

Sleep and rest for children – preschool procedure table

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
<p>NQS: 2.1</p> <p>Regulations: 84A, 84B, 84C</p>	<p>Leading and operating department preschool guidelines</p>	<p>ACECQA – sleep and rest practices</p> <p>ACECQA's policy and procedures guidelines – Sleep and rest for children [PDF 254 KB]</p> <p>Sleep and rest for children - Procedure guidelines for early childhood education and care services [PDF 682 KB]</p> <p>Regulatory guidance: Children's safe sleep and rest [PDF 1,400 KB]</p> <p>RedNose</p>

Responsibilities

<p>School principal</p>	<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
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	<ul style="list-style-type: none"> all procedures are current and reviewed as part of a continuous cycle of self-assessment. <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
<p>Preschool supervisor</p>	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection. This could include:</p> <ul style="list-style-type: none"> analysing complaints, incidents or issues and the implications for updates to this procedure reflecting on how this procedure is informed by stakeholder feedback and relevant expert authorities planning and discussing ways to engage with families and communities, including how changes are communicated developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
<p>Preschool teacher(s) and educator(s)</p>	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> all staff in the preschool and daily practices comply with this procedure this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers they are actively involved in the review of this procedure, as required, or at least annually details of this procedure’s review are documented.

Procedure

In the following procedure, describe the steps the preschool will take to ensure children’s needs for sleep and rest are met in a way that protects their health and wellbeing. Additionally, address and record the strategies or steps identified in the sleep and rest assessment plan that will be taken to mitigate

identified risks.

<p>Introduction</p>	<p><i>Make a statement noting that the children are aged between 3 and 5 and whether they do or don't generally require a day-time sleep.</i></p> <p>All children have individual sleep and wellbeing requirements. Each child's comfort is provide for and there are appropriate opportunities to meet each child's need for sleep, wellbeing and relaxation. In taking reasonable steps to ensure children's needs for sleep and rest are met, children will not be required to lie down or sleep.</p> <p>The Preschool will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs and as advised by the child's parents/carers.</p>
<p>Communication</p>	<p><i>Record statements describing:</i></p> <ul style="list-style-type: none"> • <i>when and how information is collected from families about their child's sleep and rest needs before they commence preschool, for example, at the time of orientation.</i> <p>Information about children's sleep and rest needs are provided to staff during our 'getting acquainted' meetings prior to the child's first day</p> <ul style="list-style-type: none"> • <i>how a parent can communicate a change in their child's needs, for example, on arrival at preschool a parent may let staff know that their child had disrupted sleep and so they may need a sleep that day.</i> <p>A parent can communicate changes in their child's needs on arrival at preschool or via phone and email.</p> <ul style="list-style-type: none"> • <i>how children's individual sleep and rest needs are communicated with all staff, including any change in their needs, for example, on a class list as well as a staff communication book when new information is provided.</i> <p>Communication will be recorded via a staff communication book under the child's name and all staff will be made aware of these changes as soon as possible.</p> <ul style="list-style-type: none"> • <i>if a child sleeps during the day, describe the system for recording the duration of their sleep and how this information is communicated with their parent.</i> <p>If a child sleeps during the day, the time and duration are noted under comments on the arrival and departures register for each classroom</p> <ul style="list-style-type: none"> • <i>the information provided to new staff during their induction related to sleep and</i>

	<p><i>rest, including the practice that no child is ever be forced to lie down or sleep.</i></p> <p>All new staff are inducted into the preschool environment by a regular staff member and information regarding our sleep and rest procedure is communicated via our casual staff teacher folder stored on our classroom benches.</p>
<p>Supervision</p>	<p><i>Record statements describing how adequate supervision is maintained while children are sleeping and resting. Please note – RedNose states that best practice is for sleeping children to be within sight and hearing at all times.</i></p> <p><i>Make statements addressing matters such as:</i></p> <ul style="list-style-type: none"> • <i>how sleeping children are supervised, including staff communication and positioning</i> • <i>how resting children are supervised, including staff communication and positioning</i> <p>Staff are to maintain adequate and direct supervision and educator-to-child ratios throughout the rest/sleep period. Staff are to closely monitor sleeping and resting children and the sleep and rest environments (as noted on our supervision plan). This involves checking/inspecting sleeping children at regular intervals and ensuring staff are always within sight and hearing distance of sleeping and resting children.</p> <ul style="list-style-type: none"> • <i>how a higher-level of supervision and constant monitoring is provided when a sleeping child has</i> <ul style="list-style-type: none"> – <i>a cold</i> – <i>respiratory or chronic lung disorder</i> – <i>a specific health care need</i> – <i>a high temperature</i> – <i>vomited</i> – <i>minor trauma to their head</i> – <i>taken medication</i> – <i>recently received a vaccine</i> – <i>a history of sleeping issues.</i> <p>If a sleeping child is unwell, for example, has a cold, respiratory or chronic lung disorder, a specific health care need, temperature, vomiting, trauma to their head, taken medication, recently received a vaccine, or a history of sleeping issues then a staff member will sit with them to provide a higher-level supervision and monitoring while they contact the child’s parent/carer or emergency contacts to pick them up.</p>

	<ul style="list-style-type: none"> • <i>how supervision of all children is managed when only one or a small number of children are sleeping or resting while the others are playing</i> A staff member will stay within sight and hearing distance of the resting/sleeping child/ren while the other staff members alter positioning to ensure they can be active supervisors of all other children as per our supervision plans. • <i>children are encouraged to sleep on their backs before they fall asleep and then turn to a comfortable position once asleep</i> All children will be encouraged to lie on their backs before they fall asleep. A child may turn over whilst they are sleeping to find a comfortable position. • <i>the process for checking children before they rest or sleep to ensure they are not wearing any choking hazards, for example, jumper hood cords or ties, scarves, necklaces</i> • <i>the process for ensuring sleeping children's faces are not covered by clothing or linen.</i> 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 hats, jumpers with hoods and cords, scarves and necklaces etc. prior to resting and/or sleeping, to reduce the risk of choking or strangulation.
<p>Environment</p>	<p><i>Record statements describing:</i></p> <ul style="list-style-type: none"> • <i>which areas of the preschool are used for sleep and rest, noting that comfortable, quiet areas are provided, both inside and outside and that a child can retreat to these at any time of the day to rest</i> Our indoor spaces contain quiet areas for children requiring a space for sleep, rest and relaxation. These spaces contain soft pillows and comfortable chairs for the children. Our outdoor space contains a calming alcove designed with soft fabrics, a mellomat, sensory toys, books and poster for calming strategies for children requiring a quiet space to regulate, rest or sleep. Children are able to access these spaces when needed at any time of the day. • <i>how the sleep and rest areas are kept clean and free from hazards that may pose a choking risk, for example, toys that could be rolled onto, window dressings</i> Sleep and rest areas are cleaned prior to opening and before our scheduled rest times. If a child requests a sleep/rest, staff will check and clear area to minimize

	<p>risk of injury or choking.</p> <ul style="list-style-type: none"> • <i>how natural lighting, adequate ventilation and a comfortable temperature are maintained in indoor sleep and rest areas</i> <p>Ensure the areas for sleep and rest are well -ventilated and have natural light. In each room, an air-conditioning sensor is used to check if air-con is required to regulate the temperature or if windows will need to be opened.</p>
<p>Equipment</p>	<p><i>Record statements describing:</i></p> <ul style="list-style-type: none"> • <i>the equipment that is provided for children to use if they want to sleep or lie down (generally this is a thin, vinyl covered mat or stretcher) and how these are arranged</i> • <i>how mats or stretchers are cleaned and maintained in a way that is safe and hygienic</i> • <i>if linen and/or pillows are used by children</i> • <i>if linen is used, who provides this and how is it maintained hygienically.</i> <p>Children can use mattresses and a cot fitted sheet. Ensure that if beds/mattresses are used, they are clean and in good repair. Mattresses are wiped down and put away after use and before use by another child. Bed linen is for use by an individual child only and will be washed before use by another child. Light bedding can be used when required and cleaned before use by another child.</p>
<p>Quiet or rest time</p>	<p><i>Record statements describing:</i></p> <ul style="list-style-type: none"> • <i>if your preschool includes a dedicated quiet or rest period in the daily timetable</i> <p>A dedicated quite/rest period its timetabled into our preschool day in the afternoon after coming back into our room after outside play.</p> <ul style="list-style-type: none"> • <i>if there is flexibility in the daily routine to cater for children’s changing sleep, rest and/or relaxation needs</i> • <i>the activities children engage in during the scheduled quiet or rest time if they do not want to lie down.</i> <p>The preschool staff 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 to then sleep and/or relax. Children have choice in these activities.</p>

	The calming alcove is provided outside so that children who choose to rest can do so comfortably by utilising our quiet, restful area.
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Record of procedure's review

Date of review	04/04/2024
Who was involved	Beth Cameron, Jordan McPhail, Natalie O'Donnell, Julie Greedy, Hannah Gibson, Cathy Banister and Aimee Vincent
Key changes made and reason why	Risk Assessment created using DoE Safety Risk Assessment and Management Plan template linking to this procedure. Removed suggestions on how to provide alternatives for those children who don't sleep, as we already had our own written. Added children's choice or personalised drawing books, as we reflected on rest time and decided the children may like to draw during rest time as an alternative. Added that families are notified with time and duration, if their child fall asleep at Preschool, to explain how we notify families of these things. Added that our new air-conditioners come with a built-in sensor to register if air-con is required of if windows need to be opened.
Record of communication of significant changes to relevant stakeholders	<p>Principal: Preschool – Microsoft Teams</p> <p>Staff: Preschool – Microsoft Teams and Policy/Procedure Folder</p> <p>Parents: a copy is displayed at the entrance of Preschool and copies of Preschool families to take home if requested. Preschool Facebook page and School Website. All relevant educators to review at regular staff meeting.</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.</p>

Copy and paste the last 4 rows to the bottom of the table each time a new review is completed