

# Sleep and Rest

Avoca Beach PreSchool

## Background

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Children are active little people – constantly learning, playing, watching and interacting with others. It is crucial for their sense of well-being, healthy growth and development to have time away from busy surroundings to rest, to reflect and to imagine. Effective sleep and rest strategies are important factors in ensuring a child is safe and feels secure while at a service.

## Policy statement

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This Policy sets out how the Service provides regular sleep and rest periods which follow the safe sleeping recommendations of Red Nose, the recognised national authority on safe sleeping practices for infants and children, and take into consideration the ages, development and needs of individual children and their families.

## Strategies and practices

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- The Service has a prime duty of care to ensure children are provided with a high level of safety when sleeping and resting, and every reasonable precaution is taken to protect children from harm and hazard.
- Services consult with parents about their child's particular needs (e.g. sleep patterns and habits, need for a comforter) and family values and parenting beliefs, cultural or otherwise, associated with sleep/rest, and consider these when determining sleep /rest needs.
- Nominated supervisors and educators receive information and training on safe sleep and rest practices, as outlined in the Service's Policy, and are made purposefully aware of their responsibilities in implementing those practices.
- Infants sleep on demand. Toddlers and older children have a scheduled sleep/rest period shortly after lunch. In addition, educators are alert to any indication that a child might need sleep/rest outside of routine. Quiet areas for children to rest or be alone are always available.
- If a family's beliefs and practices conflict with Red Nose, then the Service will only endorse an alternative practice after written advice has been received from the baby's medical practitioner. The Service may also consider undertaking a risk assessment and implementing risk minimisation plans for the baby.
- The Service's sleep/rest strategies and practices are outlined in the Parent Handbook and in enrolment forms and newsletters.
- All children rest with head and faces uncovered.
- Staff ratios are maintained according to the Education and Care Services National Regulations during sleep/rest periods.

# Sleep and Rest

- Educators constantly monitor the children (e.g. breathing patterns) and sleep/rest environment (e.g. room temperature) every 10 minutes to check each child's condition, and then sign the Sleep and Rest Register. On the class whiteboard or daily roll sheet.
- Educators should always be within sight and hearing distance from sleeping and resting children.
- Students or volunteers involved are supervised at all times.
- Sleep/rest areas are kept well-ventilated, uncluttered and appropriately lit and, as with all other areas of the Service, are smoke-free.
- Educators ensure children are dressed suitably for the room temperature. Some items of clothing may need to be removed for safety reasons (e.g. tops with hoods and cords that may cause choking). Educators are respectful and sensitive to cultural differences in attitudes to dressing, and encourage children to be independent in dressing at these times.
- Comforters from home will be given to children who need them to settle. However, toys with ribbons, removable parts or parts that can be looped over a child's head cannot be used because of the Service's adherence to the Red Nose guidelines.
- To help children relax for sleep/rest, educators dim the lights and may use soft calming music.
- While all children need time to relax at the Service, some do not need to sleep during the day. Rather, they only require a quiet comfortable place to relax.
- Children help educators in setting up the sleep/rest area and the quiet activities for children who do not sleep.
- No child is made to sleep against their wishes or needs, although it is expected that all children will otherwise speak and play quietly at this time in a suitably lit area.
- Children are left to wake of their own accord, and educators attend to and soothe them when they do wake unless a Sleep Plan has been formulated with a child's family.
- In instances where families request that their child remain awake, that child will not be encouraged to sleep (e.g. patted). However, if the child should subsequently fall asleep, educators will not wake that child unless the child has a Sleep Plan that dictates otherwise.
- On those occasions when parents do not supply a bed set, the Service will provide a spare sheet. These sheets are laundered after each child's use.
- The children's beds are cleaned/sprayed daily with a non-rinse disinfectant daily before being stored. The covers of any cushions used for rest and relaxation are washed after each use.
- Beds are positioned so that educators may walk between them to gain easy access to every bed from all four sides.

# Sleep and Rest

- Every child's sleep pattern for the day (e.g. time the child went to sleep and woke up) is recorded on the whiteboard or daily roll (for children over 2 years) displayed in the child's room.
- Educators receive regular first-aid training in resuscitation, and in the Red Nose guidelines.

## **Additional safe resting practices for babies**

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SUDI (Sudden Unexpected Death in Infancy) is the sudden, unexpected death of a baby during sleep. Babies under twelve months are considered to be at greater risk of SUDI than children over twelve months. The Service closely follows the recommendations for safe sleeping practices from Red Nose (formerly SIDS and Kids).

- All beds meet the current mandatory Australian Standard for Cots (AS/NZS 2172), and carry a label to indicate this. Safety checks are conducted regularly.
- All children rest with head **and face uncovered**. Hooded tops, bibs, shoes and any neck jewellery/ bracelets are removed before children are put to rest.
- Children are placed with their feet at the bottom of their cot or mattress, and bedclothes are tucked in securely.
- Beds are positioned well away from dangling electrical and curtain /blind cords, heaters, fans and other electrical appliances, and power points.
- Beds are set up at least 30cm apart as well as 30cm from any other furniture.
- Electric blankets, hot water bottles or wheat bags are not used in the Service.
- Beds are wiped over each day with soapy water.
- The sleep/rest area, as are all other areas of the Service, is smoke-free.
- **The temperature of the sleep room is monitored to ensure that the child is comfortable at all times.**
- Each child is allocated a bed to sleep/rest in.

## **Additional safe resting practices for a child who is unwell**

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- Consistent with the Service's Incident, Injury, Trauma and Illness and Supervision Policies, children who are unwell are constantly monitored until collected by their parent(s).

## **Responsibilities of parents**

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- Upon enrolment, to discuss with educators their child's particular needs (e.g. sleep patterns and habits, need for a comforter) and family values and parenting beliefs, cultural or otherwise, associated with sleep/rest. Update this information in the event of change (e.g. a child becoming anxious about sleep/rest at the Service).

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- To supply a bed set consisting of a fitted bottom sheet and a loose top sheet for summer, and a light blanket for winter, and to bring the set to the Service in **their school bag**.
- To take the bed set home, launder it, and return it on the day the child next attends the Service.
- To provide any comforters necessary.
- To read the Daily Feedback Sheet (for children over 2 years) on the class whiteboard or daily roll.

## Procedures and forms

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- Daily Feedback Sheet (
- WHITEBOARD/CLASS ROLL)
- Red Nose Safe Sleeping Poster

## Links to other policies

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- Evacuation and Lock Down Policy
- Enrolment and Orientation Policy
- Incident, Injury, Trauma and Illness Policy
- Interactions with Families
- Tobacco, Drug and Alcohol Policy

## Links Education and Care Services National Regulations 2011, National Quality Standard 2011

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Regulations	81	Sleep and rest
Regulations	97	Emergency and evacuation procedures
Regulations	103	Premises, furniture and equipment to be safe, clean and in good repair
Regulations	105	Furniture, materials and equipment
Regulations	110	Ventilation and natural light
Regulations	115	Premises designed to facilitate supervision
Regulations	168	Education and care services must have policies and procedures

NQS	QA2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation
NQS	QA2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented
NQS	QA2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
NQS	QA2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
NQS	QA3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child
NQS	QA3.1.2	Premises, furniture and equipment are safe, clean and well maintained
NQS	QA3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments

## Sources, further reading and useful websites

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# Sleep and Rest

- ACECQA. (2019). *Safe sleep and rest practices*.  
<https://www.acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices>
- Australian Competition Consumer Commission Product Safety Australia. *Folding Cots*.  
<https://www.productsafety.gov.au/products/babies-kids/kids-furniture/folding-cots>
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework 2018 (September 2020 Update): Section 4 – Operational Requirements <https://www.acecqa.gov.au/sites/default/files/2020-09/Guide-to-the-NQF-September-2020.pdf>
- UNICEF. (n.d.). *What is the Convention on the Rights of the Child?* <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

**Sources, further reading and useful websites** (Consistent with the approach of the National Quality Framework, the following references have prioritised efficacy and appropriateness to inform best practice, and legislative compliance over state or territory preferences.)

- Abbey, B. (2012). *Relaxation is a Must*.  
[http://www.childcarebydesign.com.au/uploads/brenda\\_abbey\\_article\\_relaxation\\_is\\_a\\_must.pdf](http://www.childcarebydesign.com.au/uploads/brenda_abbey_article_relaxation_is_a_must.pdf)
- Red Nose – <https://rednose.com.au/section/education> Red Nose - <https://rednose.org.au/article/room-temperature>

## Policy Review

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

## Version Control

Version	Date Reviewed	Approved By	Comments/Amendments	Next Review Date
1	8 January 2018	Dr Brenda Abbey (Author)	Updated to changed NQF requirements 1 February 2018. Service to modify policies to its specific needs.	
2	6 September 2019	Dr Brenda Abbey (Author)	Updated references.	
3	29 November 2020	Dr Brenda Abbey (Author)	Added content about a Sleep Plan. Updated references.	
4	30 December 2020	Dr Brenda Abbey (Author)	Updated references.	
5	1 May 2022	ACA NSW	Updated References Added some information regarding Rednose Safe Sleeping Recommendations. Made some grammatical and sentence structure changes.	
6	6 <sup>th</sup> September 2022	Rose Smith/Jessica Adlard	Emailed to families. Discussed at staff meeting 6 <sup>th</sup> September.	May 2023
7	May 5 <sup>th</sup> 2023	Rose Smith Jessica Adlard	Staff meeting May 5th	May 2024