

# Sleep, Rest and Relaxation Policy

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## NQS

QA2	2.1.2	Each child's comfort is provided for and there are appropriate opportunities to each child's need for sleep, rest and relaxation.
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## National Regulations

Regs	81	Sleep and Rest
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## EYLF

LO3	<p>Children take increasing responsibility for their own health and wellbeing</p> <ul style="list-style-type: none"> <li>• Children recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity).</li> <li>• Educators consider the pace of the day within the context of the community.</li> <li>• Educators provide a range of active and restful experiences throughout the day and support children to make appropriate decisions regarding participation.</li> </ul>
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## Aim

Our Service aims to meet each child's needs for sleep, rest and relaxation in a safe and caring manner that takes into consideration the preferences and practices of each child's family.

## Related Policies

Medical Conditions Policy

Physical Environment Policy

## Implementation

Most children benefit from periods of rest which help them grow and ensures their learning and development. Our service implements rest periods which are consistent with the developmental needs of children, including a short period of rest each day for older children.

The Nominated Supervisor will ensure:

- there is a quiet and restful environment for sleep and rest that enables educators to see, hear and closely monitor children.
- there are comfortable spaces for children to engage in quiet experiences.
- educator to child ratios are maintained at all times children are sleeping and resting.



- a copy of this policy is provided to parents during enrolment and that information about safe sleeping practices for babies and toddlers (eg from Sids and Kids) are displayed on noticeboards or in our parent library.

The Nominated Supervisor will ensure educators, staff and volunteers:

- accommodate each child's and family's preferences for rest, sleep and clothing to the extent they are consistent with our policies and requirements. This includes preferences related to a child's social and cultural heritage. In line with the principles and objectives of the National Law, if a resting child falls asleep without assistance in instances where families have requested the child not have naps, educators may allow the child to sleep for a period they believe is in the best interests of the child's health and wellbeing.
- follow the procedures in this policy which are based on recommendations from SIDS and Kids. If a child has a medical condition which prevents educators from following these procedures, for example a condition which prevents a child from being placed on their back, an alternative resting practice must be authorised by a registered medical practitioner in writing. This should be part of a child's Medical Management Plan.
- communicate daily with parents about their child's sleep and rest routines at the service and at home.
- regularly monitor all children who are sleeping with specific attention to breathing patterns, and monitor all babies every 10 minutes.
- monitor the temperature of the rest environment to ensure it is comfortable without becoming too hot or cold.
- help children learn about their needs for rest and comfort and where appropriate negotiate the need for sleep and rest with children. Children will be encouraged to communicate their needs where possible and to make appropriate decisions.
- provide children who do not require sleep or rest with quiet activities.
- support children who need rest and relaxation outside our designated "rest time."
- group children in a way that minimises overcrowding.
- comfort children when required. We discourage rocking children to sleep so that children do not come to expect this from their families at home.
- respect the privacy needs of each child when dressing and undressing.

### **Safe resting practices for babies (birth to 24 months)**

Educators, staff and volunteers will:

- place babies on their back to rest (unless a medical practitioner has authorised an alternative resting practice due to a medical condition).
- allow older babies to find their own sleeping position if they move after being placed on their back to rest.



- ensure a baby's face is never covered with bed linen while they are sleeping.
- place babies so their feet are close to the bottom end of the cot and they cannot wriggle under the bed linen.
- ensure quilts and doonas are not used as bed linen, and that pillows, soft toys, lamb's wool and cot bumpers are not used.
- use light bedding as the preferred option, and tuck all bedding in to prevent a baby from pulling it over their head. Sleeping bags with a fitted neck and arm holes (and no hood) may also be used instead of bed linen.
- play calm, relaxing music.
- provide dummies if required but they will not be attached to chains.

### **Safe resting practices for toddlers (18 months – 3 years).**

Educators, staff and volunteers will:

- place toddlers on their back to rest (unless a medical practitioner has authorised an alternative resting practice due to a medical condition).
- allow toddlers to find their own sleeping position if they move after being placed on their back to rest.
- ensure a toddler's face is never covered with bed linen while they are sleeping.
- if using a cot, place toddlers so their feet are close to the bottom end of the cot and they cannot wriggle under the bed linen.
- ensure quilts and doonas are not used as bed linen, and that pillows, soft toys, lamb's wool and cot bumpers are not used.
- use light bedding as the preferred option, and tuck all bedding in to prevent a baby from pulling it over their head. Sleeping bags with a fitted neck and arm holes (and no hood) may also be used in cots or on mattresses/beds instead of bed linen.
- offer quiet experiences to those toddlers who do not fall asleep.
- play calm, relaxing music.

### **Safe resting practices for preschool children (3-5 yrs)**

Educators, staff and volunteers will:

- place preschool children on their back to rest (or ask them to lay on their back to rest).
- allow preschool children to find their own sleeping position if they move while sleeping or after lying on their back initially.
- ensure a preschool child's face is never covered with bed linen while they are sleeping.
- use light bedding as the preferred option
- offer quiet experiences to those preschool children who do not fall asleep.
- play calm, relaxing music.

### **Cots**

All cots must meet Australian Standards and be labelled AS/NZS 2172:2010 or AS/NZS 2195:2010 (folding cots).

- Cot mattresses should be in good condition, clean, firm, flat and must fit the cot base with no more than a 20mm gap between the mattress and the sides of the cot.



- The distance between slats must be at least 50 mm.
- For cots in the lowest base position the distance between the top of the mattress base and the top edge of the lowest cot side or end must be a minimum of:
  - 600 mm when the access is closed
  - 250 mm when the access is open.
- For cots in the upper base position the distance between the top of the mattress base and the top edge of the lowest cot side or end must be a minimum of:
  - 400 mm when the access is closed
  - 250 mm when the access is open.

Refer [www.productsafety.gov.au](http://www.productsafety.gov.au) for more information.

### **Safety Checks: Beds, Cots, Environment**

Every 4 weeks the service will conduct a safety check of the resting environments, equipment and/or aids by following the Cot and Sleep Safety Checklist.

**Prams and strollers will not be used for children to sleep or rest in.**

### **Hygiene practices**

The Nominated Supervisor will ensure:

- cots and mattress protective covers are cleaned with soap and water daily and if visibly soiled. If a child soils a cot or mattress educators, staff and volunteers will:
  - wash hands and put on gloves
  - clean the child
  - remove gloves
  - dress the child, wash the child's hands and their hands
  - put on gloves
  - clean the cot
    - remove the bulk of the soiling or spill with absorbent paper towels
    - place the soiled linen in a plastic-lined, lidded laundry bin
    - remove any visible soiling of the cot or mattress by cleaning thoroughly with detergent and water
- remove gloves and wash hands
- provide clean linen for the cot.  
cleaning schedules are displayed in rooms. (Refer to the Physical Environment Policy for cleaning schedules.)
- each child has their own bed linen and it is washed every week following their last day at the service.

### **Children's Clothing**

Educators, staff and volunteers will discuss with parents the need for children to be dressed in clothes that:

- are suitable for the weather i.e. loose and cool in summer to prevent overheating and warm enough for cold weather including outdoor play in winter.
- protect them from the sun during outdoor play (refer Sun Protection Policy).
- allow children to explore and play freely.



- do not restrict children's comfort or compromise their safety when sleeping and resting. eg Clothes with hoods or cords are not suitable for babies or toddlers to sleep in.
- allow easy access for toileting i.e. elasticised trousers, track pants – rather than buttons, zips, belts etc.
- can get dirty when children play and engage in Service activities. Children should not come dressed in their best clothes.
- include appropriate footwear so children can play comfortably and safely. i.e. thongs, clogs or backless shoes have a trip factor and do not allow children to use equipment safely.
- are clearly labelled with the child's name.

Educators, staff and volunteers will:

- ensure children are protected from the sun during outdoor activities in accordance with the Sun Protection Policy.
- monitor children to ensure they are appropriately dressed for all weather, play experiences, rest and sleep routines.
- provide clean and appropriate spare clothing to children if needed.
- encourage children to use aprons for messy play and art experiences to protect their clothing.

## Sources

**Education and Care Services National Regulations 2011**

**Early Years Learning Framework**

**Work Health and Safety Act 2011**

**Work Health and Safety Regulations 2011**

**Standards Australia: AS/NZS 2172:2010, Cots for household use—Safety requirements**

**Standards Australia AS/NZS 2195:2010, Folding cots—Safety requirements**

**sidsandkids [www.sidsandkids.org](http://www.sidsandkids.org)**

**sidsandkids brochures: Making Up Baby's Cot, Safe Sleeping , Infant Safe Sleeping Child Care Kit, Cot to Bed Safety, Safe Wrapping**

**sidsandkids information sheets: Bedding Amount Recommended for Safe Sleep, Pillow Use, Room Temperature, Sleeping Position for Babies with Gastro-Oesophageal Reflex, Soft Toys in the Cot, Wrapping Babies**

**sidsandkids: Sudden Unexpected Death in Infancy Frequently Asked Questions**

**NHMRC: Staying Healthy Preventing infectious diseases in early childhood education and care services**

## Review

The policy will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties

**Last reviewed:** July 2016

**Date for next review:** July 2017