

SLEEP AND REST

QUALITY AREA 2 | VERSION 1.3



AUTHORISATION

This policy was adopted by the approved provider of Greenbrook Kindergarten on 25th March 2026

REVIEW DATE: March 2029



PURPOSE

This policy will provide clear guidelines to ensure the safety, health and wellbeing of children attending Greenbrook Kindergarten and appropriate opportunities are provided to meet each child's need for sleep, rest and relaxation.



POLICY STATEMENT

VALUES

Greenbrook Kindergarten is committed to:

- complying with all legislative requirements, standards and current best practice and guidelines, including recommendations by Red Nose Australia (*refer to Sources*)
- its duty of care (*refer to Definitions*) to all children at Greenbrook Kindergarten, and ensuring that adequate supervision (*refer to Definitions*) is maintained while children are sleeping, resting or relaxing
- 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
- 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.

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 Greenbrook Kindergarten.

| RESPONSIBILITIES | 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 |
|--|--|---|--|-------------------|--------------------------------------|
| R indicates legislation requirement, and should not be deleted | | | | | |
| Ensuring that policies and procedures are in place for managing sleep and rest for children (Regulation 168) and take reasonable steps to ensure those policies and procedures are followed (Regulation 170) | R | | | | |
| Taking reasonable steps to ensure the sleep and rest needs of children at Greenbrook Kindergarten are met, with regard to the age of children, developmental stages and individual needs (Regulation 84A) | R | R | √ | | √ |
| Conducting a sleep and rest risk assessment at least once every 12 months, and as soon as practicable after becoming aware of any circumstance that may affect the safety, health or wellbeing of children during sleep and rest (Regulation 84C (a)(b)) <i>(See attachment one – Greenbrook Sleep and Rest Risk Assessment and Consideration Notes)</i> | R | R | √ | | |
| <p>Ensuring the risk assessment considers the following:</p> <ul style="list-style-type: none"> • the number, ages, and developmental stages of the children • the sleep and rest needs of children (including health care needs, cultural preferences, individual needs and requests from families about a child's sleep and rest) • the suitability of staffing arrangements to adequately supervise and monitor children during sleep and rest periods • the level of knowledge and training of staff supervising children during sleep and rest periods • the location of sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas • the safety and suitability of any cots, beds and bedding equipment, having regard to the ages and developmental stages of the children who will use the cots, bed and bedding equipment • any potential hazards <ul style="list-style-type: none"> ○ in sleep and rest areas ○ on a child during sleep and rest periods • the physical safety and suitability of sleep and rest environments (including temperature, lighting and ventilation) (Regulations 84C) (<i>refer to Sources</i>) | R | √ | √ | | √ |

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|--|---|---|---|---|---|
| <i>(See attachment one Sleep and Risk Assessment & Consideration notes)</i> | | | | | |
| Ensuring all risk assessments conducted are recorded and stored <i>(Regulation 84C (4))</i> | R | √ | √ | | √ |
| Undertaking a risk assessment to mitigate hazardous manual handling <i>(refer to Definitions)</i> , such as patting and rocking children to sleep for long periods of time (N/A) | R | √ | √ | | √ |
| Ensuring all educators, staff and volunteers comply with the recommendations of Red Nose Australia 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 | √ | | | |
| Ensuring the premise, furniture and equipment are safe, clean and in good repair <i>(Regulation 103 and National Law: Section 167)</i> including ensuring all equipment used meets any relevant Australian Standards and other product safety standards, such as Australian Competition and Consumer Commission (ACCC) guidelines <i>(Refer to Sources)</i> . | R | R | √ | √ | √ |
| Ensuring bedding equipment being used for sleep and rest are safe and appropriate for the ages and developmental stages of children who will use them | 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 that the premises are designed to facilitate supervision | R | R | | | |
| Ensuring adequate supervision of children sleeping and resting, being within sight and hearing distance and are monitoring through visually checks of: <ul style="list-style-type: none"> • sleeping position • skin and lip colour • breathing • body temperature • head position • airway • head and face, ensuring they remain uncovered | R | R | √ | | √ |
| Ensuring supervision and monitoring procedures are documented, including method and frequency of checking the safety, health and wellbeing of children during sleep and rest periods, as per the risk assessment | 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 | R | √ | √ | | √ |

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| <ul style="list-style-type: none"> consistency of practice between home and the service a child's general health and wellbeing the physical environment, including lighting, airflow and noise levels | | | | | |
| Conducting regular safety checks of equipment used for sleeping/resting (<i>Regulation 103 and National Law: Section 167</i>) | R | R | √ | | √ |
| Ensuring that all sleeping products meet the Australian mandatory safety standards (<i>refer to Sources</i>) | R | R | √ | | √ |
| Removing any hazards identified in the child's resting or sleeping environment and informing the approved provider, as soon as is practicable | R | R | √ | | √ |
| Ensuring that any hanging cords, mobiles, curtains and blinds are inaccessible to children who are resting or sleeping | R | R | √ | | √ |
| Ensuring that artificial heating, such as heat bags and hot-water bottles, is not used to provide warmth | | √ | √ | | √ |
| Ensuring children's clothing is appropriate during sleep times and does not have any items that are loose, could get tangled and restrict breathing (including but not limited to bibs and jewellery) | | √ | √ | √ | √ |
| Ensuring that there is adequate space to store bedding in a hygienic manner (<i>refer to Hygiene Policy</i>) | R | √ | √ | | √ |
| Ensuring compliance with WorkSafe Victoria's Children's services – occupational health and safety compliance kit (<i>refer to Sources</i>), including in relation to staff lifting children | R | √ | √ | | √ |
| Regularly reviewing practices to ensure compliance with the recommendations of Red Nose Australia 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 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 | √ | √ | √ | |
| Providing a written medical report if their child is not to be placed on their back during sleep. Parents/guardians must communicate alternative resting practices to staff | | | | √ | |

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| 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 | | √ | √ | | √ |
| 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 and sleep patterns, including times and length of sleep | | √ | √ | √ | √ |
| 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 wellbeing. 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 Definitions file of the PolicyWorks catalogue.

Hazardous Manual Handling: Manual handling is work where you have to lift, lower, push, pull, carry, move, hold or restrain something. It’s hazardous manual handling if it involves:

- repeated, sustained or high force
- sustained awkward posture
- repetitive movements
- exposure to sustained vibration
- handling people or animals
- loads that are unstable, unbalanced or hard to hold.

Red Nose Australia (formerly SIDS and Kids): 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.

Sudden and Unexpected Death in Infancy (SUDI): A broad term used to describe the sudden and unexpected death of a baby for which the cause is not immediately obvious.

SOURCES AND RELATED POLICIES



SOURCES

- Australian Children’s Education & Care Quality Authority, Safe sleep and rest practices: www.acecqa.gov.au/resources
- Australian Competition & Consumer Commission: Infant sleep products mandatory standards
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia (EYLF): www.acecqa.gov.au

- Current Australian/New Zealand Standards for cots is available on the SAI Global website at: www.saiglobal.com
- Red Nose Australia: www.rednose.org.au
- Victorian Early Years Learning and Development Framework (VEYLDF): www.acecqa.gov.au
- WorkSafe Victoria, Children’s services – occupational health and safety compliance kit: www.worksafe.vic.gov.au
- Australian Children’s Education & Care Quality Authority, Sleep and rest risk assessment Template - [Sleep Rest Risk Assessment Template](#)
- Australian Children’s Education & Care Quality Authority, Risk Assessment and Management Tool - www.acecqa.gov.au/media/32166
- Kids Safe Australia - www.kidsafe.com.au
- Compliance code: Hazardous manual handling - <https://www.worksafe.vic.gov.au/resources/compliance-code-hazardous-manual-handling>
- Hazardous manual handling risk assessment and control tool – www.worksafe.vic.gov.au

RELATED POLICIES

- Administration of First Aid
- Child Safe Environment and Wellbeing
- Emergency and Evacuation
- Enrolment and Orientation
- Hygiene
- Incident, Injury, Trauma and Illness
- Interactions with Children
- Occupational Health and Safety
- Staffing
- 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)).



ATTACHMENTS

- Attachment 1: Greenbrook Kindergarten Sleep and Rest Risk Assessment and consideration notes

Greenbrook Kindergarten Sleep and Rest Risk Assessment

| Activity | Hazard Identified | Risk Assessment Matrix | | Elimination / Control Measures | Who? When? |
|--------------------|---|--------------------------|----------|---|--|
| | | Likelihood / Consequence | Risk | | |
| Rest | Children are unable to recognise / communicate their bodily needs for rest | Possible / Minor | Moderate | <ul style="list-style-type: none"> Staff to consider the pace of the day (EYLF) Staff to provide a range of active and restful experiences throughout the day (EYLF) | <ul style="list-style-type: none"> All staff Every session |
| Sleep | The family's beliefs may differ to policy and practices i.e., not wanting their child to sleep / asking staff to keep the child awake. | Possible / Minor | Moderate | <ul style="list-style-type: none"> Families are asked to share individual preferences and approaches to sleep at enrolment and orientation meetings. Communicate with families openly and respectfully. Educate families re the EYLF, VEYLDF and Rights of the Child – Children recognising / taking responsibility for when they need to rest or sleep. | <ul style="list-style-type: none"> Kirsten / Viv During orientation / family meetings / whenever communicating with families |
| Sleep | The number of staff available to supervise a sleeping child. If a staff member is busy attending to toileting of a child / assisting another child this leaves only one staff member supervising other children. Hence the sleeping child may not be able to be supervised closely. | Possible / Minor | Moderate | <ul style="list-style-type: none"> Moveable cushions allow staff to be in proximity of the sleeping child Rest / sleep spaces are placed in areas that support supervision Staff take into consideration where they position themselves. Staff member to try and have visual of the sleeping child, and to complete checks as soon as other staff member returns. | <ul style="list-style-type: none"> All staff All sleep / rest times |
| Sleeping | There is a risk of other children interrupting sleep and rest, objects or toys being thrown on child, being accidentally stood on, insect or spider bites. | Possible / Moderate | Moderate | <ul style="list-style-type: none"> Actively supervise Direct children away from the area the child is sleeping if possible Check / monitor the area for spiders etc | <ul style="list-style-type: none"> All staff All sleep / rest times |
| Sleeping | Suffocation from cushions and blankets | Unlikely / Major | High | <ul style="list-style-type: none"> Actively supervise children and perform checks Ensure blankets and cushions are not over face / head Remove cushions / blankets if necessary | <ul style="list-style-type: none"> All staff All sleep / rest times |
| Sleeping / Resting | Falling off the couch | Possible / Significant | High | <ul style="list-style-type: none"> Actively supervise children Place cushions near couch | <ul style="list-style-type: none"> All staff All sleep / rest times |
| Sleeping | Overheating from layers of clothing | Possible / Significant | High | <ul style="list-style-type: none"> Remove layers of clothing prior to sleep | <ul style="list-style-type: none"> All staff All sleep / rest times |

| | | | | | |
|-----------------------------|--|------------------|------|---|---|
| Sleeping | Necklaces / cultural jewellery / cultural clothing - Choking hazard / over heating | Possible / Major | High | <ul style="list-style-type: none"> Consult with the family and remove jewellery / clothing if deemed unsafe for sleeping | <ul style="list-style-type: none"> All staff All sleep / rest times |
| Sleeping / Resting | Males / females sleeping or resting in close proximity at the same time | Unlikely / Minor | Low | <ul style="list-style-type: none"> Place children in separate sleep / rest locations. | <ul style="list-style-type: none"> All staff All sleep / rest times |
| Sleeping / resting outdoors | Smoke from cigarettes / incinerators in the local outdoor environment | Unlikely / Minor | Low | <ul style="list-style-type: none"> Ask the person / s to distance themselves from the kindergarten premises Move the child indoors. | <ul style="list-style-type: none"> All staff All sleep / rest times |

Plan and Review

Plan prepared by:

Full name: Stacey Maxwell

Signature:

Role/position: Administration Manager

Date:

Prepared in consultation with:

Full name: Kirsten Lang

Signature:

Role/position: ECT / Educational Leader / Nominated Supervisor

Date:

Full name: Vivian Pizzo

Signature:

Role/position: ECT

Date:

Communication to all relevant staff:

Yes: **No:**

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:

- 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 and FDC residence or approved FDC venue of the 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 and FDC residence or approved FDC venue of the service
- for FDC services, that provide overnight care to a child, any risks that the overnight care provided at the family day care residence or approved venue may pose to the safety, health or wellbeing of the child.

Yes: No:

Comment if needed: See attached notes from meetings / discussions

Next sleep and rest risk assessment to be conducted before: October 2024

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

Greenbrook Kindergarten Sleep and Rest Risk Assessment Considerations Notes

Risk Assessment Considerations Reg 84A– assessment of the matters set out below and how the risks will be managed and minimised:

- A) The number, ages and developmental stages of children being educated and cared for at the service.**
- 22 children in the 3yo group ranging from 3 – 4 years of age
 - 33 children in the 4yo group ranging from 4 – 5 years of age
 - We take reasonable steps to ensure the sleep and rest needs of children at [Company] are met, with regard to the age of children, developmental stages and individual needs
 - *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.

Hazards Identified – Some children may not be able to recognise their bodily need for rest due to developmental stage
Elimination or Control measures – See above re how educators can promote / assist with chn recognising the need for rest

- B) The individual 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)**
- Holistic approaches recognise the importance of physical, mental and spiritual wellbeing. 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.
 - Ensuring the educational program provides opportunities for each child to sleep, rest or engage in appropriate quiet play activities, as required
 - 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 lighting, airflow and noise levels
 - Developing communication strategies to inform parents/guardians about their child’s rest and sleep patterns, including times and length of sleep (SP)
 - Ensuring parents/guardians are consulted about appropriate relaxation and sleep practices for their child (open continuous communication)
 - Providing information to families about the service’s relaxation and sleep practices (Awareness of policy, mention of sleep & rest practices at the info sessions)

Hazards Identified – Parenting beliefs may differ to policy i.e. not wanting their child to sleep / asking staff to keep child awake – Control measures - educate families re the EYLF and VEYLDF, open discussion

C) The suitability of staffing arrangements required to adequately supervise and monitor children during sleep and rest periods

- Ensuring supervision and monitoring procedures are documented, including method and frequency of checking the safety, health and wellbeing of children during sleep and rest periods, as per the risk assessment
Chn are actively supervised in the area they are resting / sleeping – staff check thoroughly at least every 5 minutes
- Ensuring that the premises are designed to facilitate supervision
Rest / sleep areas are placed in visible open areas easy to see

Hazards Identified – Number of staff – If a staff member is with another child for eg toileting and that leaves only one other staff member supervising, it may not be practical to provide supervision of sleeping child during this time. Control measures – staff member to try and have visual of sleeping child and do checks as soon as other staff member is free.

D) The level of knowledge and training of the staff supervising children during sleep and rest periods

- 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
- Providing information and training to ensure staff are kept informed of changing practices in relation to safe sleep practices for children
- Ensuring adequate supervision of children sleeping and resting, being within sight and hearing distance and are monitoring through visually checks of:

- * sleeping position
- * skin and lip colour
- * breathing
- * body temperature
- * head position
- * airway
- * head and face, ensuring they remain uncovered

Red Nose Australia “Recognises continuous supervision, in which an educator is in sight and hearing of a child at all times, represents best practice”

Every reasonable precaution is taken to protect children from harm and hazard

Hazards Identified – None identified

E) the location of the sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas at the service

Rest / sleep spaces are placed in areas that supports supervision. Staff take into consideration where they position themselves

Hazards identified – When sleeping or resting outdoors there is a risk of other children interrupting sleep or rest, objects or toys being thrown on child, being stood on, insects and spider bites. Control measures – staff to actively supervise and check area for insects and spiders

F) The safety and suitability of any cots, beds and bedding equipment, having regard to the ages and developmental stages of the children who will use them

Ensuring the cots, beds, bedding and bedding equipment being used for sleep and rest are safe and appropriate for the ages and developmental stages of children who will use them

Indoors the couch / or cushions is used for children to sleep and rest on. Outdoors large cushions are used. At the preschool age we do not require cots. It is not practical to have beds.

Hazards Identified – Suffocation from cushions and blankets, falling off couch. Control measures – active supervision, ensure blankets and cushions are not over face or head. Remove if needed. Place cushions near couch in case of child falling.

G) any potential hazards in sleep and rest areas or on a child during sleep and rest periods

- Ensuring children's clothing is appropriate during sleep times and does not have any items that are loose, could get tangled and restrict breathing (including but not limited to bibs and jewellery)
- Ensuring that any hanging cords, mobiles, curtains and blinds are inaccessible to children who are resting or sleeping
Other potential hazards that we initially discussed (some may have already been mentioned above)

Sleeping indoors on the couch – Potential hazards identified and measures we can put in place to eliminate / control:

- Suffocation from cushions on the couch – Remove cushions for all sleeps
- Suffocation from blankets on the couch – Supervise / ensure blankets are not placed over head
- Overheating from layers of clothing – Remove layers of clothing prior to sleep
- Falling from the couch – Supervise closely / place cushions on floor next to couch

Sleeping outside under the verandah:

- Suffocation from blankets - Supervise / ensure blankets are not placed over head
- Being stood on/fallen upon – Supervise area closely while children are resting / sleeping
- Objects thrown on by other children - Supervise area closely while children are resting / sleeping
- Insect and spider bites – check blankets and cushions prior to and during sleep and rest

Cultural considerations:

- Necklaces – remove necklaces if deemed unsafe for sleep time (consult with family)
- Clothing remove clothing if deemed unsafe for sleep time (consult with family)
- Female / males sleeping at the same time in close proximity – place children in different spaces.

H) the physical safety and suitability of sleep and rest environments, including temperature, lighting and ventilation at the service

- Removing any hazards identified in the child's resting or sleeping environment and informing the approved provider, as soon as is practicable
- 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
- Ensuring sleep and rest environments are free from cigarette, e cigarette or tobacco smoke

Hazards Identified – refer to above

If people are smoking in the vicinity of the building / burning off etc children may be exposed to smoke. Control measure – ask person to distance themselves from the kindergarten or move child indoors

ONCE CONSIDERATIONS HAVE BEEN DISCUSSED AND DOCUMENTED USE THIS INFORMATION TO COMPLETE THE RISK ASSESSMENT

Risk Assessment – Reg 84C

- hazard identified
- level of risk (using the risk assessment matrix)
- action identified to eliminate/mitigate/manage the hazard or risk / elimination/control measures
- person(s) responsible for taking the required action
- timeframes for addressing the identified action

After the sleep and rest risk assessment is complete, prepare/review the service’s policies and procedures and address within policy and procedure any risks identified in the sleep and rest risk assessment (regulation 84C) as well as other matters required under regulation 84B.

UNDER REGULATION 84B OUR POLICY MUST ADDRESS THE BELOW MATTERS:

- How children will be protected from any risks identified (refer to risk assessment, place in policy as attachment)
- How the sleep and rest needs of children are met, including how the ages, developmental stages and sleep and rest needs of individual children are considered – If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be comfortable safe area available for them to sleep or rest. It is important that opportunities for rest and relaxation as well as sleep are provided. Ensure that children who wish to sleep can do so without being interrupted.
- How the health care needs of children are met – A higher level of supervision may be needed for example for children with asthma, chronic lung conditions etc
- How requests from families about a child’s sleep and rest and cultural preferences are considered – open communication and respect of parent’s views. Discussion / providing information to families if necessary
Adequate supervision and monitoring during sleep and rest periods including the method and frequency of checking the safety, health and wellbeing of children during sleep and rest periods Staff will actively supervise and check children at least once in every 5 minute period.
 - * sleeping position
 - * skin and lip colour
 - * breathing
 - * body temperature
 - * head position
 - * airway
 - * head and face, ensuring they remain uncovered
-
- How the practices are consistent with any health guidelines – Red Nose Australia “Recognises continuous supervision, in which an educator is in sight and hearing of a child at all times, represents best practice”

- The induction training and knowledge of staff in relation to best practice for sleep and rest – **Reading of policy and risk assessment**
The location and arrangement of sleep and rest areas and how this meets needs **Rest / sleep spaces are placed in areas that supports supervision. Staff take into consideration where they position themselves**
- Safety & The management of potential hazards **(refer to risk assessment)**
Suitability of bedding and bedding equipment **(Indoors the couch / or cushions is used for children to sleep and rest on. Outdoors large cushions are used. At the preschool age we do not require cots. It is not practical / we do not have the space to have beds.)**
- The management of physical safety and suitability of sleep and rest environments incl temp, lighting & ventilation **(refer to risk assessment)**
- Communication of sleep and rest policies to parents – **(Discussion at info sessions about policy and procedures, policy in foyer and on website)**