



Preschool sleep and rest procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	Regulation 81	Leading and Operating Department Preschool Guidelines Preschool sleep and rest guidelines
Pre-reading and reference documents		
ACECQA sleep and rest practices		
Staff roles and responsibilities		
School principal	<p>The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> • 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. 	
Preschool educators (This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure's review are documented. 	

Procedure

Meeting the needs for sleep and rest

Educators will:

- “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.” (Regulation 81)
- Beds are available for children who require a rest or sleep. Children are required to bring their own sheet. Beds are wiped down after use.
- Consult with families about children’s sleep and rest requirements. Educators will be sensitive to each child’s needs so that sleep and rest times are a positive experience.
- 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.
- Use a range of practices to manage sleep, rest and relaxation needs. Children sleep, rest and relax in a range of different ways. Some children may prefer to quietly rest and read; some may enjoy relaxation activities like guided meditation or yoga; some may need to be more active in order to then sleep and/or relax.
- Ensure that children who do not require sleep or rest have opportunities to engage in appropriate quiet play experiences, such as drawing, listening to a story, or completing a puzzle.
- Assess each child’s circumstances and current health to determine whether higher supervision levels and checks may be required whilst they are sleeping, eg children who are unwell will need to be monitored constantly whilst sleeping especially if they have a high temperature, vomited or received minor trauma to their head. In addition, children who are taking medication or have recently received a vaccine may experience increased drowsiness (or restlessness) and this will also need to be taken into consideration.
- Ensure that areas for sleep and rest are well ventilated and have natural lighting. Rooms that are very dark and have music playing may not provide adequate supervision for sleeping children.
- All children will be encouraged to lie on their backs before they fall asleep. A child may then turn over whilst resting/sleeping to find a comfortable position.
- Ensure children sleep and rest with their face uncovered. If a child’s face becomes covered by the bed linen whilst they are resting/sleeping, the staff/carer will immediately uncover the child’s face. In addition, children should be asked to remove jumpers with hoods and cords and scarves, etc whilst resting and/or sleeping, to reduce the risk of choking or strangulation.
- Maintain adequate supervision and educator to child ratios throughout the rest/sleep period.
- *Quiet areas* are set up each day for the children to use when needed, both during indoor play (our indoor cubbyhouse) and outdoor play.
- Our educators will communicate with families regarding their child’s particular rest needs, accommodating their request. For example, a child may be tired and require a sleep on a particular day.
- Closely monitor sleeping and resting children and the sleep and rest environments. This involves checking/inspecting sleeping children at regular

	<p>intervals, and ensuring they are always within sight and hearing distance of sleeping and resting children so that they can assess a child's breathing and the colour of their skin.</p>
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Record of procedure's review
Date of review and who was involved
<p>25 October 2021 – Sharna Labbe, Deana Talevska, and Alex Arancibia</p>
Key changes made and reason/s why
<p>Added links to Regulations and DoE policies and procedures for access and increased information</p>
Record of communication of significant changes to relevant stakeholders
<p>Preschool staff informed of updated procedures 23.11.2021 at weekly meeting SIS staff made aware of updated procedures 30.11.2021 at whole school administration meeting Families sent link via Class Dojo to updated procedures on school website 30.11.2021. Hard copies of procedures also made available to parents 23.11.2021</p>
Due date of review
<p>End Term 3 2022 – 23 September 2022</p>