### Sleep and rest procedure

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| **National Quality Standard Education and Care Services National Law and National Regulations** | **Associated department policy, procedure or guideline** | **Reference document(s) and/or advice from a recognised authority** |
| NQS: 2.1  Regulations: 84A, 84B, 84C | Leading and operating department preschool guidelines | [ACECQA – sleep and rest practices](https://www.acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices)  ACECQA’s policy and procedures guidelines – [Sleep and rest for children [PDF 254 KB]](https://www.acecqa.gov.au/sites/default/files/2023-08/PolicyGuidelines_Sleep%26RestForChildren_August.pdf)  [Sleep and rest for children - Procedure guidelines for early childhood education and care services [PDF 682 KB]](https://education.nsw.gov.au/content/dam/main-education/early-childhood-education/whats-happening-in-the-early-childhood-education-sector/media/ece-resources/safe-sleep/sleep-and-rest-for-children-procedure-guidelines-for-ecec-services-28_July_2022.pdf)  [Regulatory guidance: Children’s safe sleep and rest [PDF 1,400 KB]](https://education.nsw.gov.au/content/dam/main-education/early-childhood-education/whats-happening-in-the-early-childhood-education-sector/media/ece-resources/Regulatory_Guidance_Note_Childrens_Safe_Sleep_and_Rest_-_28_July_2022.pdf)  [RedNose](https://rednose.org.au/) |

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| **Staff roles and responsibilities** | |
| **School principal** | The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.  The principal is responsible for ensuring:   * the preschool is compliant with legislative standards related to this procedure at all times * all staff involved in the preschool are familiar with and implement this procedure * all procedures are current and reviewed as part of a continuous cycle of self- assessment.   These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal. |
| **Preschool supervisor** | The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This could include:   * analysing complaints, incidents or issues and what the implications are for the updates to this procedure * reflecting on how this procedure is informed by relevant recognised authorities * planning and discussing ways to engage with families and communities, including how changes are communicated * developing strategies to induct all staff when procedures are updated to ensure practice is embedded. |
| **Preschool educators** | The preschool educators are responsible for working with leadership to ensure:   * all staff in the preschool and daily practices comply with this procedure * this procedure is stored in a way that is accessible to all staff, families, visitors and volunteers * they are actively involved in the review of this procedure, as required, or at least annually * details of this procedure’s review are documented. |
| **Procedure** | |
| **Introduction** | * Our service caters for children that are aged between 3 and 5. Most of our children do not sleep regularly. Some children may fall asleep for short periods during relaxation time. |
| **Communication** | * The preschool educators ensure the individual sleep and rest requirements of each child are met, as advised by their family. This information is collected from families during the transition interviews. Changes to these needs is communicated throughout the year through both formal and informal conversations with parents, or in writing from families (including Seesaw). For example, at arrival a preschool parent may let staff know that their child had disrupted sleep and they therefore may need a sleep that day. * Information collected during the transition interviews is communicated to all staff during planning sessions for the new year, or in person as needed following a new child’s enrolment. * Educators who discuss sleep and rest needs with parents throughout the year, such at arrival time, communicate the information shared by parents to all educators as soon as practical. If there are significant and ongoing changes to their sleep and rest needs, the educator may record this information in the risk assessment or child’s documents folder. * If a child sleeps during the preschool day, their family is informed of the length of time they slept. The preschool educators note the time on the sleep and rest log, located on the shelf near the area for group time and communicates the period of sleep to parents at pick up. * Induction of new staff includes engaging with the service’s local procedures, which includes understanding that children are never forced to lie down or sleep. |
| **Supervision** | * Children are not forced to lie down or sleep. * There is a comfortable, quiet area, both inside and outside, that a child can retreat to at any time of the day to rest. Indoors, this is the space next to the preschool office, and outside it is in the container. * Prior to rest and relaxation times, educators ensure children are not wearing any choking hazards, for example, jumper hood cords or ties, scarves, necklaces. * When children are sleeping or resting, educators ensure children’s faces are uncovered * Adequate supervision is maintained while some children rest and others engage in activities. The quiet areas for rest are in clear line of sight for educators also supervising active play, as there are quiet spaces in both the indoor and outdoor environment. Sleeping children are checked on regularly (at least every 10 minutes) to ensure their safety. This includes checking to ensure their face is not covered with clothing or linen. * Educators maintain a higher-level of supervision for sleeping children who have:   + A cold   + Respiratory or chronic lung disorder   + A specific health care need   + A high temperature   + Vomited   + Minor trauma to their head   + Taken medication   + Recently received a vaccine   + A history of sleeping issues. * Students with ongoing conditions that may impact their sleep and rest needs and safety are outlined in the sleep and rest risk management plan. * Children are encouraged to sleep on their backs before they fall asleep and then turn to a comfortable position once asleep. |
| **Environment** | * Rest and relaxation time occurs indoors, in the area in front of the interactive whiteboard. * During outdoor play, children can access the outdoor quiet area at all times. Educators maintain clear line of sight of this space, and maintain closer supervision if a child is sleeping. * If a child is unwell and being made comfortable while awaiting collection, they use the space adjacent to the preschool office to rest and are closely monitored by an educator at all times. * These areas are kept free of hazards that may pose a choking risk, for example, toys that could be rolled into and window dressings (there are no blinds that reach to face level for sleeping or resting children). * Airconditioning units are available in the indoor and outdoor rest areas, to maintain comfortable temperatures. Numerous windows provide natural light, and doors and windows provide ventilation. |
| **Equipment** | * If children wish to, they can lie down with a pillow and sheet and/or blanket. Families supply these and they are sent home to be cleaned. If the preschool staff note that a pillow or sheet needs to be cleaned, they can use the preschool washing machine to do so. * Stretcher beds are available and are sanitised after each use. These are thin stretchers that can be wiped down. They are stored in a pile in the craft storage area. * Children’s linen is stored in their bags and only removed as needed. |
| **Quiet time or rest** | * There is a designated rest/quiet period included in the daily routine/timetable. This is noted in the timetable for indoor play, however children can access the outdoor quiet area at all times during outdoor play. Educators balance the allocation of time between active play and rest periods flexibly, responding to the needs of the group and individual children. * If a child doesn’t want to rest during the designated rest / quiet period, they are able to engage with a quiet activity, such as puzzles, reading or fine motor activities. |

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 4.6.2021. Rebecca Donaldson, Sally Egan, Neil Bourke, Jessica Le. |
| **Key changes made and reason/s why** |
| Adopted DoE template. |
| **Record of communication of significant changes to relevant stakeholders** |
| Updated copy in local procedures folder.  Summary in casual folder. |

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 16.8.2021. Sally Egan. |
| **Key changes made and reason/s why** |
| Changed regularity of check on sleeping children from at least every 15 minutes to at least every 10 minutes, in accordance with *Sleep and rest for children – Policy guidelines for early childhood education and care services.* |
| **Record of communication of significant changes to relevant stakeholders** |
| Updated copy in local procedures folder.  Updated summary in casual folder.  Emailed changes to Neil Bourke, Rebecca Donaldson and Jessica Le on 16.8.2021 |

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 4.03.2022. Sally Egan, Rebecca Donaldson. |
| **Key changes made and reason/s why** |
| No changes required. |
| **Record of communication of significant changes to relevant stakeholders** |
| Updated copy in local procedures folder.  Rebecca to revise procedure with Francesca Peterson. |

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 2.6.2023. Rebecca Donaldson, Francesca Peterson, Thi Nguyen. |
| **Key changes made and reason/s why** |
| No changes required. |
| **Record of communication of significant changes to relevant stakeholders** |
| Updated copy in local procedures folder. |

| Record of procedure’s review |
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| **Date of review and who was involved** |
| 31.11.2023. Rebecca Donaldson, Francesca Peterson, Thi Nguyen, Layla Al Ghrabi |
| **Key changes made and reason/s why** |
| Updated in line with new DoE procedure scaffold. Added detail to describe how educators ensure children are free of choking hazards before sleeping, situations where higher level supervision is required, and details of the environments where children sleep and rest. |
| **Record of communication of significant changes to relevant stakeholders** |
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