

All children have individual sleep and rest requirements which we need to consider and cater for, to ensure their needs are being met. 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.

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.

Brunswick Crèche 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 requests are in conflict with current recommended evidence-based guidelines, our centre will need to determine if there are exceptional circumstances that allow for alternate practices.

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 accompanied by a risk assessment and risk minimisation plan for individual children. We have a 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 them from harm and hazard. 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 and work in collaboration with families to meet children's needs.

### *Management will ensure:*

- Reasonable steps are taken 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.
- All cots sold in Australia must meet the current mandatory Australian Standard for Cots (AS/NZS 2172), and should carry a label to indicate this.
- All portable cots sold in Australia must meet the current mandatory Australian Standard for children's portable folding cots, AS/NZS 2195, and should carry a label to indicate this.
- Sleep and rest environments is safe and free from hazards
- That areas for sleep and rest are well ventilated and have natural lighting.
- That supervision window will be kept clear to ensure safe supervision of sleeping children.
- Ensure safe sleep practices are documented and shared with families.

### *The Nominated Supervisor will ensure:*

- 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.
- There is a quiet and restful environment for sleep and rest that enables educators to see, hear and closely monitor 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. This involves checking/inspecting sleeping children at regular intervals, and ensuring that they are



always within sight and hearing distance of sleeping and resting children so they can easily monitor a child's breathing and the colour of their skin.

- Negotiate sleep and rest routines and practices with families to reach agreement on how these occur for each child at the centre.
- There are comfortable spaces for children to engage in quiet experiences.
- 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.
- Arrange children's beds and cots to allow easy access for children and staff.
- 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 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 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.
- Ensure children rest/sleep head to toe to, minimise the risk of cross infection.
- 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.
- Ensure that each child's comfort is provided for.
- Ensure there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
- Ensure that children who **do not** wish to sleep are provided with alternative quiet activities and experiences, while those children who **do** wish to sleep are allowed to do so, without being disrupted. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be a comfortable, safe area available for them to rest (if required). It is important that opportunities for rest and relaxation, as well as sleep, are provided.
- Consider a vast range of strategies to meet children's individual sleep and rest needs



- Respond to children’s individual cues for sleep (yawning, rubbing eyes, disengagement from activities, crying etc)
- Acknowledge children’s emotions, feelings and fears
- Develop positive relationships with children to assist in settling children confidently when sleeping and resting
- 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.

### **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 minute intervals while they sleep in these rooms. Educators must go into the rooms and physically see babies breathing.
- Encourage the use of sleeping bags for babies. If they have fitted neck and armholes there is no risk for the child's face being covered.
- 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.
- Understand that Bassinets, hammocks and prams/strollers do not carry safety codes for sleep. Babies should not be left in a bassinet, hammock or pram/stroller to sleep, as these are not safe substitutes for a cot
- Ensure mattresses are kept in good condition; they should be clean, firm and flat, and fit the cot base with not more than a 20mm gap between the mattress sides and ends. A firm sleep surface that is compliant with the new AS/NZS Voluntary Standard (AS/NZS 8811.1:2013 Methods of testing infant products – Sleep surfaces – Test for firmness) should be used.
- Not elevate or tilt mattresses
- Remove any plastic packaging from mattresses
- Remove pillows, doonas, loose bedding or fabric, lamb's wool, bumpers and soft toys from cots

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

### Babies and Toddlers

- Babies should be placed on their back to sleep when first being settled. Once a baby has been observed to repeatedly roll from back to front and back again on their own, they can be left to find their own preferred sleep or rest position (this is usually around 5–6 months of age). Babies aged younger than 5–6 months, and who have not been observed to repeatedly roll from back to front and back again on their own, should be re-positioned onto their back when they roll onto their front or side.



- If a medical condition exists that prevents a baby from being placed on their back, the alternative practice should be confirmed in writing with the centre, by the child’s medical practitioner.
- Babies over four months of age can generally turn over in a cot. When a baby is placed to sleep, educators should check that any bedding is tucked in secure and is not loose. Babies of this age may be placed in a safe baby sleeping bag (i.e. with fitted neck and arm holes, but no hood). At no time should a baby’s face or head be covered (i.e. with linen). To prevent a baby from wriggling down under bed linen, they should be positioned with their feet at the bottom of the cot.
- If a baby is wrapped when sleeping, consider the baby’s stage of development. Leave their arms free once the startle reflex disappears at around three months of age, and discontinue the use of a wrap when the baby can roll from back to tummy to back again (usually four to six months of age). Use only lightweight wraps such as cotton or muslin.
- If being used, a dummy should be offered for all sleep periods. Dummy use should be phased out by the end of the first year of a baby’s life. If a dummy falls out of a baby’s mouth during sleep, it should not be re-inserted.
- Babies or young children should not be moved out of a cot into a bed too early; they should also not be kept in a cot for too long. When a young child is observed attempting to climb out of a cot, and looking like they might succeed, it is time to move them out of a cot. This usually occurs when a toddler is between 2 and 3 ½ years of age, but could be as early as 18 months.

**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 - Cot safety PDF, Australian Consumer Law 2011 - Australian Competition and Consumer Commission.

**Date Implemented:** 16/04/2012

**Review Completed:** 16/04/2018

**Schedule for Review:** 16/04/2020

National Quality Standard – NQS		
Quality Area 2: Children’s Health and Safety		
2.1	Health	Each child’s health and physical activity is supported and promoted
2.1.1	Wellbeing and comfort	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s needs for sleep, rest and relaxation
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
Quality Area 3: Physical environment		
3.1	Design	The design of the facilities is appropriate for the operation of a service
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained
Education and Care Service National Regulations		
81	Sleep and Rest	
103	Premises, furniture and equipment to be safe, clean and in good repair	
105	Furniture, materials and equipment	
110	Ventilation and natural light	
115	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.

