

Rydalmere Public School Preschool Procedure

Sleep and rest



Reviewed: 10 - 3 - 19

<u>Education and care services regulation/s</u>	NSW Department of Education policy, procedure or guidelines	
<p><u>Regulation 168(2)(a)</u></p> <p>Regulation 81</p>	<p>The following department document can be accessed from the preschool section of the department's website;</p> <ul style="list-style-type: none">• Sleep and rest guidelines for department preschools (attached below)	

Sleep and rest guidelines

Preschool

All children have individual sleep and rest requirements. Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest 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.

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.

Procedures

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)
- 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 e.g. 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.

- Ensure that if beds/mattresses are used, they are clean and in good repair. Bed linen is for use by an individual child only and will be washed before use by another child. Light bedding is encouraged, as opposed to doonas and heavy blankets. If beds are used, ensure they are low to the ground to prevent falls.
- All children will be encouraged to lie on their backs before they fall asleep. A child may then turn over whilst the 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 and direct supervision and educator to child ratios throughout the rest / sleep period.
- Closely monitor sleeping and resting children and the sleep and rest environments. This involves checking/inspecting sleeping children at regular 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.

In planning provisions for sleep and rest consider:

- How to meet the needs of children who require sleep, based on discussions with the child's parents / carers.
- How to meet the needs of children who no longer require sleep, yet require a period of rest / relaxation.
- How to respond to changes in children's sleep, rest and relaxation needs.
- How to include children in decision making about sleep, rest and relaxation.
- When sleep, rest and relaxation opportunities are provided throughout the day.
- How to meet the needs of children who require sleep at different times of the day, such as also providing a quiet, restful area outdoors.
- How the environment might best be used to provide children who need to sleep a quiet space without distraction.

How the environment might best be used to provide children who do not sleep a space and opportunity to do alternate activities.

Sources

Education and Care Services National Regulations: 81, 103, 110, 115, 168

National Quality Standards: Elements 2.1.2, 2.3.1, 2.3.2, 3.1

Guide to the Education and Care Services National Law and the Education Care Services National Regulations

SIDS & Kids Safe Sleeping Kit - <https://rednose.com.au/>

Community Early Learning Australia - Safe sleep and rest time - www.cela.org.au

SLEEP- Sleep Learning for Early Childhood Professionals - <https://det.qld.gov.au/earlychildhood/news-publications/sector-reports/sleep>

ACECQA- Safe sleep and rest practices- <http://www.acecqa.gov.au/safe-sleep-and-rest-practices>