

Greenvue Kindergarten

RELAXATION AND SLEEP POLICY



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 Greenvue Kindergarten Pty. Ltd.



POLICY STATEMENT

VALUES

Greenvue Kindergarten 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
- children's safety and wellbeing will be fostered through responsive relationships, engaging experiences and a safe and healthy environment.
- consulting with parents/guardians about their child's individual relaxation 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 Greenvue 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, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of Greenvue Kindergarten.

	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
RESPONSIBILITIES					
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 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	√	√		√
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 that rooms 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 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 monitoring regularly by visually checking the child's breathing and the colour of the child's lips and skin tone (<i>National Law 165</i>)	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 hammocks, prams and strollers are not used to settle children to sleep	R	√	√		√
Removing any hazards identified in the child'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		√	√		√
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 and traditions conflict with current recommended evidence-based guidelines for safe sleeping practices, seek written support from a medical practitioner and develop 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		√	√		√
Developing communication strategies to inform parents/guardians about their child's rest patterns, including times and length of sleep (if applicable)		√	√	√	√
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 well being. 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 sleeping 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
- Australian/New Zealand Standard – Cots for household use – Safety Requirements (AS/NZS 2172:2010)
- Australian/New Zealand Standard – Cots for day nursery, hospital and institutional use – Safety Requirements (AS/NZS 2130:1998)
- 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: www.legislation.vic.gov.au

Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au



DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the Policy Definitions File.

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 with an onset of a fatal episode 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, *Safe sleep and rest practices*: <https://www.acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices>

- 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): <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Current Australian/New Zealand Standards for cots is available on the SAI Global website at: www.saiglobal.com
- Red Nose: <https://rednose.org.au/>
- *Victorian Early Years Learning and Development Framework* (VEYLDF): <https://www.education.vic.gov.au/childhood/professionals/learning/Pages/veyldf.aspx>
- WorkSafe Victoria, *Children's services – occupational health and safety compliance kit*: <https://www.worksafe.vic.gov.au/resources/childrens-services-occupational-health-and-safety-compliance-kit>

RELATED POLICIES

- Child Safe Environment and Wellbeing
- Hygiene
- Incident, Injury, Trauma and Illness
- Interactions with Children
- Occupational Health and Safety
- Supervision of Children

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
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (*Regulation 172 (2)*).



AUTHORISATION

This policy was adopted by the approved provider of Greenvue Kindergarten Pty. Ltd. on 2nd March 2024.

REVIEW DATE: March 2026

Greenvue Kindergarten

Risk assessment and management for Reset/Rest Time

Service Name	Greenvue Kindergarten
Greenvue Kindergarten	This Risk Assessment is for all Children and Staff attending Greenvue Kindergarten
Risk Assessment / Mitigation of Risks	Reset/rest time occurs in the kinder & prekinder rooms on the carpeted or rug areas, using cushion with the child's individual pillowcase. The Pillowcases are stored in clearly labelled pillowcase bags. (hygiene)
Procedures and Responsibilities	During Reset time the children are actively involved in preparing their area and themselves. (autonomy) They are supported to put on their own pillowcase in 4 YO groups, and place and tuck their pillow case over their cushion in 3 YO Group. Children can bring in a comfort toy to be used during reset time.
Communication and Ongoing Review	Children have the opportunity to look through a book or have a fiddle toy – ie: Lava bottle. Reset time lasts about 30mins, during this time children have relaxing music, some guided relaxation on how to reset your body, and a story. Oral story / Books read at this time.
Future Proposed Extra Support Purchases	If children fall asleep we endeavour to wake them after 30mins, unless the family has requested longer. All sleeping children are monitored for safety and wellbeing. Staff will consult families at the beginning of the year, and review this as required, (parent request) around their child's sleep and rest needs. Notes: Proposal: Service to purchase more carpet pieces to enable increased space for children.

Risk assessment

Activity	Hazard identified	Risk assessment	Elimination/control measures	Who	When
A sleeping child	Child stops breathing	Med	<p>A Staff member to monitor all sleeping children every 10 to 15 mins checking for signs of wellness. ie:</p> <ul style="list-style-type: none"> •sleeping position, •skin and lip colour, •breathing •body temperature •head position •airway <p>•head and face, ensuring they remain uncovered</p>	All Staff In Team	Duration of rest until all children are awake.
A sleeping child	<p>Other children playing in room, tripping over or disturbing sleeping child</p> <p>Space doesn't allow us to keep this empty of activity.</p>	L	<p>Awake children to use table areas of the room for quiet experiences.</p> <p>If playing in carpeted areas staff monitor sleeping children and active children in this area.</p> <p>Space doesn't allow us to keep this empty of activity.</p> <p>Discussion with awake children about respecting sleeping children.</p> <p>We endeavour to wake all children after 30 mins of Sleep.</p>	All Staff and Children	During and After rest time until all children are awake
<p>A Resting Child</p> <p>Not Asleep</p>	<p>Feeling Separation, Anxiety or</p> <p>Just Unwell</p>	M	<p>Staff support children at these times and we know this can be a time where children experience anxiety.</p> <p>Unwell children are monitored, families contacted, and children sent home as soon as practicable.</p> <p>Extra support in 3 YO Group at these times. (scheduling)</p>	<p>Staff</p> <p>Allocated</p> <p>Supervising Teacher</p>	During Rest Period

Younger children Ability Level	Needing more support at Reset Time	H	Proposal to have Lunch Reliever on these days to work with children at Rest / Reset time to support 22 x 3YO to Use Pillow Cases and Relax. Above Minimum Standards for Staff: Ratio. Staff to Lunch either side of these times.	Team 3 YO Group	Rest Period
Pillow case storage	Cross contamination	L	Pillows cases stored in clearly labelled individual pillowcase bags. A basket for each group Washed each term. (staff allocate)	Parent Provides Pillow case Children and staff	End of rest time
Toys from home	Injury from toy,	M	Parents to monitor the toys ensuring they are not broken, have any cords or sharp edges. Staff remove these if inappropriate for reset time.	Parents, Staff	Home At Reset Time
Electrical Cords from tv, computer and light box	Cord choking	L	All electrical appliances are checked and tagged yearly, Staff monitor all electrical items when using and setting up the room. Monitor that children's pillows are not placed near these spaces and that the cords are out of children's way, TV cord is up high, computer and light box cord are tucked behind computer and light box	All Staff	Before rest time
Kinder made Fiddle toy and Lava Bottle	Injury or swallowing of non drinkable items	L	These items are to be made with the children to support the expression of their voice and understanding of their purpose. (autonomy) They will be made with safety in mind. Liquid is non-toxic. Staff to Monitor over the year to ensure they are not broken and repair if necessary	All Staff and Children	During the making of these items. At the beginning and end of reset time.
Children too close to each other at sleep	Passing of items, lack of reset / rest	L	Discuss with children the importance of safe resting distances. Remind them during set up and support them to move over when necessary	All Staff and Children	Before reset and during reset

Plan and Review			
Plan prepared by: Anna Philippoussis / Janine Mizzi	Role/Position: Educational Leader/ Lead Educator Checked / Amended by Mohd Nauman – Nom. Supervisor.	Date: 12/12/2024 Date 13/12/2024	
Prepared in consultation with Parent Representatives:	Risha Rafiq Roukayah Haddara		
Communicated to Staff: We have read the Risk Assessment Policy and Management Plan of Associated Risks and sign accordingly.			
<p>Risks identified from this risk assessment have been addressed within policy and procedure (regulation 84C) as well as other matters required under regulation 84C, including:</p> <ul style="list-style-type: none"> • the number, ages, and development stages of children being educated and cared for, including at each education and care service and FDC residence or approved FDC venue of the service. • the sleep and rest needs of children at the service (including specific health care needs, cultural preferences, sleep and rest needs of individual children and requests from families about a child's sleep and rest) including at each education and care service and FDC residence or approved FDC venue of the service. • the suitability of staffing arrangements required to adequately supervise and monitor children during sleep and rest periods. • the level of knowledge and training of the staff supervising children during sleep and rest periods. • the location of the sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas, including at each education and care service. • the safety and suitability of any cots, beds, and bedding equipment and having regard to the ages and developmental stages of the children who will use them. • any potential hazards in sleep and rest areas or on a child during sleep and rest periods. • the physical safety and suitability of sleep and rest environments, including temperature, lighting and ventilation at each education and care service 			<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>Comment if needed:</p>

Next sleep and rest risk assessment to be conducted before

Date: 12/12/2025

***AND / OR as soon as practicable after becoming aware of any circumstance that may affect the safety, health and wellbeing of children during sleep and rest**