

**Deakin Preschool – Rest and Sleep Procedure**

This policy and procedure will provide clear guidelines for the implementation of safe sleep and rest practices that meet the individual needs of children attending Deakin Preschool.

Forrest Primary School/Deakin Preschool is committed to:

* providing a positive and nurturing environment for all children attending the service
* recognising that children have different requirements for relaxation and sleep, and being responsive to these needs to ensure that children feel safe and secure at the service
* 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 to all children and ensuring that adequate supervision is maintained while children are sleeping, resting or relaxing
* complying with all legislative requirements, standards and current best practice

**Procedures**

**Deakin Preschool Educators will:**

* take 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
* ensure parents/guardians are consulted about appropriate relaxation and sleep practices for their child
* 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.
* ensure sleep and rest policies and procedures are in place.
* consult with families about their child’s individual needs and being sensitive to different values and parenting beliefs, cultural or otherwise, associated with sleep and rest.
* provide an adequate space for children to rest and relax
* consulting with staff in relation to Work Health Safety issues when purchasing new equipment for the service
* ensure active supervision of children at the service at all times, including during relaxation and sleep
* consider the risks for each individual child, and tailor the frequency of checks / inspections of children to reflect the level of risk identified for children at the centre. Factors to consider include the age of the child, medical conditions, individual needs and history of health and / or sleep issues.
* Ensure that rooms used for sleep and relaxation are well ventilated
* regularly review and update the sleep and resting policy and procedure to ensure that it is maintained in line with best practice principles and guidelines.
* Ensure educators receive information and training to fulfil their roles effectively, including being made aware of this policy, their responsibilities in implementing these, and any changes that are made over time.

**All Staff are responsible for:**

* 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
* ensuring the educational program provides opportunities for each child to sleep, rest or engage in appropriate quiet play activities, as required
* 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
* informing the Approved Provider, as soon as is practicable, of any hazards identified in the child’s resting or sleeping environment
* ensuring all staff and educators comply with Work Healthy Safety regulations
* ensuring all staff and educators comply with the recommendations of Red Nose in relation to safe sleeping practices for children
* closely monitoring sleeping and resting children and the sleep and rest environment, this involves checking / inspecting sleeping children at regular intervals, and ensuring they are always within sight and hearing distance of sleeping / resting children so that they can assess a child’s breathing and the colour of their skin.
* providing input in relation to WHS issues when new equipment is purchased for the service
* developing relaxation and sleep practices that are responsive to:
* 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 room temperature, lighting, airflow and noise levels
* minimising distress or discomfort for the children in their care
* ensuring all children sleep or rest with their faces uncovered
* ensuring that resting and sleeping practices are not used as a behaviour guidance strategy
* providing a range of opportunities for relaxation throughout the day
* conducting regular safety checks of equipment used for sleeping/resting
* ensuring that any hanging cords, mobiles, curtains and blinds are inaccessible to children who are resting or sleeping
* supervising children displaying symptoms of illness closely, especially when resting or sleeping
* ensuring that artificial heating, such as heat bags and hot-water bottles, is not used to provide warmth
* ensuring nothing is around the neck of the child (e.g. amber teething necklace) while sleeping
* documenting and communicating children’s rest and sleep times to co-workers during shift changes
* providing information to families about the centres relaxation and sleep practices
* developing communication strategies to inform parents/guardians about their child’s rest and sleep patterns, including times and length of sleep
* Ensure that the physical environment is safe and conducive to sleep. This means providing quiet, well-ventilated and comfortable sleeping spaces. Wherever viewing windows are used, all children should be visible to supervising educators.