



## Sleep and Rest Policy and Procedure

### Rationale

At The Pines Preschool all staff have a duty of care to all children's health and wellbeing. Encouraging children to rest and relax is part of that duty of care. Staff will ensure that children are provided with quiet activities and spaces to rest and relax, as well as a quiet area for any children who wish to sleep, without being disrupted.

### National Quality Standards

Regulation 168 (policy), 81 (sleep and rest) of the Education and Care Services National Regulations 2018.

### Quality Area 2: Children's health and safety.

At our preschool:

- Each child's comfort is provided for and are appropriate opportunities to meet each child's need for sleep, rest and relaxation

There are also links to:

Quality area 1: Educational program and practice

Quality area 5: Relationships with children

Quality area 7: Leadership and service management

### Sleep, Rest and Relaxation for Children:

- Children attend our preschool from 8:30am until 3:10pm Monday, Tuesday, Thursday and Friday and from 8:30am.-12:00pm on Wednesday.
- These sessions are extremely active and engaging, with children participating in a variety of learning experiences. We feel it is important for children to also have opportunities to be quiet, calm and relaxed during their time at the preschool.
- Children who wish to sleep should also be provided with a quiet area and a mattress to do so comfortably.

### Learning Environment Structure:

The following are aspects of our learning environment which allow for children to have sleep, rest and relaxation, to enable them to successfully manage their day:

- Our timetable enables children to have 2 large blocks of uninterrupted play per day. Children are able to choose to learn inside or outside. We have 3 group times per day, where children are supported to calm their bodies and to slow down. These occur morning, midday and at the end of the day.
- Aspects of relaxation, yoga, stretching and mindfulness have been introduced to the children and we are noticing children using deep breathing when faced with challenges or when they feel overwhelmed.
- The indoor learning environment has spaces to sit down and have quieter moments. If a child would like to sleep, we have a firm mattresses for children to sleep on.
- Educators are mindful of creating quiet and comfortable areas outside for children to rest and engage in calm experiences outside.
- The activity room can be set up, as the need arises for children to choose to work in a quiet location - reading stories or playing board games, or using sensory items, for example.

### Educators Responsibilities:

- To provide indoor learning environment opportunities for children to work quietly and calmly.
- To provide some quieter activities outside such as sand play, bubble blowing, reading area etc. for children to work calmly and be more relaxed.
- To provide times during the day for more restful activities.
- To provide a mattress and a quiet place for children to sleep.

## Sleep Procedure

- If a child falls asleep on the floor, the other children will be asked to do quiet activities around the sleeping child, or to play in another area.
- If the child is a light sleeper they can stay where they are to sleep.
- The child can be moved to a mattress if need be.
- A child may lie down on a mattress if they would like to have a sleep.
- Educators should have a clear view of the sleeping child, and make sure there are no hazards around the child.
- An educator will be assigned to be responsible for checking the sleeping child/child laying on a mattress.
- The responsible educator should keep the sleeping child within sight and hearing distance.
- The responsible educator will check the sleeping child every 10 minutes and record each check in the 'Sleeping Log'.
- The responsible educator will check the child's breathing and colour of their skin/lips at each 10 minute check.

### References:

- Education and Care Services National Regulations, 2018.
- National Quality Standards, 2018.
- 'Safe sleeping for infants and young children', DECD, 2017
- Department Policies available at: <https://www.education.sa.gov.au/department/policies>

### Policy review

#### Quality area 7: Leadership and service management

### Revision Record

Version	Approved by	Approved date	Amendments
1.1			Header change, NQS information and year date, links updated

**Created:** February 2018

**Approved at Governing Council on (Date):** \_\_\_\_\_

**Approved by Principal:** Cherie Collings \_\_\_\_\_

**Approved by Governing Council Chairperson:** \_\_\_\_\_

**To be reviewed:** 2020