

# Sleep, Rest and Relaxation Policy

All children have individual sleep and rest requirements. Children need a comfortable relaxing environment to enable their bodies to rest. This environment must be safe and well supervised to ensure children are safe, healthy and secure in their environment.

Brunswick Crèche will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs. Our centre has a duty of care, it is a requirement that all educators implement and adhere to this policy to ensure we respect and cater for each child's specific needs.

Our centre defines 'rest' as a period of inactivity, solitude, calmness or tranquility, and can include a child being in a state of sleep. Considering the busy and energetic nature of children's day, we feel that it is important for children to participate in a quiet/rest period during the day in order to rest, relax and recharge their body. Effective rest strategies are important factors in ensuring a child feels secure and safe in an early childhood environment.

Our centre will consult with families about their child's individual needs, ensuring they are aware of the different values and parenting beliefs, cultural or opinions associated with sleep requirements.

If a family's beliefs and practices are in conflict with SIDS & Kids, then the centre will not endorse an alternative practice, unless the centre is provided with written advice from a medical practitioner

Most children benefit from periods of rest which help them grow and ensures their learning and development. Our centre 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.
- To take reasonable steps to ensure that children's needs are being met but giving them the opportunity to rest, having regard to the ages, developmental stages and individual needs of each child.
- There are adequate numbers of bedding available to children that meet Australian Standards.
- The area for rest is well ventilated and has natural lighting.
- Ensure that when children rest, they do so laying head to toe to minimise cross infection.
- Safe supervision of children whilst they rest their bodies
- 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.

## *Educators will:*

- 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.
- Educators will be sensitive to each child's needs so that rest times are a positive experience.
- Ensure that beds/mattresses are clean and in good repair.
- Ensure Beds are wiped over with warm water and neutral detergent or vinegar between each use.
- Ensure that bed linen is clean and in good repair.
- Ensure Bed linen is used by an individual child and will be washed before use by another child.
- Arrange children's beds to allow easy access for children and staff.
- Create a relaxing environment for children to rest by playing relaxation music, reading stories, cultural reflection, turning off lights and ensuring children are comfortably clothed.
- The environment is tranquil and calm for both educators and children.
- Educators will sit near children encouraging them to relax and listen to music



- Maintain adequate supervision and maintain educator ratios throughout the rest time period.
- Assess each child's circumstances and current health to determine whether higher supervision levels and checks may be required.
- Communicate with families about their child's rest time and the centre policy regarding the rest time period.
- Respect family preferences regarding rest and consider these daily while ensuring children feel safe and secure in the environment. Conversations with families may be necessary to remind families that children will neither be forced to rest nor prevented from resting.
- Encourage children to dress appropriately for the room temperature when resting. Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing.
- Monitor the room temperature to ensure maximum comfort for the children.
- Encourage children to rest their bodies and minds for 20-30 minutes. If children are awake after this time, they will be provided with quiet activities for the duration of rest time.
- 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.
- Regularly monitor all children who are sleeping with specific attention to breathing patterns, and monitor all babies every 10 minutes.
- 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."
- Comfort children when required. We discourage rocking children to sleep so that children do not come to expect this from their families at home.

### **Sleeping Requirements**

Our centre will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs. The risk of Sudden Infant Death Syndrome (SIDS) will be minimised by following practices and guidelines set out by health authorities. If a family's beliefs and practices conflict with SIDS & Kids, our centre will only approve an alternative practice if the centre is provided with written advice from and the contact details of a registered medical practitioner. In meeting the centre's duty of care, it is a requirement that all educators implement and adhere to this policy to ensure we respect and cater for each child's specific needs.

Effective rest and sleep strategies are important factors in ensuring a child feels secure and safe in an early childhood environment. Our centre will consult with families about their child's individual needs, ensuring they are aware of the different values and parenting beliefs, cultural or opinions associated with sleep requirements.

#### *Management will ensure:*

- To take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the centre are met, having regard to the ages, developmental stages and individual needs of each child.
- There are adequate numbers of cots and bedding available to children that meet Australian Standards.
- That all cots meet AS/NZS 2172.
- That areas for sleep and rest are well ventilated and have natural lighting.
- That supervision windows will be kept clear to ensure safe supervision of sleeping children



*A Nominated Supervisor/ Certified Supervisor will:*

- Take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the centre are met, having regard to the ages, development stages and individual needs of the children.
- Maintain up to date knowledge regarding safe sleeping practice and communicate this information to educators and families.
- Ensure that sleeping infants are closely monitored and that all sleeping children are within hearing range and observed.
- Negotiate sleep and rest routines and practices with families to reach agreement on how these occur for each child at the service.

*Educators will:*

- Consult with families about children's sleep and rest needs.
- Educators will be sensitive to each child's needs so that sleep and rest times are a positive experience.
- Ensure that beds/mattresses are clean and in good repair.
- Ensure Beds and mattresses are wiped over with warm water and neutral detergent or vinegar between each use.
- Ensure that bed linen is clean and in good repair.
- Ensure Bed linen is used by an individual child and will be washed before use by another child.
- Arrange children's beds and cots to allow easy access for children and staff.
- Create a relaxing environment for sleeping children by playing relaxation music, reading stories, cultural reflection, turning off lights and ensuring children are comfortably clothed.
- The environment is tranquil and calm for both educators and children.
- Educators will sit near children encouraging them to relax and listen to music
- Maintain adequate supervision and maintain educator ratios throughout the sleep period.
- Assess each child's circumstances and current health to determine whether higher supervision levels and checks may be required.
- Communicate with families about their child's sleeping or rest times and the centre policy regarding sleep and rest times.
- Respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment. Conversations with families may be necessary to remind families that children will neither be forced to sleep nor prevented from sleeping. Sleep and rest patterns will be recorded daily for families.
- Encourage children to dress appropriately for the room temperature when resting or sleeping. Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing.
- Monitor the room temperature to ensure maximum comfort for the children
- Ensure there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.

**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 donnas 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 (18months – 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 (3-5yrs)**

*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.

### **Children in Cots**

*Educators will:*

- Give bottle-fed children their bottles before going to bed.
- Ensure children are not be put in cots or in beds with bottles as per the Dental Health Policy.
- Observe children at 10-15 minute intervals while they sleep in these rooms. Educators must go into the rooms and physically see babies breathing.
- Securely lock cots sides into place to ensure children's safety.
- Turn off wall-mounted heaters before children use the room for sleeping. Cot rooms will be air conditioned and maintained at an appropriate temperature.
- Be aware of manual handling practices when lifting babies in and out of cots.
- Participate in staff development about safe sleeping practices.

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.

**Source:** Education and Care Services National Regulations 2011, Early Years Learning Framework, Occupational Health and Safety Act 2000, Occupational Health and Safety Regulations 2001, Australian Bureau of Statistics (ABS). (2003), SIDS in Australia 1981-2000: A statistical overview. Australian/New Zealand Standard AS/NZ 2172:2010, Cots for household use—Safety requirements, Australian/New Zealand Standard AS/NZ 2195:2010, Folding cots—Safety requirements, SIDS & Kids. Wrapping babies., SIDS & Kids. (2005a). Fast facts: Past, present & future., SIDS & Kids. (2005b). SIDS & Kids: Safe sleeping in child care kit. , SIDS&Kids (2005c). SIDS & Kids: Safe sleeping – Lullabies aren’t the only things you’ll need to know to put your baby to sleep., SIDS & Kids. (2005e). Wrapping infants., SIDS & Kids (2006a). Information statement: Baby’s head shape. , SIDS & Kids. (2006b). Sudden Unexpected Death in Infants (SUDI) frequently asked questions: SIDS & Kids: Safe sleeping in child care kit. United Nations Conventions on the Rights of a Child, ECA Code of Ethics kidshealth.schn.health.nsw.gov.au/files/safetyfactsheets/cots-and-cot-mattresses.pdf, Australian Competition and Consumer Commission (ACCC) – [www.accc.gov.au](http://www.accc.gov.au) - Cot safety PDF, Australian Consumer Law 2011 - Australian Competition and Consumer Commission.

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## National Quality Standard – NQS

### Quality Area 2: Children’s Health and Safety

<b>2.1.2</b>	Each child’s comfort is provided for and there are appropriate opportunities to each child’s need for sleep, rest and relaxation.
<b>2.3.1</b>	Children are adequately supervised at all times
<b>2.3.2</b>	Every reasonable precaution is taken to protect Children from harm and any hazard likely to cause injury

### Quality Area 3: Physical environment

<b>3.1</b>	The design and location of the premises is appropriate for the operation of a service
<b>3.1.1</b>	Outdoor and indoor spaces, building, furniture, equipment, facilities and resources are suitable for their purpose
<b>3.1.2</b>	Premises, furniture and equipment are safe, clean and well maintained

## Education and Care Service National Regulations

<b>81</b>	Sleep and Rest
<b>103</b>	Premises, furniture and equipment to be safe, clean and in good repair
<b>105</b>	Furniture, materials and equipment
<b>110</b>	Ventilation and natural light
<b>115</b>	Premises designed to facilitate supervision

## Early Years Learning Framework

### Learning Outcome 3 - Children have a Strong Sense of Wellbeing

Children recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity).
Educators engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition.
Educators consider the pace of the day within the context of the community.
Educators provide a range of active and restful experiences throughout the day and support children to make appropriate decisions regarding participation.



