

Sleep and Rest

Policy Statement

All children have individual sleep and rest requirements. Our objective is to meet these needs by providing a comfortable, relaxing and safe space to enable their bodies to rest. This environment will also be well supervised ensuring all children feel secure.

Policy Purpose

Our Service 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.

Scope

This policy applies to children, families, staff, management and visitors of the service.

Exclusions

Policy Review

At least annually or from time to time the organisation may make changes to this policy to improve the effectiveness of its operation and customer service.

Implementation

If a family's beliefs and requests are against current recommended evidence-based guidelines, our service will need to determine if there are exceptional circumstances that allow for alternate practices.

Our service will only approve an alternative practice if the service 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 service'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.

Children have different sleep, rest and relaxation needs. Children of the same age can have different sleep patterns, which Responsible persons need to consider within the Service. As per Standard 2.1 (Element 2.1.1) of the National Quality Standard, each child's comfort must be provided for and there must be appropriate opportunities to meet each child's sleep, rest and relaxation needs.

We define '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.

Families are consulted about their child's individual needs, ensuring they are aware of the different values and parenting beliefs, cultural or opinions associated with sleep requirements.

Sleep and Rest Process	
Process Owner	CEO
Effective Date	26 October 2018
Date of Last Revision	5 February 2018

Process Details	
	Description
1.	<p>Management will ensure:</p> <ul style="list-style-type: none"> Reasonable steps are taken to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, developmental stages and individual needs of each child. There is adequate bedding available for children that meet Australian Standards. Sleep and rest environments are safe and free from hazards. That areas for sleep and rest are well ventilated and have natural lighting. That children are supervised at all times to ensure a safe sleeping environment. Ensure safe sleep practices are documented and shared with families. Nominated Supervisors and Educators are not expected to endorse practices requested by a family, if they are different from 'Red Nose' safe sleeping recommendations.
2.	<p>A Nominated Supervisor/ Responsible Person will:</p> <ul style="list-style-type: none"> Take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service 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 children 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 service.

Process Details

	Description
	<ul style="list-style-type: none">• Ensure Educators receive information and training to fulfil their role effectively, including being made aware of the sleep and rest policies, their responsibilities in implementing these, and any changes that are made over time.• Ensure the child's safety is always the first priority.• Ensure children who are sleeping or resting have their face uncovered at all times.• Ensure the sleep and rest environment is free from cigarette or tobacco smoke.
3.	<p>Educators will:</p> <ul style="list-style-type: none">• Consult with families about children's sleep and rest needs• 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 soapy water.• 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• If child requires the use of blankets or comforters from home this is monitored for safe sleep practices and requirement and will be removed if necessary once child is asleep.• Arrange children's beds 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• Sit near children encouraging them to relax and listen to music• Remember that children do not need to be "patted" to sleep. By providing a quiet, tranquil environment, children will choose to sleep if their body needs it.• 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 service 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.

Process Details

	Description
	<ul style="list-style-type: none">• 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• 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.

Associated Documents

- Work Health and Safety policy
- ELP Inclusion plan
- Strategic Inclusion plan
- Child Profile

Records Management

Title	Location	Responsible Officer	Minimum Retention Period
ELP Inclusion plan	CFC	Lead Educator	3yrs
Strategic Inclusion plan		Director	18yrs
Child Profile	CFC	Director	3yrs

Reference

- Education and Care Services National Law Act (WA) 2012 - *October 2018*
- Education and Care Services National Regulations (WA) 2012 - *October 2018*
- ACECQA - National Quality Standards - *February 2018*
- Code of Ethics - *Meerilinga*
- Code of Conduct – *Meerilinga*
- Red Nose Safe Sleeping Child Care Kit 2018. <https://rednose.com.au/section/safe-practices>
- ACECQA - Safe Sleep and Rest Practices – fact sheet - *October 2017*
- The Children’s Hospital at Westmead – Safety factsheet – Cots and Cot Mattresses, <http://kidshealth.schn.health.nsw.gov.au/sites/>
- Australian Consumer Law 2011 - Australian Competition and Consumer Commission.
- Early Childhood Australia - Everyday Learning Series - Sleep in Early Childhood - *November 2018*
- Australian Safety Standard for Children’s Cots (AS 2172 / AS/NZS 2195).
- Ministerial Council on Consumer Affairs – Keeping Baby Safe - www.consumer.gov.au

Mapping Policy and Processes

Education and Care Services National Law (WA) Act 2012	
Section	165, 166, 167, 174(2)(a).

Education and Care Services National Regulations (WA) 2012	
Regulations	85, 86, 87, 97, 103, 105, 110, 115, 168(a)(v)

Policy Area	Standards for RTOs 2015	National Quality Standards Early Childhood	National Standards for Volunteering Involvement 2015	Standards to Community Services	Standards to Family Support
Children’s Programs	NA	QA 2 - 2.1, 2.1.1, 2.1.2, 2.2, 2.2.1, 2.2.2, 2.2.3 QA 3 - 3.1, 3.1.1, 3.1.2. QA 4 - 4.2.2 QA 5 - 5.1, 5.2 QA 6 - 6.1, 6.2 QA 7 - 7.1, 7.1.1, 7.1.2, 7.1.3, 7.2, 7.2.1, 7.2.3.	NA	4.1.1 Principle 1, 4.1.3 Principle 3,	S1, S3, S7, S10, S11, S13, S14