping and will never be left in a separate room without staff supervision at all times
- The room will be well ventilated
- The sheets and blankets will be monitored so that they do not become tangled
- Children sleep without any large soft toys that have the potential to smother
- Mobiles/ dangling toys are out of reach
- When monitoring the staff member will look for the rise and fall of the chest, and if the sleep position has changed

We provide a safe sleeping environment by:

- Monitoring the room temperatures (using thermometers in each classroom)
- Using clean light bedding/blankets and ensuring children are appropriately dressed for sleep to avoid overheating
- Using approved sleeping mats that are compliant with British Standard regulations, and a clean fitted sheet
- Not cluttering sleep mats with soft toys, although comforters will be given where required
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Sleep area away from direct sunlight or next to radiators
- Ensuring each toddler is provided with clean bedding
- Should a baby fall asleep while being nursed by a practitioner they will be transferred to a safe sleeping surface to complete their rest
- The sleep mats and bedding are laundered regularly.

Sleep monitoring

All sleeping children must be checked at 10 minute intervals. Staff who working in the room are all responsible for checking the children.

Checking a child while sleeping should involve:

- Placing a hand on their chest to check they are breathing or putting the back of their hand near to the child's mouth to feel for breath
- Ensuring that each child is well
- Ensuring that each child is not too hot or too cold
- Ensuring that all sheets or blankets are not wrapped around the child

A sleep monitoring chart is used to record the checks and is signed by the member of staff carrying out the check. A record of each child's daily sleep pattern is recorded too.

APPENDIX 1

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