



ABBEYS PRIMARY SCHOOL

Sleep in School Policy

EYFS, Key Stage 1 and Key Stage 2

School	Abbeys Primary School
Applies to	Children in EYFS (including Reception), KS1 and KS2
Policy owner	Headteacher / Senior Leadership Team
Related policy	EYFS policy
Effective from	September 2026
Review date	September 2028, or sooner if guidance changes

School ethos: At Abbeys Primary School, we recognise that children may occasionally fall asleep during the school day for a range of reasons. Our approach is rooted in safeguarding, dignity, inclusion, wellbeing and the individual needs of each child.



1. Purpose and Rationale

This policy sets out the arrangements Abbeyes Primary School will follow when a pupil EYFS [Foundation], Key Stage 1 or Key Stage 2 falls asleep during the school day, requests a rest, or presents with an ongoing need for sleep or significant daytime fatigue.

Sleep is not part of the normal timetable or routine for pupils in Foundation [EYFS], KS1 and KS2. However, staff recognise that children may occasionally fall asleep because of tiredness, illness, medication, disrupted sleep, additional needs, emotional wellbeing, changes at home, or an identified medical or developmental need.

The purpose of this policy is to ensure that any sleep is managed safely and consistently, that pupils are treated with dignity, and that repeated or unusual daytime sleep is identified and followed up appropriately.

2. Scope

- This policy applies to all children at Abbeyes from Foundation through Year 6, including children in the EYFS [Foundation] and pupils in KS1 and KS2, including those with SEND, medical needs and/or an Education, Health and Care Plan (EHCP).
- It applies during the school day and, where relevant, during breakfast club, wraparound provision, trips and other school-led activities.
- The EYFS safer-sleep requirements within this policy are also part of the EYFS and Foundation stage policy.
- Where a pupil has an individual healthcare plan, risk assessment, behaviour support plan, sensory plan or other agreed provision relating to sleep or fatigue, that plan must be read alongside this policy.

3. Principles

- Safeguarding and physical safety are the first priority.
- A sleeping child must remain appropriately supervised and must not be left in an unsafe, isolated or hidden location.
- Sleep will not be used as a behaviour-management strategy, sanction or means of excluding a child from learning.
- Children will be treated respectfully and discreetly; staff will avoid drawing unnecessary attention to a child who has fallen asleep.
- The school will consider the child's individual circumstances, including SEND, sensory needs, medical conditions, medication, emotional wellbeing and family circumstances.
- Where a pattern develops, the school will work in partnership with parents/carers and relevant professionals to understand and support the underlying need.
- Any safeguarding concern, significant change in presentation or unexplained deterioration in a child's wellbeing will be managed in accordance with the school's safeguarding procedures.
- The EYFS [Foundation] safer-sleep arrangements will be reviewed whenever statutory guidance changes and at the normal annual policy review.
- Leaders will monitor implementation through supervision, safeguarding monitoring, review of sleep records and appropriate staff training.



- EYFS [Foundation] staff must know and follow the safer-sleep arrangements and ensure that monitoring records are completed accurately.

EYFS/ Foundation stage staff responsibilities

- Any concern that a child's presentation may indicate illness, neglect, safeguarding concerns or another welfare issue will be managed through the school's first-aid, medical and safeguarding procedures.
- Where a recurring sleep pattern affects a child's engagement, learning, development or wellbeing, staff will work with the family and relevant professionals to identify supportive strategies.
- Parents/carers will be informed where a sleep episode is unusual, prolonged, repeated, associated with illness or otherwise gives cause for concern.
- If a child falls asleep while travelling, staff will follow the current safer-sleep requirements and transfer the child to the appropriate sleep arrangement on return to the setting where applicable.
- Children will not be deliberately placed to sleep on sofas, armchairs, beanbags or other soft or unstable surfaces.
- Staff will monitor the room and the child's temperature and avoid overheating. As a local guide, rooms should normally be maintained at approximately 16–22°C where reasonably practicable, while staff also consider the individual child's clothing, comfort and presentation.
- Children will be supervised by an adult and checks will be recorded at 10-minute intervals as Abbeyes Primary School's local operating procedure. The record will include the time the child fell asleep, each check and observation, and the time the child woke. The 10-minute interval is the school's chosen monitoring standard and does not replace the EYFS requirement that sleeping children are frequently checked.
- The sleep area will be checked for hazards, obstructions, loose items, soft toys and other objects that could create a risk. The child's face and head will remain uncovered.
- Where possible, sleep will take place in a quiet, safe area on an appropriate firm, flat sleep mat. If a child falls asleep elsewhere, staff will safely transfer the child where this can be done without risk of injury.

EYFS/ Foundation stage- safer-sleep arrangements

At Abbeyes, naps are not part of the normal EYFS/ Foundation stage timetable. However, if a child falls asleep in class or during school provision for any reason, staff will manage the sleep episode safely, consistently and with dignity.

For children in Foundation and any other children within the EYFS, Abbeyes Primary School will follow the strengthened safer-sleep requirements in the EYFS Statutory Framework that apply from 1 September 2026. The Department for Education has brought explicit safer-sleep requirements into the main EYFS framework. Sleeping children must be frequently checked to ensure that they are safe.

3A. EYFS Safer Sleep Requirements

4. When a Child Falls Asleep

If a pupil falls asleep unexpectedly, staff should follow these steps:

1. Check the child and ensure that they are breathing normally, are in a safe position and have no immediate signs of illness or distress.



2. Assess the immediate environment and remove obvious hazards, loose items, food, drink, small objects or anything that could obstruct breathing or cause injury.
3. Where possible, move the child to a quiet, safe area and provide a firm, flat sleep/rest mat or other suitable surface. Staff should use their professional judgement when moving a child and must not place a child at risk of injury by attempting an unsafe transfer.
4. Avoid allowing a child to sleep on a sofa, beanbag, pile of cushions, adult's lap, or other soft/unstable surface where this could increase risk.
5. Where practicable, position the child safely on a firm, flat surface. Any individual medical or physical needs must be followed.
6. Ensure the child's head and face remain uncovered and that the child is not overheated.
7. Maintain appropriate adult supervision. The child must remain within sight and hearing of staff.
8. Record the time the child fell asleep and complete checks at 10-minute intervals until the child wakes, unless an individual healthcare plan or risk assessment requires more frequent checks.
9. Record the time the child wakes and any relevant observations.
10. Inform the parent/carers, particularly where the sleep is unusual, prolonged, repeated or associated with illness, medication or a change in presentation.

5. Sleep Environment and Safety

5.1 Safe environment

- The area should be calm, uncluttered and free from obvious hazards.
- Loose items, soft toys, blankets, bags and other objects that could cover the child's face or create a hazard should be removed from the immediate sleep space.
- Children should not be left asleep with food, chewing gum, bottles or drinks in their mouth or immediately accessible in a way that creates a choking risk.
- The child should not be covered with heavy bedding or placed next to a heater/radiator.
- Where a sleep mat is used, it should be clean, firm, flat and appropriate for the child's age and size.
- Children must never be left sleeping in a vehicle or in another location where staff cannot maintain appropriate supervision.

5.2 Temperature and overheating

Staff should consider both the room temperature and the child's individual comfort. The room should be comfortably ventilated and children should not become overheated. As a local operating guide, classrooms/rest areas should normally be maintained within approximately 16–22°C where reasonably practicable, while recognising that the EYFS safer-sleep requirements for younger children are governed by the separate EYFS policy.

6. Supervision and 10-Minute Checks

A child who is asleep must remain within sight and hearing of an adult. Staff must use active supervision and must not rely solely on a written record as evidence of supervision.

For KS1 and KS2 pupils, checks will normally be recorded every 10 minutes and will include:

- time of the check;



- visible observation that the child is safe and appears to be breathing normally;
- position and general presentation of the child;
- any concern, change in appearance or difficulty rousing the child; and
- the time the child wakes.

If staff are unable to rouse a child normally, or have any concern about the child's breathing, colour, responsiveness or general condition, they must follow the school's first-aid/emergency procedures immediately and seek medical assistance where required.

7. When a Child Wakes

- Allow the child to wake naturally where appropriate and support them calmly.
- Check that the child is alert, comfortable and able to engage safely before returning to normal activity.
- Offer water where appropriate and consider whether the child needs a quieter transition back into learning.
- Record the waking time and any relevant observations.
- Inform parents/carers where required under this policy.

8. Repeated or Prolonged Daytime Sleep

A single episode of sleep may be unremarkable. However, repeated, prolonged or sudden daytime sleep may indicate an underlying need and should not simply be viewed as poor behaviour or lack of effort.

- The class teacher should discuss the pattern with the SENCO, pastoral lead or relevant member of SLT where appropriate.
- Parents/carers should be contacted to establish whether there have been changes to sleep at home, medication, health, routines, family circumstances or other factors.
- The school should consider whether the child needs an individual support plan, healthcare plan, reasonable adjustment, sensory strategy or referral to an appropriate professional.
- Where the child has SEND or complex needs, staff should consider whether fatigue is linked to sensory overload, communication difficulties, emotional regulation, medication, physical exertion or another identified need.
- Any concerns about neglect, unexplained changes in presentation, persistent extreme tiredness or a child's welfare must be referred through the school's safeguarding procedures.

9. Medical Needs and Medication

Some pupils may have a recognised medical condition or take medication that can affect alertness or sleep. Staff must follow the child's individual healthcare plan and the school's Supporting Pupils with Medical Conditions procedures where these apply.

- Staff must not change, stop or administer medication outside the school's agreed procedures.
- Where a pattern of sleep begins after medication has changed, this should be communicated to parents/carers and recorded as appropriate.
- If a child becomes unusually drowsy, difficult to rouse or presents differently from their normal baseline, staff must seek first-aid/medical advice rather than assuming the child is simply tired.



10. SEND, Inclusion and Individual Needs

Abbeys Primary School is committed to an inclusive approach. A pupil's need to rest or sleep will be considered within the context of their individual presentation and needs. Staff should not assume that a child who falls asleep is disengaged, non-compliant or choosing not to learn.

- Individual sensory or regulation needs should be considered.
- Where a child has an EHCP or individual plan, sleep/fatigue should be considered if it is affecting access to learning.
- Adjustments may include a planned quiet rest opportunity, changes to sensory load, movement breaks, hydration, reduced environmental stimulation or liaison with parents and professionals.
- Any planned rest provision must be risk assessed and should not unnecessarily reduce a child's access to education.

11. Parent/Carer Communication

Parents/carers will be informed when a child falls asleep in school where this is unusual, prolonged, repeated or there are concerns about the child's health, wellbeing or presentation. Staff will communicate sensitively and avoid making assumptions about the cause.

Where a pattern of sleep affects a child's engagement, learning or development, the school will work with the family to identify supportive strategies and, where appropriate, seek advice from relevant professionals.

12. Recording and Confidentiality

- Each sleep episode requiring monitoring should be recorded on the school's Sleep Record.
- Records should include the date, pupil, class, time asleep, 10-minute check times, relevant observations, time awake, action taken and parent/carers contact where applicable.
- Records must be stored securely and handled in accordance with the school's data protection and confidentiality procedures.
- Significant concerns or safeguarding information must be recorded on the school's safeguarding recording system in accordance with safeguarding procedures.

13. Staff Responsibilities

Role	Responsibility
All staff	Follow this policy, supervise sleeping pupils safely, record checks, report concerns and maintain the child's dignity.
Class teacher	Monitor patterns, communicate with parents/carers and escalate repeated concerns to the SENCO, pastoral lead or SLT.
SENCO / Pastoral Lead	Consider SEND, wellbeing and individual support needs; coordinate appropriate adjustments and professional advice.
DSL / Deputy DSL	Respond to safeguarding concerns, including unexplained or concerning changes in a child's presentation or welfare.



First aider	Respond to concerns about illness, injury, responsiveness or breathing in line with first-aid procedures.
Headteacher / SLT	Ensure implementation, staff awareness, appropriate training, monitoring and policy review.

14. Staff Training and Monitoring

- Staff will be made aware of this policy as part of safeguarding/welfare procedures.
- Relevant staff will receive information or training on safer sleep, supervision, first aid and recognising when a sleeping child may require further assessment.
- Leaders will monitor the implementation of the policy through review of sleep records, staff feedback, safeguarding systems and any incidents or concerns.
- The policy will be reviewed annually and sooner if statutory guidance, professional advice or the school's circumstances change.

15. Related Policies and Guidance

- EYFS safer-sleep arrangements (within this overall Sleep in School Policy)
- Safeguarding and Child Protection Policy
- First Aid Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy
- Behaviour Policy
- Health and Safety Policy
- Attendance Policy
- Intimate Care Policy, where applicable
- DfE: Early Years Foundation Stage Statutory Framework – group and school-based providers (current from September 2026)
- DfE: Safer Sleep guidance for early years providers

Statutory guidance note: The EYFS elements of this policy are based on the EYFS Statutory Framework for group and school-based providers effective from 1 September 2026 and the Department for Education's safer-sleep guidance. Where statutory requirements differ by age, the statutory requirement takes precedence over this school's local operating procedure.

16. Policy Statement

Abbeys Primary School will manage sleep during the school day in a way that protects children's safety, dignity and wellbeing while maintaining access to education. Sleep in KS1 and KS2 is not regarded as a routine part of the school day; where it occurs, staff will respond calmly, safely and consistently, consider the individual child and work with families where further support is needed.



Appendix 1 – KS1 & KS2 Sleep Record

Use this record whenever a pupil falls asleep and requires monitoring under this policy.

Pupil name		Class	
Date		Staff member	
Time child fell asleep		Location	
Reason/observed context		Parent contacted	Yes / No
10-minute check	Time	Observation	Initials
Check 1		Safe / breathing / position / presentation	
Check 2		Safe / breathing / position / presentation	
Check 3		Safe / breathing / position / presentation	
Time child woke		Action/notes	

Additional checks:

Time	Observation	Initials
Time	Observation	Initials
Time	Observation	Initials
Time	Observation	Initials

Parent/carers communication / follow-up action:

Appendix 2 – Quick Staff Guide

STEP	ACTION
CHILD FALLS ASLEEP	Stay calm. Check the child and the environment.
MAKE SAFE	Remove hazards. Move to a firm, flat, suitable rest surface where safe to do so.
SUPERVISE	Keep the child within sight and hearing of an adult.
CHECK	Record observations at 10-minute intervals unless a more frequent check is required.
WAKE	Record the time the child wakes and support a calm return to learning.
COMMUNICATE	Inform parents/carers where appropriate, especially for unusual, prolonged or repeated sleep.
ESCALATE	If the child is difficult to rouse, has abnormal breathing, appears seriously unwell or there is a safeguarding concern, follow emergency/first-aid/safeguarding procedures immediately.

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