

SLEEP AND REST POLICY

All children have individual sleep and rest requirements. Our objective is to meet each child’s need for sleep, rest and relaxation by providing a comfortable, relaxing and safe space to enable their bodies to rest. This environment will also be well supervised ensuring all children feel secure and safe at our Service.

The United Nations Convention on the Rights of the Child states that all children and young people are guaranteed the right “to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts”. (My Time, Our Place: Framework for School Age Care in Australia, (V2.0) p. 5). Our Out of School Hours Care (OSHC) Service will cater for the needs of individual children who may require a rest, or even a sleep, after a busy school day.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1	Health	Each child’s health and physical activity is supported and promoted
2.1.1	Wellbeing and comfort	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
Section 165	Offence to inadequately supervise children
Section 167	Offence relating to protection of children from harm and hazard
82	Tobacco, drug and alcohol-free environment



84A	Sleep and Rest
84B	Sleep and rest policies and procedures
84C	Risk assessment for purposes of sleep and rest policies and procedures
84D	Prohibition of bassinets
87	Incident, injury, trauma and illness record
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
107	Space requirements-indoor space
110	Ventilation and natural light
115	Premises designed to facilitate supervision
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be available
172	Notification of change to policies or procedures
176	Time to notify certain information to Regulatory Authority

PURPOSE

The *Education and Care Services National Regulations* requires approved providers and nominated supervisors to ensure their services have policies and procedures in place for children's sleep and rest having regard to the ages, developmental stages and individual needs of the children. Our *Sleep and Rest Policy* will assist management, educators and other staff to ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs while attending the Service.

The risk of Sudden Infant Death Syndrome (SIDS) for infants will be minimised by following practices and guidelines set out by the national authority on safe sleeping practice for infants and children- Red Nose (formerly SIDS and Kids). Our policy sets out quality practice and is informed by recognised and evidence-based principles. Safe sleep practices are informed by Red Nose and guidance from ACEQCA.

We have a duty of care to 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. In meeting the

Service's duty of care, it is a requirement that all educators implement and adhere to this policy and associated procedures to ensure we respect and cater for each child's specific needs and ensure all risks are appropriately addressed.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

'Children have different sleep, rest and relaxation needs. Children of the same age can have different sleep patterns that nominated supervisors and educators need to consider within the Service. As per Standard 2.1 (Element 2.1.1) of the National Quality Standard, each child's comfort must be provided for and there must be appropriate opportunities to meet each child's sleep, rest and relaxation needs.' (ACECQA).

Our Service defines 'rest' as a period of inactivity, solitude, calmness, or tranquillity, and can include a child being in a state of sleep. Considering the busy and energetic nature of children's day, we feel that it is important for children to participate in a quiet/rest period during the day in order to rest, relax, and recharge their body. Effective rest strategies are important factors in ensuring a child feels secure and safe in an early childhood environment.

Our Service will consult with families about their child's individual needs, ensuring all parties are aware of the different values, cultural, and parenting beliefs and practices, or opinions associated with sleep requirements.

SLEEP AND REST SPECIFIC RISK ASSESSMENT

The approved provider, in conjunction with educators of the Service, will conduct a comprehensive risk assessment to ensure all potential hazards are identified and specify how any risks identified are managed and minimised in sleep and rest areas in line with Red Nose and ACECQA guidelines (reg. 84A).

The risk assessment will be reviewed at least annually or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised during sleep or rest. All risk

assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our service. If a risk concerning a child's safety during sleep and rest is identified during the risk assessment, the approved provider must update the *Sleep and Rest Policy* and procedure as soon as possible. The risk assessment must be stored safely and securely and kept for a period of 3 years.

Our risk assessment will consider and include the following information:

- the number, age, developmental stages and individual needs of children
- the sleep and rest needs of individual children being educated and cared for (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)
- 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
 - in sleep and rest areas
 - on a child during sleep and rest periods (such as jewellery, clothing)
- the physical safety and suitability of sleep and rest environments (including temperature, lighting and ventilation)

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- all new employees are provided with a copy of this policy as part of their induction process
- families are aware of this *Sleep and Rest Policy*
- a sleep and rest specific risk assessment is conducted at least annually to ensure all protentional hazards are controlled in sleep or rest areas in line with Red Nose and ACECQA guidelines



- every reasonable precaution has been taken to protect children from harm and from hazards likely to cause injury. Hazards posing a risk of suffocation, choking, crushing or strangulation risk to children must be removed from the sleep and rest environment. (Sec. 167)
- up to date knowledge regarding safe sleeping practices is maintained and information communicated to educators and families
- families are advised that amber teething necklaces and bracelets are not recommended to be worn by babies and young children at our Service- as per warnings by the Australian Government (2011) any necklaces worn by a child attending our service, will have it removed by an educator and placed in the child's bag during sleep and rest periods.
- ongoing training is provided on safe sleep practices for all educators and keep a record of all such training
- opportunities are provided for educators to participate in Red Nose professional training
- reasonable steps are taken to ensure that each child's need for sleep, rest and relaxation are provided
- consideration is given to the ages, developmental stages and individual needs of children
- a safe indoor environment for sleep and rest is provided for children that is well ventilated, has adequate natural light and can be maintained at a temperature that ensures children's safety and wellbeing and is free from all hazards including cigarette and tobacco smoke (Reg.110)
- the supervision window (or similar) is kept clear to ensure safe supervision of sleeping infants
- that sleeping infants and children are closely monitored and that all sleeping children are always within hearing distance and observed. This involves physically checking/inspecting sleeping infants and children at regular intervals and ensuring that educators are always within sight and hearing distance of sleeping and resting children so they can easily monitor a child's breathing and the colour of their skin. It is recommended that educators will not perform administrative duties that would take their attention away from sleeping/resting children
- children who are sleeping or resting have their face uncovered at all times
- any soft items are removed from the cot, such blankets, pillows or toys
- information is provided to parents and families about Safe Sleep practices (see [Red Nose](#))
- all equipment and furniture used for sleep and rest is safe, clean and in good repair (Reg. 103, 105)
- there are adequate numbers of cots and bedding (including mattresses) available to children that meet Australian Standards and are only to be used for sleep and rest purposes
- all cots used in our Service will meet the current mandatory Australian Standard for Cots (AS/NZS 2172) and will carry a label to indicate this



- sleep surfaces are checked for firmness in accordance with Australian Standard AS/NZS 8811:1:2013
- all portable cots used in our Service will meet the current mandatory Australian Standard for children's portable folding cots, AS/NZS 2195, and will carry a label to indicate this
- bassinets are not used or stored within the Service
- children are not accepted into care in a bassinet, car seat, pram or any other unit
- to negotiate sleep and rest routines and practices with families to reach agreement on how these occur for each child at the Service
- nominated supervisors and educators are not expected to endorse practices requested by a family if they differ from [Red Nose](#) safe (formerly SIDS and Kids) sleeping recommendations.
- if any requirements differ from Red Nose sleeping recommendations, written authorisation from the parent (via their personal email or a signed letter) will be required and shared with educators
- educators follow the *Administration of First Aid Policy* if the child's face/body appears blue and the child is not breathing, initiate first aid immediately including calling an ambulance and beginning resuscitation
- an *Incident, Injury, Trauma and Illness Record* is completed in its entirety
- the parent and the regulatory authority are notified as soon as possible and within 24 hours of a serious incident.

EDUCATORS WILL:

- have a thorough understanding of the Service's policy and procedure and embed practices to support safe sleep into everyday practice
- ensure children's safety is paramount
- communicate with families about their child's sleeping or rest times and the Service's policy regarding sleep and rest times
- respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment.
- Conversations with families may be necessary to remind families that children will neither be forced to sleep nor prevented from sleeping.
- record sleep and rest patterns daily and provide information to parents/families
- consider a vast range of strategies to meet children's individual sleep and rest needs- consider inclusion of all children and adjustments that may need to be implemented
- ensure there are appropriate opportunities to meet each child's need for sleep, rest and relaxation



- respond to children’s individual cues for sleep (yawning, rubbing eyes, disengagement from activities, crying etc).
- acknowledge and support children’s agency, emotions, feelings and fears in regard to sleep/rest time
- develop positive relationships with children to assist in settling children confidently when sleeping and resting
- 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. It is important that opportunities for rest and relaxation, as well as sleep, are provided.
- encourage children to dress appropriately for the room temperature when resting or sleeping [Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing]
- encourage the use of sleeping bags with fitted neck and armholes for babies as there is no risk of the infant’s face being covered
- ensure there are no loose aspects of clothing or jewellery that could entangle the child during sleep/rest (including bibs)
- give bottle-fed children their bottles before going to bed
- ensure children are not be put in cots or in beds with bottles. Should a family wish for their child to have their bottle in bed, this must be noted on their partnerships in learning form.
- securely lock cots sides into place to ensure children’s safety
- create a relaxing environment for sleeping children by playing quiet relaxation music, reading stories, cultural reflection, turning off lights, and ensuring children are comfortably clothed
- monitor the room temperature to ensure maximum comfort for the children
- turn off wall-mounted heaters before children use the room for sleeping. Cot rooms may be air conditioned and maintained at an appropriate temperature.
- be aware of manual handling practices when lifting babies and young children in and out of cots.

SUPERVISION

EDUCATORS WILL:

- maintain adequate supervision and maintain educator ratios throughout the sleep period
- ensure supervision is active, effective and frequent



- not be engaged in other duties that require them leaving the classroom, that will take their attention away from actively supervising sleeping and resting children
- ensure sleeping spaces are not dark- there needs to be sufficient light to allow supervision and to physically check children's breathing, lip and skin colour
- ensure sleeping infants are closely monitored and that all sleeping children are within hearing range and observed
- ensure physical checks of a sleeping child occur at least every 10 minutes
- physically check that the infant/child from the side of the cot (or floor mattress/toddler bed) to include:
 - breathing- rise and fall of child's chest
 - skin and lip colour
 - head position
 - body temperature
 - airway
 - head and face- ensure they remain uncovered
- ensure a record is maintained recording the time and observation of each physical check immediately after checks are made on the Safe Sleep Record
- consider the circumstances and any risk factors that may mean physical checks need to be more frequent for some babies or children (e.g.; children with colds, chronic lung disorders or specific health care needs that may require higher level of supervision)
- consider higher levels of supervision and conduct more frequent checks on babies or children with colds, chronic lung disorders or specific health care needs
- ensure a record is maintained recording the time and observation of each physical check immediately after checks are made on the Safe Sleep Record
- initiate first aid immediately including calling an ambulance and beginning resuscitation if the child's face/body appears blue and the child is not breathing
- ensure an *Incident, Injury, Trauma and Illness Record* is completed in its entirety following an incident.

KINDY AGE CHILDREN

EDUCATORS WILL:

- be respectful for children's individual sleep and rest requirements



- discuss children's sleep and rest needs with families and include children in decision making (children's agency)
- provide a tranquil and calm environment for children to rest by turning off lights, playing quiet relaxing music, reading stories, cultural reflection
- Outdoor sleeping/resting may be provided during cooler months
- ensure children are comfortably clothed
- encourage children to rest their bodies and minds for 20-30 minutes
- introduce relaxation techniques into rest routine- use of a relaxation music
- ensure children sleep with their face uncovered
- closely monitor sleeping and resting children
- provide quiet activities for children- puzzles, books, drawing if they do not fall asleep
- ensure a record is maintained recording the time and observation of each physical check immediately after checks are made on the **Safe Sleep Record**
- record sleep and rest patterns to provide information to parents/families

USE AND MAINTENANCE OF COTS/BEDDING

- ensure beds, cots and mattresses are used for the correct purpose of sleep and rest only
- ensure all equipment and furniture is safe, clean and in good repair (Reg. 103, 105)
- ensure cots comply with the following:
 - spaces between bars and mattress sides are as per regulations/guidelines (not more than 25mm apart)
 - spaces do not pose any danger to children- arm and leg traps/finger traps
 - cots are not painted with any paint that contains lead
 - paint work of cots is not chipped when babies are teething
 - cots have high sides- from top of mattress to top side of cot should be at least 500mm
 - there are no toys, bumpers, pillows, doonas, loose bedding or fabric in the cot that could cause suffocation
 - there are no sharp edges
 - sleep surfaces are checked for firmness in accordance with Australian Standard AS/NZS 8811:1:2013
 - bolts and screws are tight and regularly checked
 - plastic packaging is removed from mattresses
 - waterproof mattress protectors are strong, not torn, and a tight fit

- mattresses are not elevated or tilted
- banned/recalled products are removed immediately from the Service if required
- ensure there are no choking hazards- cords, strings, bunting in the sleep environment
- use firm, clean, and well-fitting mattresses on portable cots
- beds and mattresses are wiped over with warm water and neutral detergent or vinegar solution between each use
- children’s beds and cots are arranged to allow easy access for children and staff
cots/stretchers are stored safely
- bed linen is used by an individual child and is washed before use by another child
- children rest/sleep with their beds/mattresses head to toe to minimise the risk of cross infection- consider positioning of cots, mats, cushions etc

BABIES AND TODDLERS

Recommendations sourced from ACECQA and Red Nose Australia

- Babies should always be placed on their back to sleep when first being settled. Once a baby has been observed to repeatedly roll from back to front and back again on their own, they can be left to find their own preferred sleep or rest position (this is usually around 5–6 months of age). Babies aged younger than 5–6 months, and who have not been observed to repeatedly roll from back to front and back again on their own, should be re-positioned onto their back when they roll onto their front or side.
- If a medical condition exists that prevents a baby from being placed on their back, the alternative practice should be confirmed in writing with the Service, by the child’s medical practitioner.
- Babies over four months of age can generally turn over in a cot but may not always be able to roll back again. When a baby is placed to sleep, educators should check that any bedding is tucked in securely and is not loose. Babies of this age may be placed in a safe baby sleeping bag (i.e., with fitted neck and arm holes, but no hood). At no time should a baby’s face or head be covered (i.e., with linen). To prevent a baby from wriggling down under bed linen, they should be positioned with their feet at the bottom of the cot.
- Ensure any bed linen is securely tucked underneath the mattress so it cannot ride up and cover the baby’s chest or cover his/her head.
- If a baby is wrapped when sleeping, consider the baby’s stage of development. Leave their arms free once the startle reflex disappears at around three months of age and discontinue the use of a wrap

when the baby begins rolling (usually four to six months of age). Use only lightweight wraps such as cotton or muslin.

- Ensure there is no soft bedding in baby's sleep environment (pillows, doonas, loose bedding, lambswool or soft toys) unless written authorisation has been given by parents.
- If being used, a dummy should be offered for all sleep periods. Dummy use should be phased out by the end of the first year of a baby's life (in consultation with parents). If a dummy falls out of a baby's mouth during sleep, it should not be re-inserted. Dummies will be stored in individually labelled drawers. Parents are responsible for taking these home and sterilising.
- Babies or young children should not be moved out of a cot into a bed too early; they should also not be kept in a cot for too long. When a young child is observed attempting to climb out of a cot, and looking like they might succeed, it is time to move them out of a cot. This usually occurs when a toddler is between 2 and 3 ½ years of age but could be as early as 18 months.
- Additional supervision is required if a child is wearing a baby sleeping bag while sleeping outside a cot. The sleeping suit should be removed as soon as the child wakes to avoid risk of falling and injury. (Red Nose).

PARENTS/FAMILIES WILL:

- be informed during orientation of our *Sleep and Rest Policy* and procedure
- be informed that amber teething bracelets or necklaces are not to be worn at our Service due to the risk of choking. Necklaces will be removed during sleep/rest times and placed in the child's bag should they be worn to the service.
- be provided with regular information and communication about safe sleep practices from Red Nose and any changes to our policies or procedures
- be informed that if any requirements for sleep for their child differs from Red Nose sleeping recommendations, written authorisation from a medical practitioner will be required
- be requested to provide educators with regular updates on their child's sleeping routines and patterns, especially for infants
- provide extra bedding/pillows/comforters should their child require more than what is provided by the service

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Sleep and Rest Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

Key terms

Term	Meaning
ACECQA- Australian Children's Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.
Adequate supervision	Adequate supervision means: <ul style="list-style-type: none"> that an educator can respond immediately, particularly when a child is distressed or in a hazardous situation; knowing where children are at all times and monitoring their activities actively and diligently
Continuous supervision	Ensure an educator is in sight and hearing of a sleeping child at all times- representing best practice (Red Nose Australia)
Infant	A young child between the ages of birth and 12 months
Rest	A period of inactivity solitude, calmness or tranquility and can include a child being in a state of sleep.
Relaxation	Relaxation or other activity for bringing about a feeling of calm in your body and mind.
Red Nose	Red Nose is Australia's leading authority on safe sleep and safe pregnancy advice.
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- (SIDS or Fatal sleeping accident)
Sudden Infant Death Syndrome (SIDS)	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

ACECQA. (n.d.). Safe sleep and rest practices: <https://www.acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices>

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Australian Children's Education & Care Quality Authority. (2014).

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Australian Competition and Consumer Commission (ACCC). (2013). Find out more: [Keeping baby safe](#)



Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care Services National Regulations. (Amended 2023)

NSW Department of Education. (2022). [Sleep and rest for children-Policy guidelines for early childhood education and care services. \(updated\)](#)

Red Nose: <https://rednose.org.au/section/safe-practices>

Red Nose: Cot to bed safety https://rednose.org.au/downloads/RN3356_Cot_Bed_DL_Oct2018_Online.pdf

Revised National Quality Standard. (Amended 2023).

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	Kylie Showman	DIRECTOR	APRIL 2025
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POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
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