



SLEEP AND REST POLICY



POLICY RATIONALE

TeamKids plan and deliver an education and care program, where children have access to a wide variety of safe, stimulating resources and opportunities that are developmentally appropriate and cater to the social, intellectual, physical, recreational and emotional needs and interests of all children present. (R73) At times, this can mean children may be tired and require rest, or even sleep, depending on their age, stage of development or even as a result of what they may have been doing on the weekend or night before.

PROCEDURES

Programs are planned with time given between experiences for children to be able to rest. This may mean quiet experiences are offered, with a gap of time to allow children to sit quietly, read a book or engage in chats with friends.

- Educators will ensure they are aware of the position of all children at all times to provide appropriate supervision.
- The 'chill-out tent' or other designated rest zone will allow children to relax on cushions and bean bags at any time, with books and puzzles/games available to encourage quiet time. If a child falls asleep at this time, they will be allowed to continue that sleep, in a supported manner, with appropriate supervision at all times.
- If children require sleep, families are encouraged to provide a sheet, pillow (if desired) and sheet or blanket for on top of the child. These will then be taken home by the family each day for laundering. Children will be provided with a quiet space to sleep, with supervision provided by educators at all times.
- Although school-aged children are not considered at high risk of SIDS, the [SIDS guidelines](#) for safe sleeping will be followed.

CHILDREN OF ALL AGES

- Children should sleep and rest with their face uncovered.
- A quiet place should be designated for rest and sleep, away from interactive groups. If designated for rest, the space should allow for a calm play experience.
- Children's sleep and rest environments should be free from cigarette or tobacco smoke.
- Sleep and rest environments and equipment should be safe and free from hazards.
- Supervision planning and the placement of educators across a service should ensure educators are able to adequately supervise sleeping and resting children.
- Educators should 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. Service providers should consider the risk for each individual child and tailor Sleep and Rest Policies and Procedures (including the frequency of checks/inspections of children) to reflect the levels of risk identified for children at the service. Factors to be considered include the age of the child, medical conditions, individual needs and history of health and/or sleep issues.

MEETING CHILDREN'S SLEEP, REST AND RELAXATION NEEDS

INDIVIDUAL CHILDREN

Ensure that children who **do not** wish to sleep are provided with alternative quiet activities and experiences, while those children who **do** wish to sleep are allowed to do so without being disrupted. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be a comfortable, safe area available for them to rest (if required).

It is important that opportunities for rest and relaxation, as well as sleep, are provided.

Consider that there is a range of strategies that can be used to meet children's individual sleep and rest needs.

Look for and respond to children's cues for sleep (e.g. yawning, rubbing eyes, disengagement from activities, crying, decreased ability to regulate behaviour and seeking comfort from adults).

Avoid using settling and rest practices as a behaviour guidance strategy because children can begin to relate the sleep and rest environment, which should be calm and secure, as a disciplinary setting.

Minimise any distress or discomfort.

Acknowledge children's emotions, feelings and fears.

Understand that younger children (especially those aged 0–3 years) settle confidently when they have formed bonds with familiar carers.

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.

REFERENCES:

- ACECQA National Quality Framework Resource Kit (2012)
- Quality Area 2 – Children's Health & Safety
- Education and Care Services National Regulations (2011), R 81
- Education and Care Services National Law Act (2010), S 165

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