

BEACONSFIELD KINDERGARTEN INC.

RELAXATION AND SLEEP POLICY

Mandatory – Quality Area 2

PURPOSE

This policy will provide clear guidelines for the implementation of safe rest, relaxation and sleep practices that meet the individual needs of children attending Beaconsfield Kindergarten.

POLICY STATEMENT

VALUES

Beaconsfield Kindergarten Inc. is committed to:

- providing a positive and nurturing environment for all children attending the service
- allowing children to be actively involved in decision making, to provide an environment that encourages them to reach their potential
- providing a safe environment where children feel comfortable and safe to play, talk, or relax
- fostering children’s safety and wellbeing through responsive relationships, engaging experiences and a safe and healthy environment
- consulting with parents/guardians about their child’s individual relaxation and sleep requirements/practices, and ensuring practices at the service are responsive to the values and cultural beliefs of each family
- its duty of care (refer to *Definitions*) to all children at Beaconsfield Kindergarten, and ensuring that adequate supervision (refer to *Definitions*) is maintained while children are sleeping, resting or relaxing
- complying with all legislative requirements, standards and current best practice and guidelines, including recommendations by Red Nose (refer to *Sources*).

SCOPE

This policy applies to the Approved Provider, Persons with Management or Control, Nominated Supervisor, Persons in day-to-day Charge, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Beaconsfield Kindergarten Inc.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
	R indicates legislation requirement, and should not be deleted				

Ensuring that obligations under the <i>Education and Care Services National Law</i> and <i>National Regulations</i> are met (<i>Regulation 81</i>)	R	R	√		√
Ensuring that policies and procedures are in place for managing sleep and rest for children (<i>Regulation 168</i>) and take reasonable steps to ensure those policies and procedures are followed (<i>Regulation 170</i>)	R	√			
Ensuring all educators, staff and volunteers comply with the recommendations of Red Nose in relation to safe sleeping practices for children (<i>refer to Sources</i>)	R	√	√		√
Ensuring educators receive information and induction training to fulfil their roles effectively, including being made aware of the sleep and rest policies, their responsibilities in implementing these, and any changes that are made over time	R	√			
Taking reasonable steps to ensure the sleep/rest needs of children at the service are met, with regard to the age of children, developmental stages and individual needs (<i>Regulation 81(1)</i>)	R	√	√		√
Conducting a sleep and rest risk assessment at least once every 12 months, and as soon as practicable after becoming aware of any circumstance that may affect the safety, health or wellbeing of children during sleep and rest (<i>Regulation 84C (a)(b)</i>)	R	R	√		
Ensuring the risk assessment considers the following: <ul style="list-style-type: none"> the number, ages, and developmental stages of the children the sleep and rest needs of children (including health care needs, cultural preferences, individual needs and requests from families about a child's sleep and rest) the suitability of staffing arrangements to adequately supervise and monitor children during sleep and rest periods the level of knowledge and training of staff supervising children during sleep and rest periods the location of sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas the safety and suitability of any cots, beds and bedding equipment, having regard to the ages and developmental stages of the children who will use the cots, bed and bedding equipment any potential hazards <ul style="list-style-type: none"> in sleep and rest areas on a child during sleep and rest periods the physical safety and suitability of sleep and rest environments (including temperature, lighting and ventilation) (<i>Regulations 84C</i>) (<i>refer to Sources</i>) 	R	√	√		√
Ensuring all risk assessments conducted are recorded and stored (<i>Regulation 84C (4)</i>)	R	√	√		√
Undertaking a risk assessment to mitigate hazardous manual handling (<i>refer to Definitions</i>), such as patting and rocking children to sleep for long periods of time	R	√	√		√
Ensuring the premise, furniture and equipment are safe, clean and in good repair (<i>Regulation 103 and National Law: Section 167</i>)	R	R	√	√	√

Ensuring any bedding and bedding equipment being used for sleep and rest are safe and appropriate for the ages and developmental stages of children who will use them	R	R	√		√
Ensuring that all rooms, including any used for sleep and relaxation, are well ventilated; have adequate natural light; and are maintained at a temperature that ensures the safety and wellbeing of children (<i>Regulation 110</i>)	R	√	√		√
Ensuring the service, including spaces used for sleep and rest environments, are free from cigarette, e-cigarette, or tobacco smoke (<i>Regulation 82</i>)	R	√	√		√
Ensuring adequate supervision of children sleeping and resting, being within sight and hearing distance and are monitored through visual checks of: <ul style="list-style-type: none"> • sleeping position • skin and lip colour • breathing • body temperature • head position • airway • head and face, ensuring they remain uncovered 	R	R	√		√
Ensuring supervision and monitoring procedures are documented, including method and frequency of checking the safety, health and wellbeing of children during sleep and rest periods, as per the risk assessment	R	R	√		√
Developing relaxation and sleep practices that are responsive to: <ul style="list-style-type: none"> • the individual needs of children at the service • parenting beliefs, values, practices and requirements • the length of time each child spends at the service • circumstance or events occurring at a child's home • consistency of practice between home and the service • a child's general health and wellbeing • the physical environment, including lighting, airflow and noise levels 	R	√	√		√
Ensuring that bassinets, hammocks, prams and strollers are not used to settle children to sleep	R	√	√		√
Ensuring that bassinets are not on the education and care service premises at any time (<i>Regulation 84D</i>)	R	R	√		√
Conducting regular safety checks of equipment used for sleeping/resting, such as cots and mattresses (<i>Regulation 103 and National Law: Section 167</i>)	R	√	√		√
Removing any hazards identified in the children's resting or sleeping environment and informing the approved provider, as soon as is practicable	R	√	√		√
Ensuring that any hanging cords, mobiles, curtains and blinds are inaccessible to children who are resting or sleeping	R	√	√	√	√
Ensuring that artificial heating, such as heat bags and hot-water bottles, is not used to provide warmth		√	√		√
If used, ensuring that each child has their own bed linen, and that the <i>Hygiene Policy</i> and procedures are implemented for the cleaning and storage of cots, mattresses and linen		√	√		√

Ensuring that there is adequate space to store bedding in a hygienic manner (<i>refer to Hygiene Policy</i>)	R	√	√		√
Ensuring compliance with WorkSafe Victoria's Children's services – occupational health and safety compliance kit (<i>refer to Sources</i>), including in relation to staff lifting children	R	√	√		√
Regularly reviewing practices to ensure compliance with the recommendations of Red Nose in relation to safe sleeping practices for children (<i>refer to Sources</i>)	R	√	√		√
Providing information and training to ensure staff are kept informed of changing practices in relation to safe sleep practices for children	√	√			
Providing information to families about the service's relaxation and sleep practices	√	√	√		√
Ensuring parents/guardians are consulted about appropriate relaxation and sleep practices for their child	√	√	√	√	√
Educating families about evidence-based safe sleeping practices	√	√	√	√	√
Assessing whether there are exceptional circumstances for alternative practices where family beliefs conflict with current recommended evidence-based guidelines for safe sleeping practices, seeking written support from a medical practitioner and developing a risk management plan	R	√	√	√	√
Implementing the documented sleep regime and risk management strategies where in exceptional circumstances family beliefs conflict with current recommended evidence-based guidelines for safe sleeping practices	R	√	√	√	
Ensuring the educational program provides opportunities for each child to sleep, rest or engage in appropriate quiet play activities, as required	R	√	√	√	√
Ensuring that resting and sleeping practices are not used as a behaviour guidance strategy (<i>refer to Interactions with Children Policy</i>)		√	√		√
Providing a range of opportunities for relaxation throughout the day		√	√		√
Supervising children displaying symptoms of illness closely, especially when resting or sleeping (<i>refer to Incident, Injury, Trauma and Illness Policy</i>)		√	√		√
Documenting and communicating children's rest and sleep times to co-workers during shift changes as needed		√	√		√
Developing communication strategies to inform parents/guardians about their child's rest and sleep patterns as needed, including times and length of sleep		√	√	√	√
Encouraging children's independence and assisting children with dressing as needed.		√	√		√

BACKGROUND AND LEGISLATION

Background

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for children's sleep and rest.

The *Early Years Learning Framework* (EYLF) and the *Victorian Early Years Learning and Development Framework* (VEYLDF) include a focus on social, emotional, spiritual and physical wellbeing and health. Development Outcome 3 in both framework documents refers to a child's ability to take increasing responsibility for their own wellbeing. One of the indicators for this capacity is that children "recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity)". The EYLF suggests that to promote this, educators should:

- consider the pace of the day within the context of the community
- provide a range of active and restful experiences throughout the day, and support children to make appropriate decisions regarding participation.

Holistic approaches recognise the importance of physical, mental and spiritual wellbeing. Educators who provide a range of active and restful experiences throughout the day support children's individual requirements for health, nutrition, sleep, rest and relaxation.

Employers have a responsibility under the *Occupational Health and Safety Act* to provide a safe and healthy working environment. This duty extends to others present in the workplace, including children and volunteers. Providing a safe environment for children at the service includes complying with current Australian/New Zealand standards in relation to equipment, such as cots and mattresses (refer to *Sources*).

Legislation and standards

Relevant legislation and standards include but are not limited to:

- *Australian Consumer Law and Fair Trading Act 2012*
- *Australian Consumer Law and Fair Trading Regulations 2012*
- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011*
- *National Quality Standard, Quality Area 2: Children's Health and Safety*
- *Occupational Health and Safety Act 2004*

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: <http://www.legislation.vic.gov.au/>
- Commonwealth Legislation – ComLaw: <http://www.legislation.gov.au/>

DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the *General Definitions* section of this manual.

Adequate supervision: (In relation to this policy) entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, sleep, rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used.

Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs, and immediately intervene if necessary. Variables affecting supervision levels include:

- number, age and abilities of children
- number and positioning of educators
- current activity of each child
- areas in which the children are engaged in an activity (visibility and accessibility)

- developmental profile of each child and of the group of children
- experience, knowledge and skill of each educator
- need for educators to move between areas (effective communication strategies).

Duty of care: A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonably foreseeable risk of injury.

Red Nose: (formerly SIDS and Kids), the recognised national authority on safe sleeping practices for infants and children (refer to *Sources*).

Relaxation: Relaxation or other activity for bringing about a feeling of calm in your body and mind.

Rest: A period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep.

SIDS (Sudden Infant Death Syndrome): The sudden and unexpected death of an infant under one year of age, occurring during sleep, that remains unexplained after a thorough investigation, including performance of a complete autopsy and review of the circumstances of death and the clinical history.

SOURCES AND RELATED POLICIES

Sources

- Australian Children’s Education & Care Quality Authority, Risk Assessment and Management Tool - www.acecqa.gov.au/media/32166
- Australian Children’s Education & Care Quality Authority, *Safe sleep and rest practices*: <https://www.acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices>
- Australian Children’s Education & Care Quality Authority, Sleep and rest risk assessment Template - [Sleep Rest Risk Assessment Template](#)
- Australian Competition & Consumer Commission (2016), *Consumer product safety – a guide for businesses & legal practitioners*: <https://www.accc.gov.au/publications/consumer-product-safety-a-guide-for-businesses-legal-practitioners>
- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia* (EYLF): www.acecqa.gov.au/resources
- Kids Safe Australia - www.kidsafe.com.au
- Red Nose: <https://rednose.org.au/>
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- WorkSafe Victoria, *Children’s services – occupational health and safety compliance kit*: <https://www.worksafe.vic.gov.au>
- *Victorian Early Years Learning and Development Framework* (VEYLDF): <https://www.education.vic.gov.au/childhood/professionals/learning/Pages/veyldf.aspx>
- Compliance code: Hazardous manual handling - <https://www.worksafe.vic.gov.au/resources/compliance-code-hazardous-manual-handling>
- Hazardous manual handling risk assessment and control tool – www.worksafe.vic.gov.au
- Current Australian/New Zealand Standards for cots is available on the SAI Global website at: www.saiglobal.com

Service policies

- *Administration of First Aid Policy*
- *Child Safe Environment Policy*
- *Emergency and Evacuation Policy*
- *Enrolment and Orientation Policy*
- *Hygiene Policy*

- *Incident, Injury, Trauma and Illness Policy*
 - *Interactions with Children Policy*
 - *Occupational Health and Safety Policy*
 - *Staffing Policy*
 - *Supervision of Children Policy*
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EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notify parents/guardians at least 14 days before making any changes to this policy or its procedures, unless a lesser period is necessary due to risk (*Regulation 172 (2)*).

ATTACHMENTS

- Attachment 1: Sleep and Rest Risk Assessment – O'Neil Rd
- Attachment 2: Sleep and Rest Risk Assessment – Woods St
- Attachment 3: Safe Sleep and Rest Physical Check Template

AUTHORISATION

This policy was adopted by the Approved Provider of Beaconsfield Kindergarten Inc. on 20th September 2017.

REVIEW DATE: 07/10/2024

REVIEW FREQUENCY: Annual

NEXT REVIEW DUE: September 2025

ATTACHMENT 1

Sleep and Rest Risk Assessment – O’Neil Rd

Considerations:

- Beaconsfield Kindergarten offers a sessional kindergarten service for children from three to five years of age.
- The length of the kinder sessions provided means that children rarely require a sleep period while at kinder.
- The kinder rooms are open, bright and airy, with good visibility from the room to the bathroom and outdoor space.

Sleep and Rest Risk Assessment – O’Neil Rd					
Activity	Hazard Identified	Risk Assessment	Elimination/Control Measures	Who?	When?
Storage of mats in the adult bathroom	Risk of germs on the mats	Moderate	Mats are kept away from the toilet. Mats are wiped down with disinfectant prior to and after use. If mats are used often, staff to consider storing them in the children’s room instead.	All staff	When mats are used.
Sleeping/resting	Age and developmental needs of children	Low	Beaconsfield Kindergarten does not enrol children under three years of age. Children aged three and above are less likely to sleep during the day. Children at this age are encouraged to be independent and aware of their own needs. They are able to put themselves in a comfortable and safe position for resting/sleeping.	n/a	
Sleeping/resting	Lack of staff training: All staff are experienced and qualified early childhood educators and teachers; however, recent experience with children resting/sleeping at kinder is minimal.	Low	Sleep and rest procedures will be discussed regularly and as needed at staff meetings, including introducing specific guidelines for regular checks on any child sleeping/resting.	Centre Manager and all staff	At centre meetings
Sleeping/resting	Bedding provided at service (e.g. mattresses)	Low	The mats used are quite firm, with no loose parts. No cots, prams, basinets or other are used. Educators to inspect mats prior to and after use for signs of damage. New mats will be purchased as needed.	All staff	When mats are used.

Sleeping/resting	Number of mats available	Low	Because children under three years of age do not attend Beaconsfield Kindergarten, the majority of children are unlikely to sleep during the day. If it is found that more mats are needed, these will be purchased.	Centre Manager	As needed
Relaxation times	Number of mats available	Low	Each kinder room has one or more carpeted areas/mats that can be used for relaxation activities. If a child falls asleep, they will be transferred to one of the provided mats and placed in a quiet space.	All educators	As needed
Sleeping/resting	Bedding (e.g. sheets, blankets)	Low	Bedding is not provided by the service. If a child requires bedding, the family will be asked to bring their own bedding from home each time the child attends.	Families	As needed
Sleeping/resting	Risk of illness, injury or death occurring while a child is resting or sleeping	Low	Any child sleeping or resting must always be in sight and hearing of an educator. Regular (every 10 minutes) checks by an educator on any child resting or sleeping to observe: <ul style="list-style-type: none"> • sleeping position • skin and lip colour • breathing • body temperature • head position • airway • head and face, ensuring they remain uncovered. 	All educators	Every 10 minutes while children are resting/sleeping.
Sleeping/resting	Other children standing, falling on a sleeping child	Moderate	Children who are resting/sleeping will be taken to a quiet space away from foot traffic.	All educators	As needed
Sleeping/resting	Physical environment – lack of specific space for sleeping/resting	Low	The furniture and activities in each kinder room are arranged in a way that allows for different types of play, including rest and relaxation. Peaceful spaces are provided where children can sit or lie quietly.	All educators	The availability of quiet spaces for rest/relaxation are to be considered each time the furniture in the kinder room is rearranged.

Sleeping/resting	Physical environment – dangers around sleep/rest areas	Low	<ul style="list-style-type: none"> • All window furnishings and cords are out of reach of any child who is sleeping/resting on the floor. • No power leads will be run through any area used for sleep/rest. • Any loose materials around the sleep/rest area will be kept clear and out of reach of any sleeping child. 	All educators	The design and safety of any sleep/rest area will be considered each time the room layout is rearranged.
Sleeping/resting	Physical environment – general	Low	All kinder rooms are well lit and well ventilated. All spaces are open and within supervision of educators in the room.	n/a	
At all times	Supervision		Required ratios are met at all times. If the kinder group is outside while a child is resting/sleeping inside, an educator will remain inside near the door to ensure supervision is optimised in both indoor and outdoor environments. If supervision cannot be adequately maintained in both indoor and outdoor areas, educators to consider moving all children inside or closing one or more spaces outside.	All educators	At all times

ATTACHMENT 2

Sleep and Rest and Risk Assessment – Woods St

Considerations:

- Beaconsfield Kindergarten offers a sessional kindergarten service for children from three to five years of age.
- The length of the kinder sessions provided means that children rarely require a sleep period while at kinder.
- The L-shaped yard and lower play area make supervision of both indoor and outdoor environments difficult.

Sleep and Rest Risk Assessment – Woods St					
Activity	Hazard Identified	Risk Assessment	Elimination/Control Measures	Who?	When?
Storage of mats	Risk of germs or dust on the mats	Moderate	Mats are wiped down with disinfectant prior to and after use.	All staff	When mats are used.
Sleeping/resting	Age and developmental needs of children	Low	Beaconsfield Kindergarten does not enrol children under three years of age. Children aged three and above are less likely to sleep during the day. Children at this age are encouraged to be independent and aware of their own needs. They are able to put themselves in a comfortable and safe position for resting/sleeping.	n/a	
Sleeping/resting	Lack of staff training: All staff are experienced and qualified early childhood educators and teachers; however, recent experience with children resting/sleeping at kinder is minimal.	Low	Sleep and rest procedures will be discussed regularly and as needed at staff meetings, including introducing specific guidelines for regular checks on any child sleeping/resting.	Centre Manager and all staff	At centre meetings
Sleeping/resting	Number of mats available	Low	Because children under three years of age do not attend Beaconsfield Kindergarten, the majority of children are unlikely to sleep during the day. If it is found that more mats are needed, these will be purchased.	Centre Manager	As needed
Relaxation times	Number of mats available	Low	The kinder room has a large carpeted space and a carpet mat that can be used for relaxation activities. If a child falls asleep in an unsuitable location, they will be transferred to one of the provided mats and placed in a quiet space.	All educators	As needed

Sleeping/resting	Bedding (e.g. sheets, blankets)	Low	Bedding is not provided by the service. If a child requires bedding, the family will be asked to bring their own bedding from home each time the child attends.	Families	As needed
Sleeping/resting	Risk of illness, injury or death occurring while a child is resting or sleeping	Low	Any child sleeping or resting must always be in sight and hearing of an educator. Regular (every 10 minutes) checks by an educator on any child resting or sleeping to observe: <ul style="list-style-type: none"> • sleeping position • skin and lip colour • breathing • body temperature • head position • airway • head and face, ensuring they remain uncovered. 	All educators	Every 10 minutes while children are resting/sleeping.
Sleeping/resting	Physical environment – lack of specific space for sleeping/resting	Low	The furniture and activities in the kinder room are arranged in a way that allows for different types of play, including rest and relaxation. Peaceful spaces are provided where children can sit or lie quietly.	All educators	The availability of quiet spaces for rest/relaxation are to be considered each time the furniture in the kinder room is rearranged.
Sleeping/resting	Physical environment – dangers around sleep/rest areas	Low	<ul style="list-style-type: none"> • All window furnishings and cords are out of reach of any child who is sleeping/resting on the floor. • No power leads will be run through any area used for sleep/rest. • Any loose materials around the sleep/rest area will be kept clear and out of reach of any sleeping child. 	All educators	The design and safety of any sleep/rest area will be considered each time the room layout is rearranged.
Sleeping/resting	Physical environment – general	Low	The kinder room is well lit with two external doors and many windows that can be opened to provide ventilation..	n/a	
At all times	Supervision		Required ratios are met at all times. If the kinder group is outside while a child is resting/sleeping inside, an educator	All educators	At all times

			<p>will remain inside near the door to ensure supervision is optimised in both indoor and outdoor environments. If supervision cannot be adequately maintained in both indoor and outdoor areas, educators to consider moving all children inside or closing one or more spaces outside.</p>		
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ATTACHMENT 3

Safe Sleep and Rest Physical Check Template

Date:	Time child fell asleep:
Child's full name:	Location:

Sleep position	B = back, L = left side, R = right side, T = tummy	
Skin & lip colour	N = normal, P = pale, B = blue*	* = Check airway and initiate emergency procedures.
Breathing	N = normal, F = fast*	* = Check airway and body temp. Conduct sleep check again in five mins or sooner if necessary. If no change, consider waking child, calling parent/carer or ambulance.
Body temperature	N = normal, C = cool*, H = hot*	* = Check child for signs of illness. Can blankets/covering/jumper be removed? If no change, consider waking child, calling parent/carer or ambulance.
Head position	FU = face up, FD = face down*, FS – facing side	* = Ensure child's airway is clear and reposition child if necessary.
Airway	C = clear, PC = partially covered*, FC = fully covered*	* = Remove anything that is blocking airway and reposition child if necessary..
Head & face	C = clear, PC = partially covered*, FC = fully covered*	* = Remove anything that is covering head or face and reposition child if necessary..

Time	Educator initials	Sleep position	Skin & lip colour	Breathing	Body Temperature	Head position	Airway	Head & face uncovered	Notes