



## SLEEP AND REST FOR CHILDREN

### 1. Policy statement

Weldon Children's Services places child health and safety at the centre of everything we do. We ensure that every reasonable precaution is taken to protect the children attending our services from harm and hazard. 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 Weldon's duty of care, it is a requirement that all educators implement and adhere to this policy to ensure we respect and cater to each child's specific needs.

The purpose of the *Sleep and rest for children policy* is to ensure the safety, health and wellbeing of children attending our service and appropriate opportunities are provided to meet each child's need for sleep, rest, and relaxation. Our programs aim to meet each child's need for sleep, rest, and relaxation in a safe and caring manner, taking into consideration the preferences and practices of each child's family. Weldon defines 'rest' as a period of inactivity, solitude, calmness, or tranquillity, and may include a child being in a state of sleep.

Learning to relax the body and mind is an important life skill and vital for children's growth and development. The quality and quantity of a child's sleep impacts learning and behaviour. To create a healthy, safe, and supportive sleep environment, educators are required to consistently implement Red Nose Safe Sleeping Guidelines and respond to individual needs and rhythms rather than working to a strict timetable. Effective rest and sleep times are important factors in ensuring children feel safe and comfortable in an education and care environment. All educators need to be sensitive to each child's comfort and to make sleep time a positive experience which meets the individual needs of the children. The environment must be safe and well supervised to ensure children are safe, healthy, and secure in their environment.

### 2. 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. Our *Sleep and rest for children policy* provides our educators, management, other staff, families, and the community with the information they need to ensure children's needs for sleep and rest are met while attending the service. The available research informs our decisions about safe sleeping environments, including research that identifies poor sleep procedures and inadequate supervision as risk factors, which can result in, or contribute to, serious harm to young children. All children need rest and sleep for their wellbeing and health, and this is an area of service policy and procedure that we carefully consider, monitor, and actively review to ensure risks are appropriately addressed at all times. We value feedback from families and



ensure that our policies, procedures, practices, and decisions are based on the most up to date advice from recognised authorities, such as Red Nose Australia.

Weldon ensures that each child’s comfort is provided for and there are appropriate opportunities to meet each child’s individual need for sleep, rest, and relaxation in accordance with safe sleeping practices. We ensure all infants in our care are slept in a safe sleeping environment to reduce the risk of Sudden and Unexpected Death in Infancy (SUDI), including Sudden Infant Death Syndrome (SIDS) and fatal sleeping accidents through best safe sleeping practice. Red Nose Australia is the recognised national authority on safe sleeping practices for infants and children. Red Nose Australia resources should be consulted when reviewing and updating sleep and rest policies and procedures. Weldon also considers the safety requirements for relevant equipment, such as cots, mattresses, bedding, and evacuation cots.

### 3. Legislative requirements

Section/Regulation	Description
Section 165	Offence to inadequately supervise children
Section 167	Offence relating to protection of children from harm and hazards
Regulation 82	Tobacco, drug, and alcohol-free environment
Regulation 84A	Sleep and rest
Regulation 84B	Sleep and rest policies and procedures
Regulation 84C	Risk assessment for purposes of sleep and rest policies and procedures
Regulation 84D	Prohibition of bassinets
Regulation 87	Incident, injury, trauma, and illness record
Regulation 103	Premises, furniture, and equipment to be safe, clean and in good repair
Regulation 105	Furniture, materials, and equipment
Regulation 106	Laundry and hygiene facilities
Regulation 107	Space requirements – indoor space
Regulation 110	Ventilation and natural light
Regulation 115	Premises designed to facilitate supervision
Regulation 168	Education and care service must have policies and procedures
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Child Safe Standard 1	Child safety is embedded in organisational leadership, governance, and culture
Child Safe Standard 2	Children participate in decisions affecting them and are taken seriously
Child Safe Standard 3	Families and communities are informed and involved
Child Safe Standard 4	Equity is upheld and diverse needs are taken into account
Child Safe Standard 7	Staff are equipped with the knowledge, skills, and awareness to keep children safe, through continual education and training



Child Safe Standard 8	Physical and online environments minimise the opportunity for abuse or other kinds of harm to occur
Child Safe Standard 10	Policies and procedures document how the organisation is child safe

**4. Principles informed in this policy:**

- All children attending our service are provided with a safe environment, through the creation of a child safe culture. At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
- Effective sleep and rest strategies are important factors in ensuring each child feels secure and is safe at our service. Our service’s safe sleep and rest procedures and practice follow Red Nose Australia guidelines, the recognised national authority in this area.
- In line with the requirements of regulation 84A, approved providers must take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, and have regard for a child’s age, capabilities and developmental or individual needs.
- Approved providers must ensure a risk assessment is prepared in relation to sleep and rest. Risk assessments must identify and assess risks in relation to sleep and rest and specify how the identified risks will be managed and minimised. The risk assessment must include assessment of the matters set out below and how risks will be managed and minimised:
  - the number, ages, and developmental stages of children at the education and care service, including, for a family day care service, at each residence and venue
  - the individual sleep and rest needs of children at the service (including specific health care needs, cultural preferences, and requests from families)
  - the staffing arrangements required to adequately supervise and monitor all children during periods of sleep and rest
  - the level of knowledge and training of the staff supervising children during periods of sleep and rest
  - the location of the sleep and rest areas, and the arrangement of the cots and beds within the areas
  - the safety of cots, beds, and bedding equipment and whether it is appropriate for the ages and developmental stages of the children who will use them
  - any potential hazards in the sleep and rest areas, cots, beds, and bedding equipment
  - any potential hazards on the child, such as clothing or jewellery
  - physical safety and suitability of sleep and rest
- Educators, staff, and management have a shared duty of care to ensure all children are provided with a high level of safety when sleeping and resting, including adequate lighting to enable effective supervision by staff and ventilation for children, and every reasonable precaution is taken to protect them from harm and hazard. Educators can confidently refer



to the service's *Sleep and rest for children policy and procedures* if families make requests that are contrary to the safety of the child.

- Educators will involve children in decision-making to provide an environment that encourages them to reach their potential. All children have rights and where appropriate, should have choice about sleeping and resting within the day.
- Supervision is facilitated by the physical design and maintenance of the premises, the supervision practices of educators, and educator ratios with consideration given to how educators may position themselves within the physical space.
- Children sleeping and resting will always be adequately supervised so that educators can supervise children's safety and wellbeing. Educators will be able to visually check the child's sleeping position, breathing and the colour of the child's lips and skin, body temperature, head position, airway and the child's head and face, ensuring they remain uncovered.
- Keeping families informed is paramount. Our families are part of the service decision-making process, and we facilitate open, two-way communication. Our educators encourage positive, respectful, and warm relationships between children, families, and educators at the service. Building collaborative relationships with families to improve learning and development outcomes for children.
- We will consult with families about their child's individual needs, routine for sleep and rest at home, the different values, cultural, and parenting beliefs and practices, or opinions associated with sleep requirements. Educators will implement the family's sleep routines at the service where possible and safe to do so, in line with the prevailing safe sleep practices recommended by Red Nose Australia.

**General considerations:**

- The circumstance and needs of each child should be considered to determine any risk factors that may impact the adequate supervision of sleeping and resting children. For example, babies or children with colds, chronic lung disorders or specific health care needs might require a higher level of supervision while sleeping.

**Considerations for infants:**

- The bedding equipment will meet the relevant Australian Standards that govern the use and maintenance of equipment.
- A cot that meets Australian mandatory standard AS/NZS 2172 is the safest option for infants, and for children who are not yet attempting to climb. Mattresses should meet the Australian voluntary standard for mattress firmness.
- The care environment, including sleep and rest areas, should be well ventilated, either with fresh air from open windows if safe to do so, or using mechanical ventilation if needed.
- Educators ensure infants are dressed in consideration to the room temperature. The infant should be warm but not hot to touch centrally (i.e., on the chest or abdomen). Bedding or clothing should be removed if the infant is hot to touch or is flushed or sweating. Any clothing or jewellery that could pose a strangulation or choking hazard must be removed before the infant or child is placed in the sleep space.



- Soft toys and comforters should not be placed in the sleep space with infants.
- Equipment such as bumpers, infant positioners, inclined sleepers, or additional padding, mattresses, pillows, and other soft items should not be used in the sleep and rest environment for children under 2 years of age.

**Considerations for the physical environment:**

- We ensure that bedding and equipment meets the relevant Australian Standards that govern the use and maintenance of equipment.
- Educators at Weldon Children’s Services do not use any equipment or products in a way that was not originally intended by the manufacturer, have been recalled, or do not meet relevant safety standards (including AS/NZS 2172, AS/NZS 2195 and AS/NZS 8811 1:2013).
- The care environment, including sleep and rest areas, are well ventilated, either with fresh air from open windows if safe to do so, or using mechanical ventilation if needed.
- All children have rights and where appropriate, should have choice about sleeping and resting within the day.
- Educators ensure that the physical environment caters for non-resting children by including separate resting spaces and quiet activities after a short rest.
- Weldon’s policies and procedures reflect the diversity of the children and families attending our service and educators implement inclusive and cultural practices. Conflicting ethical needs in relation to sleep are addressed through sensitive and respectful conversations between educators and parents, taking into consideration the rights of the child.
- We value the important role our educators play in children’s education and care. We equip them with resources, support, and relevant training to develop their understanding and skills for ensure safe sleep and rest environments and practices.
- Weldon Children’s Services actively anticipates children’s diverse circumstances and pays particular attention to the needs of Aboriginal and Torres Strait Islander children, and children with disability. The circumstance and needs of each child should be considered to determine any risk factors that may impact the adequate supervision of sleeping and resting children. For example, babies or children with colds, chronic lung disorders or specific health care needs might require a higher level of supervision while sleeping.

**Considerations for risk assessments:**

- In line with the requirements of regulation 84A, the Approved Provider takes reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, and have regard for a child’s age, capabilities and developmental or individual needs.
- The Approved Provider ensures that a risk assessment is prepared in relation to sleep and rest. Risk assessments identify and assess risks in relation to sleep and rest and specify how the identified risks will be managed and minimised. The risk assessment includes assessment of:



- the number, ages, and developmental stages of children at the education and care service.
- the individual sleep and rest needs of children at the service (including specific health care needs, cultural preferences, and requests from families).
- the staffing arrangements required to adequately supervise and monitor all children during periods of sleep and rest.
- the level of knowledge and training of the staff supervising children during periods of sleep and rest.
- the location of the sleep and rest areas, and the arrangement of the cots and beds within the areas.
- the safety of cots, beds and bedding equipment and whether it is appropriate for the ages and developmental stages of the children who will use them.
- any potential hazards in the sleep and rest areas, cots, beds and bedding equipment.
- any potential hazards on the child, such as clothing or jewellery.
- physical safety and suitability of sleep and rest environments, including the temperature, lighting, and ventilation of the areas.
- specific circumstances of each service.
- proactive steps taken to mitigate the risks identified.

## 5. Key terms

Term	Meaning	Source
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.	<a href="http://acecqa.gov.au">acecqa.gov.au</a>
Infant	A young child between the ages of birth and 12 months, however, definitions may vary and may include children up to two years of age	
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.	
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.	<a href="https://rednose.org.au/article/what-does-sudden-unexpected-death-in-infancy-sudi-mean">https://rednose.org.au/article/what-does-sudden-unexpected-death-in-infancy-sudi-mean</a>
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,	<a href="https://rednose.org.au/article/what-is-sudden-infant-death-syndrome-sids">https://rednose.org.au/article/what-is-sudden-infant-death-syndrome-sids</a>

	including performance of a complete autopsy and review of the circumstances of death and the clinical history.	
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#### 6. Links to other policies

The following policies may be linked to this policy:

- The administration of first aid
- Enrolment and orientation
- Interactions with children
- Providing a child safe environment
- Staffing
- Emergency and evacuation

#### 7. Induction and ongoing training

- Induction and ongoing training will be implemented, focusing on this policy and related procedures.
- Information will be shared with relief/ casual and educator assistants on induction and as relevant to the environments that they are working in, their shift responsibilities and the children in their care.
- Procedures and clear expectations about conducting assessments are part of Nominated Supervisor/Responsible Person induction training, and regularly reviewed at staff meetings.

#### 8. Monitoring, evaluation, and review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Policy created:		
Review Date	Assignee	Notes






## SLEEP AND REST PROCEDURES GUIDELINES

### 1. Title

Sleep and rest procedures

### 2. Reference to policy and philosophy

Refers to the Sleep and rest policy. These procedures will also reflect the service philosophy, the Child Safe Standards and evidence-based quality practice guidelines.

### 3. Procedures

These procedures will be kept .....

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Templates and documents that might be required and/or used as a part of the procedures include:

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- Child enrolment record
- Cot room check form
- Sleep and rest record

Systems to monitor the implementation of the procedures include:

- accessibility - policies and procedures are readily available and accessible to staff as required.
- induction and training – staff are given adequate onboarding and ongoing support to ensure up-to-date knowledge and skills with a thorough understanding of responsibilities.
- quality assurance and governance - policies and procedures are regularly reviewed and maintained.
- monitor and audit compliance - implementation of policies and procedures is regularly monitored to ensure staff are following them correctly.
- reformative action - non-compliance with policies and procedures is promptly addressed.
- resourcing and support - adequate resources and time are allocated to enable staff to comply with policies and procedures.
- communication with families - parents will be made aware of the requirements of the policy and the importance of keeping medical management plans up to date.

### 4. Roles and Responsibilities

Roles	Responsibilities
<p><b>Approved Provider</b></p>	<ul style="list-style-type: none"> <li>• ensure that obligations under the Education and Care Services National Law and National Regulations are met.</li> <li>• establish a strong organisational culture that puts child safety at the centre.</li> <li>• undertake a risk assessment to ensure adequate supervision and monitoring of children during periods of sleep and rest is conducted and documented, including the method and frequency of checking children’s safety, health, and wellbeing.</li> <li>• ensure educators (including casual/relief staff) 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.</li> <li>• take reasonable steps to ensure that nominated supervisors, educators, staff, and volunteers follow the policy and procedures.</li> <li>• ensure the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, developmental stages, and individual needs of the children.</li> <li>• ensure the premises, furniture and equipment are safe, clean and in good repair, including ensuring all equipment used meets any relevant Australian Standards and other product safety standards, such as Australian Competition and Consumer Commission (ACCC) guidelines. In alignment with ACCC guidelines, portacots should only be used for temporary, short-term arrangements.</li> <li>• ensure 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 (considering for example, if the children might roll, climb out of a cot, fall from a high sleep surface, become trapped between a sleep surface and wall, become trapped face down in bedding, are over the recommended weight limit for sleeping surfaces, or if children’s breathing might become impeded from weighted sleep products).</li> <li>• ensure that each child has access to sufficient furniture, materials, and developmentally appropriate equipment suitable for the education and care of that child.</li> <li>• ensure that the indoor spaces used by children are well ventilated; have adequate natural light; and are maintained at a temperature that ensures the safety and wellbeing of children.</li> <li>• ensure sleep and rest environments are free from cigarette or tobacco smoke.</li> <li>• ensure that the premises are designed to facilitate supervision.</li> <li>• ensure children are supervised during periods of sleep and rest. This should include ensuring clear procedures and processes are in place for regular physical bed-side checks of children and recording all checks at the time they occur.</li> </ul>

	<ul style="list-style-type: none"> <li>• ensure sleep and rest environments are safe and free from hazards.</li> <li>• ensure the supervision window (or similar) will be kept clear to ensure safe supervision of sleeping infants.</li> <li>• ensure safe sleep practices are documented and shared with families.</li> <li>• ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff, and volunteers, and available for inspection.</li> <li>• notify families at least 14 days before changing the policy or procedures if the changes will:             <ul style="list-style-type: none"> <li>• affect the fees charged or the way they are collected or</li> <li>• significantly impact the service's education and care of children.</li> <li>• significantly impacts the family's ability to utilise the service.</li> </ul> </li> </ul>
<p><b>Nominated Supervisor</b></p>	<ul style="list-style-type: none"> <li>• regularly communicate with the team about the service's commitment and collective responsibility for child safety.</li> <li>• ensure that an enrolment record is kept for each child which includes up to date contact details for each parent.</li> <li>• support families' involvement in the service and contribution to service decisions regarding the program.</li> <li>• ensure the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, developmental stages, and individual needs of the children.</li> <li>• ensure sleeping spaces have sufficient light to allow supervision.</li> <li>• ensure sleep practices, environments and equipment continue to be safe and in line with best practice guidelines.</li> <li>• ensure that bassinets are not on the education and care service premises (including centre based care and family day care) at any time that children are being educated and cared for by the service.</li> <li>• ensure educators understand and follow the service's policies and procedures.</li> <li>• ensure procedures are tailored to the specific service.</li> <li>• ensure educators understand their legal roles in the implementation of the policies and procedures.</li> <li>• ensures children are supervised during periods of sleep and rest. This should include ensuring clear procedures are in place for checks of children and documenting of all checks at the time they occur.</li> <li>• Nominated Supervisors are not expected to endorse practices requested by a family, if they differ from Red Nose safe sleeping recommendations.</li> <li>• take reasonable steps to ensure that the needs for sleep and rest of children are met, having regard to the ages, development stages and individual needs of the children.</li> <li>• maintain up to date knowledge regarding safe sleeping practice and communicate this information to educators and families.</li> <li>• ensure that sleeping infants are closely monitored. This involves checking/inspecting sleeping children at regular intervals e.g. 10 minutes. The check-in involves checking room temperature and ensuring that the</li> </ul>

	<p>children are breathing. Each check is to be documented on the sleep chart.</p> <ul style="list-style-type: none"> <li>• collaborate with families regarding a sleep and rest routine to follow the child's home routine as much as is practical in the service.</li> <li>• ensure educators receive information and training to fulfil their role effectively, including being made aware of the sleep and rest policies, their responsibilities in implementing these, and any changes that are made over time.</li> <li>• ensure children who are sleeping or resting have their face uncovered at all times.</li> <li>• provide information to parents and families about Safe Sleep practices.</li> <li>• ensure that beds/mattresses are clean and in good repair.</li> <li>• ensure that bed linen is clean and in good repair.</li> <li>• ensure mattresses are kept in good condition; they should be clean, firm, and flat, and fit the cot base with not more than a 20mm gap between the mattress sides and ends. A firm sleep surface that is compliant with the new AS/NZS Voluntary Standard (AS/NZS 8811.1:2013 Methods of testing infant products – Sleep surfaces – Test for firmness should be used.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>• engage in open, two-way communication with families and communities about the service's child safety approach.</li> <li>• support families' involvement in the service and contribution to service decisions regarding the program.</li> <li>• ensure procedures are relevant to their particular service type and venue. If not, discuss this with the Nominated Supervisor.</li> <li>• have a good understanding of the service's policy and procedures, and embed practices that support safe sleep into everyday practice.</li> <li>• identify and suggest any potential improvements to service procedures and practice.</li> <li>• identify and remove potential hazards from sleep environments.</li> <li>• ensure that bassinets are not on the education and care service premises at any time that children are being educated and cared for by the service.</li> <li>• document children's sleep and rest needs and provide information to families about their child's sleep and rest patterns.</li> <li>• consult families to gather information about individual children's needs and preferences.</li> <li>• model and promote safe sleep practices and make information available to families.</li> <li>• ensure the needs for sleep and rest of the children being educated and cared for by the service are met, considering the ages, developmental stages, and individual needs of the children.</li> <li>• maintain supervision of sleeping and resting children including regular physical bed-side checks including visual inspection of the child's:             <ul style="list-style-type: none"> <li>• sleeping position.</li> <li>• skin and lip colour.</li> <li>• breathing.</li> <li>• body temperature.</li> <li>• head position.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• airway.</li> <li>• head and face, ensuring they remain uncovered.</li> <li>• ensure sleeping spaces have adequate light to allow supervision.</li> <li>• ensure children’s clothing is appropriate during sleep times and does not have any items that are loose and could get tangled and restrict breathing (including but not limited to bibs and jewellery).</li> <li>• report issues with day to day sleep practice, environment and equipment to the Nominated Supervisor or Approved Provider.</li> <li>• be sensitive to each child’s needs so that sleep and rest times are a positive experience.</li> <li>• ensure bed linen is used by an individual child and is washed before use by another child.</li> <li>• ensure each bed is sanitised in between each child and/or each week.</li> <li>• arrange children’s beds and cots to allow easy access for children and staff, and minimising cross infection.</li> <li>• create a relaxing environment for sleeping children by playing relaxation music, reading stories, turning off lights, and ensuring children are comfortably clothed.</li> <li>• maintain adequate supervision and maintain Educator ratios throughout the sleep period.</li> <li>• respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment.</li> <li>• sleep and rest patterns will be recorded daily for families.</li> <li>• encourage children to dress appropriately for the room temperature when resting or sleeping.</li> <li>• ensure children rest/sleep with their beds/mattresses head to toe to minimise the risk of cross-infection.</li> <li>• ensure that children who do not wish to sleep are provided with alternative quiet activities and experiences, whilst those children who do wish to sleep are allowed to do so, without being disrupted.</li> <li>• respond to children’s cues for sleep (yawning, rubbing eyes, disengagement from activities, crying etc). 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.</li> <li>• if a school-age child requests a rest, a designated area for the child to be inactive and calm, away from the main group of children is provided. The designated rest area may include a cushion, bean bag or comfortable seat in a quiet section of the care environment.</li> <li>• soft furnishings will be sanitised regularly.</li> </ul>
<b>Families</b>	<ul style="list-style-type: none"> <li>• regularly update the service on their child’s sleeping routines and patterns.</li> <li>• provide informal updates on the previous night’s sleep to assist with sleeping during the day.</li> <li>• provide specified bedding if required by the service.</li> <li>• dress child appropriately for the weather conditions and provide additional clothing.</li> <li>• review the service’s policies and procedures relating to sleep and rest.</li> </ul>

## Procedures

Beds and linen	
Legislation	<b>Act:</b> 167
Quality Areas	<b>Regs:</b> 103, 105,106
Child Safe Standards	<b>QA:</b> 2.1.1.1, 2.1.1.2, 3.1.1.1, 7.1.3 <b>CSS:</b> 1, 7, 8, 10
Steps	<p><b>Furniture</b></p> <ul style="list-style-type: none"> <li>• Securely lock cots sides into place to ensure children’s safety.</li> <li>• Be aware of manual handling practices when lifting babies in and out of cots.</li> <li>• Understand that prams/strollers do not carry safety codes for sleep. Infants should be closely supervised at all times if they are asleep in a pram/stroller.</li> <li>• Do not elevate or tilt mattresses.</li> <li>• The Australian Competition and Consumer Commission (ACCC) sets out standards and requirements for sleep and bedding equipment such as portacots. Portacots should only be used for temporary, short-term arrangements.</li> <li>• All equipment used has safety codes that meet the Australian Standards for sleep.</li> <li>• Bassinets are not to be on the Education and Care Services premises at any time that children are being educated and cared for.</li> <li>• Equipment will not be used in any way that it was not originally intended to be used for.</li> <li>• Equipment will not be used if it has been recalled. All bedding equipment must meet the relevant safety standards (including AS/NZS 2195 and AS/NZS 8811 1:2013).</li> <li>• Red Nose recommends only using rockers and bouncers for supervised play time. Children are on an incline position whilst on this equipment, so there needs to be active supervision at all times. Rockers and bouncers should never be used unsupervised, and they should never be used for sleeping, or as a substitute for a safe sleep space.</li> <li>• Mattresses should always be in good condition, they should be clean, firm, and flat. Cot mattresses should fit the cot with no more than a 20mm gap between the mattress sides and ends.</li> <li>• Red Nose recommends that once a child has the capacity to climb out of a cot, they should be transitioned from the cot onto stretcher beds or floor mattresses to minimise the risk of falling.</li> <li>• Use sleep mats or stretcher beds as per product instructions. Use the right size sleep mat or stretcher bed for the child’s height.</li> <li>• Undertake regular checks to ensure sleep mats or stretcher beds are in good repair.</li> </ul>

	<ul style="list-style-type: none"> <li>• If a child falls asleep on a cushion or lounge, assess risk, and consider their individual needs to determine if the child must be moved to a sleep mat or stretcher bed or can be left to sleep on a cushion or lounge.</li> <li>• If it is deemed safe for the child to remain asleep on a cushion or lounge:             <ul style="list-style-type: none"> <li>• complete a health, safety, and wellbeing ‘physical check’ of the child every 10 minutes.</li> <li>• reposition the child’s body if they have positioned their face against the lounge.</li> <li>• place safety mats in front of the lounge, to protect the child if they roll.</li> <li>• move the child to a sleep mat/stretcher bed if circumstances change and the child is no longer safe.</li> </ul> </li> <li>• Do not:             <ul style="list-style-type: none"> <li>• use a broken stretcher bed.</li> <li>• use a stretcher bed with loose parts or sharp edges.</li> <li>• use a sleep mat with tears and splits.</li> </ul> </li> </ul> <p><b>Linen</b></p> <ul style="list-style-type: none"> <li>• There are to be no pillows, doonas, loose bedding or fabric, lamb’s wool, bumpers, and soft toys in cots.</li> <li>• To prevent a baby from wriggling down under bed linen, they should be positioned with their feet near the bottom of the cot.</li> <li>• 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.</li> <li>• Encourage the use of sleeping suits for babies.</li> <li>• If a baby is wrapped for sleeping, the family will need to show the educators how to wrap their child. Use only lightweight wraps such as cotton or muslin.</li> <li>• Make up cots to comply with Red Nose safe sleeping messages.</li> <li>• Bed linen will be firmly tucked under the mattress to reduce the risk of the child covering their face.</li> <li>• Encourage the use of sleeping bags with armholes for babies as there is no risk of the infant’s face being covered.</li> <li>• Tuck the baby in securely so bed linen is not loose.</li> <li>• To ensure sleeping environments are hygienic educators will:             <ul style="list-style-type: none"> <li>• clean beds, linen and mattress covers with disinfectant every day or at end of the week unless soiled and if used by the same child.</li> <li>• clean beds, linen and mattress covers when they look dirty.</li> <li>• make sure each child has their own bed linen.</li> <li>• when parents provide bed linen, send home weekly to be washed.</li> </ul> </li> <li>• Linen is stored appropriately in each room in a cupboard or shelf to prevent cross contamination.</li> <li>• Stretcher beds will be stored upright in cupboards or on hanging hooks for soft mattresses.</li> <li>• When sleeping and resting:             <ul style="list-style-type: none"> <li>• encourage children to keep linen and blankets under their chin.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>instruct children not to cover their head or face with clothing, linen, and blankets.</li> </ul>
	<ul style="list-style-type: none"> <li>Make sure your policy and procedures are available for all to access.</li> <li>Ensure procedures are part of Nominated Supervisor and educator induction training and are regularly reviewed at staff meetings.</li> <li>Ensure policies and procedures are regularly reviewed and maintained.</li> <li>Nominated supervisors are to regularly monitor to ensure staff are implementing policies and procedures correctly.</li> <li>Non-compliance with policies and procedures is promptly addressed.</li> <li>Develop clearly defined roles and responsibility statements.</li> <li>Create shift descriptions or checklists that include these responsibilities.</li> <li>Conduct periodic workplace health and safety checks of the physical environment, furniture, and resources.</li> <li>Check manufacturer standards upon purchasing new furniture, linen, and resources.</li> <li>Adequate resources and time will be allocated to enable staff to comply with policies and procedures.</li> <li>Meeting agendas and minutes show child safety is a standing agenda item.</li> </ul>
Related policies/ procedures	<p><b>Policies:</b></p> <ul style="list-style-type: none"> <li>Providing a child safe environment.</li> </ul> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>Physical and online environments</li> <li>Staff and supervision for child safe environments</li> </ul>
Implemented by:	<p>Approved Provider</p> <p>Nominated Supervisor/Responsible Person</p> <p>Educator</p>
Created/ reviewed:	Review responsibility: Approved Provider

Sleeping environment/s are fit for purpose	
Legislation	<b>Act:</b> 165, 167
Quality Areas	<b>Regs:</b> 84C, 103, 105, 106, 107, 110, 115,
Child Safe Standards	<b>QA:</b> 3.1.1, 3.1.2 <b>CSS:</b> 1, 7, 8, 10
Steps	<p><b>Risk Assessment</b></p> <ul style="list-style-type: none"> <li>The service will conduct a risk assessment to identify and mitigate risks associated with sleep and rest.</li> </ul>

	<ul style="list-style-type: none"> <li>• These will include:             <ul style="list-style-type: none"> <li>• individual needs of children.</li> <li>• location of the sleep and rest space.</li> <li>• environment.</li> <li>• equipment used for sleep and rest.</li> <li>• placement of cots, stretcher beds and mattresses.</li> <li>• supervision practices.</li> <li>• ventilation.</li> <li>• lighting.</li> <li>• beds and linen.</li> <li>• educator’s understanding of the services sleep and rest policy and procedures.</li> </ul> </li> <li>• The service will conduct 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, and wellbeing of children during sleep and rest.</li> <li>• The service will make any necessary updates to the sleep and rest policies and procedures as soon as practicable after conducting the sleep and rest risk assessments and keep a record of each sleep and rest risk assessment conducted.</li> <li>• Direct all educators (permanent and casual) to read the service’s Sleep and Rest Risk Assessment and sign the acknowledgement table during their induction and promptly after the risk assessment has been reviewed.</li> </ul> <p><b>Physical environment</b></p> <ul style="list-style-type: none"> <li>• Turn off wall-mounted heaters before children use the room for sleeping. Cot rooms may be air-conditioned and maintained at an appropriate temperature.</li> <li>• Provide well-ventilated sleep and rest spaces.</li> <li>• At the beginning of the sleep and rest period, complete an environmental safety check of the sleep and rest space e.g., comfortable temperature, adequate ventilation etc.</li> <li>• When needed, make required adjustments e.g., adjust temperature and ventilation, support children to remove clothing, linen, or blankets if too hot, help reposition linen and blankets.</li> <li>• Adjust lighting to provide adequate light to supervise and monitor children.</li> <li>• Position and arrange sleep mattresses or stretcher beds in a manner that maximises supervision and allows unobstructed access for teachers/educators to complete physical checks.</li> <li>• Position sleep mattresses or stretcher beds more than an arm’s length of a child from:             <ul style="list-style-type: none"> <li>• electrical cords.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>• other sleep mattresses or stretcher beds.</li> <li>• a soft object that may cause suffocation if rolled upon during sleep.</li> <li>• out of direct sunlight through windows or doors.</li> </ul> <ul style="list-style-type: none"> <li>• Do not allow more than one child to sleep or rest on a sleep mattress or stretcher bed.</li> <li>• Provide a smoke-free environment.</li> <li>• After smoking, educators must wash their hands when entering the service and take appropriate action to minimise the risk of second-hand smoke i.e., breath and clothing odour.</li> <li>• Educators will not smoke or vape within 5 metres of the boundary of the service, at any time as required by law.</li> </ul> <p><b>Creating a safe and relaxing sleep and rest environment through routines</b></p> <ul style="list-style-type: none"> <li>• Educators will use responsive routines, rituals, and practices to create a safe and relaxing sleep and rest environment.</li> <li>• Educators will share and discuss with parents any changes to their child’s sleep and rest needs, routines, and rituals, including any health care need that may impact their child’s sleep and rest.</li> <li>• Be responsive to the sleep and rest needs, routines, and rituals of individual children including:             <ul style="list-style-type: none"> <li>• reviewing and responding to information provided by parents in the Enrolment record about their child’s sleep and rest needs.</li> <li>• understanding that some children may not need to sleep or rest whilst attending the service.</li> <li>• providing opportunities for children to participate in quiet and less active play while other children need or wish to sleep or rest.</li> <li>• recognising individual sleep and rest needs, routines and rituals vary from child to child changing over time and across developmental stages.</li> <li>• understanding and responding to sleep, health and development for children 0 to 3 years and children 3 to 5 years.</li> <li>• being aware that children in vacation care and after school care may also need opportunities for sleep and rest.</li> <li>• establishing flexible routines that enable individual children to sleep and relax at different times of the day.</li> <li>• being respectful of parent requests and preferences regarding their child’s sleep and rest needs; including consideration of cultural preferences.</li> </ul> </li> <li>• Embed rituals and transitions that prepare children’s minds and bodies for sleep and rest through relaxation e.g., particular songs,</li> </ul>
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	<p>music, or stories.</p> <ul style="list-style-type: none"> <li>• Create calm, peaceful, and comfortable sleep and rest environments by reducing light, temperature, noise, and activity levels.</li> <li>• Provide places where children have the opportunity and means to retreat in both the indoor and outdoor environments.</li> <li>• Discuss with children about the importance of sleep and rest for their health, wellbeing, and growing bodies.</li> <li>• Carefully observe, monitor, and respond to children’s individual cues and behaviour that may indicate the need for sleep or rest e.g., yawning, eye rubbing, irritability, crying, disengagement, seeking comfort from educators, decreased ability to regulate emotions.</li> <li>• Before sleep and rest routines, ask and support children to: <ul style="list-style-type: none"> <li>• Remove excess clothing, dress in clothing appropriate for the temperature of the sleep and rest space i.e., neither too hot nor too cold.</li> <li>• Remove hats, beanies, hair ribbons and clips, head bands, bibs, jewellery including amber necklaces and bracelets.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Make sure your policy and procedures are available for all to access.</li> <li>• Ensure procedures are part of Nominated Supervisor and educator induction training and are regularly reviewed at staff meetings.</li> <li>• Ensure policies and procedures are regularly reviewed and maintained.</li> <li>• Nominated supervisors are to regularly monitor to ensure staff are implementing policies and procedures correctly.</li> <li>• Develop clearly defined roles and responsibility statements, checklists or shift descriptions, including individual responsibilities.</li> <li>• Conduct periodic WHS checks of the physical environment, furniture, and resources.</li> <li>• Non-compliance with policies and procedures is promptly addressed.</li> <li>• Adequate resources and time will be allocated to enable staff to comply with policies and procedures.</li> <li>• Meeting agendas and minutes show child safety is a standing agenda item.</li> </ul>
Related policies/ procedures	<p><b>Policies:</b></p> <ul style="list-style-type: none"> <li>• Providing child safe environments</li> <li>• Interactions with children</li> </ul> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• Physical and online environments</li> <li>• Staff and supervision for child safe environments</li> <li>• Educator and child interactions</li> </ul>
Implemented by:	<p>Approved Provider</p> <p>Nominated Supervisor/Responsible Person</p> <p>Educator</p>

Created/ reviewed:	Review responsibility: Approved Provider
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Health, safety, and supervision for sleep and rest	
Legislation Quality Areas Child Safe Standards	<b>Act:</b> <b>Regs:</b> 99, 168, 170, 171, 172 <b>QA:</b> 1.1.2, 1.3.3, 4.1.2, 5.1, 6.1, 6.2, 7.1.2 <b>CSS:</b> 1, 3, 4, 10
Steps	<b>Supervision during sleep and rest</b> <ul style="list-style-type: none"> <li>• The space used for sleep and rest will have adequate light and ventilation so that educators can supervise each child.</li> <li>• Children sleeping and resting will always be within sight and hearing distance so that educators can monitor children’s safety and wellbeing and respond immediately when a child is distressed or in a hazardous situation.</li> <li>• When possible and required, request the assistance of a colleague to supervise children when a task must be completed e.g., nappy change or toileting.</li> <li>• Children will be physically checked at least every 10 minutes by inspection of the child’s:               <ul style="list-style-type: none"> <li>• Sleeping position.</li> <li>• Skin and lip colour.</li> <li>• Breathing.</li> <li>• Body Temperature.</li> <li>• Head position, airway head and face, ensuring they remain uncovered.</li> </ul> </li> <li>• The sleep check will be documented and signed by the observer (date, time, signature recorded). Record the exact time that the check was done, not retrospectively,</li> <li>• The service will not use CCTV, audio monitors or heart monitors to replace physical checks.</li> <li>• The service will take into consideration the risk for each individual child, such as considering the age of the child, medical conditions, individual needs, and history of health and /or sleep issues.</li> <li>• Educators will maintain active supervision and will not perform programming or administrative duties that would take their attention away from sleeping and resting children.</li> <li>• Educators must go into the rooms and physically observe babies breathing, check the colour of their skin, and the temperature of the room. The educator will then record this on a Cot Room Check Form.</li> </ul>

**Health and safety**

- Give bottle-fed children their bottles before going to bed. Ensure children are not put in cots or beds with bottles.
- Participate in staff development of safe sleeping practices.
- Babies should 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 preferred sleep or rest position.
- If a medical condition exists that prevents a baby from being placed on their back, the alternative practices should be confirmed in writing with the Program by the child's medical practitioner.
- Families may choose to use a dummy as a comforter at sleep time or when settling into the program. Due to the risk of cross contamination the use of dummies is discouraged throughout the rest of the day.

**Babies and toddlers**

- Babies should 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 4 months of age can generally turn over in a cot. When a baby is placed to sleep, educators should check that any bedding is tucked in secure 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
- 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 can roll from back to tummy to back again. Use only lightweight wraps such as cotton or muslin.
- If being used a dummy should be offered for all sleep periods. If a dummy falls out of a baby's mouth during sleep, it should not be re-inserted.
- 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 it is time to move them

	<p>out of a cot. This usually occurs when a toddler is between 2-3 ½ years of age but could be as early as 18 months.</p> <ul style="list-style-type: none"> <li>• Understand that younger children (especially those aged 0-3 years) settle confidently when they have formed bonds with familiar carers.</li> </ul> <p><b>Older children</b></p> <ul style="list-style-type: none"> <li>• Ensure that children who do not wish to sleep are provided with alternative quiet activities and experiences allowing them to demonstrate a sense of agency.</li> <li>• Ensure children who do wish to sleep are allowed to do so without being disrupted.</li> <li>• 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.</li> <li>• Implement a range of strategies to meet children's individual sleep and rest needs.</li> <li>• 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).</li> <li>• Avoid using settling and rest practices as a behaviour guidance strategy because children can begin to relate to the sleep and rest environment, as a disciplinary setting.</li> <li>• Acknowledge children's emotions, feelings and fears about sleeping.</li> <li>• Educators will provide the children with support and opportunities to identify and communicate about their needs for rest and quiet play throughout the day.</li> <li>• Sleep times are recorded daily for each child.</li> <li>• Educators and families will consult with one another as to the best sleep routines for each child. Older children may be moving away from having a sleep but as the day is stimulating and long, all children will be encouraged to have a short period of relaxation.</li> <li>• Educators of children transitioning to school may choose to offer quiet activities instead of relaxation in the last months leading up to the school year starting.</li> </ul> <p><b>Communication with families about safe sleep practices</b></p> <ul style="list-style-type: none"> <li>• Communication about safe sleep practices will occur upon enrolment.</li> <li>• Outline the Sleep and rest for children policy and Sleep and rest risk assessment at orientation and throughout a child's enrolment. Explain:</li> <li>• The health and safety guidelines detailed in this policy and procedure and risk assessment must be consistently implemented.</li> <li>• That any parent request that contradict the health and safety guidelines detailed in this policy and procedure cannot be</li> </ul>
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	<p>implemented unless a child has a diagnosed medical condition and the child's registered medical practitioner has provided written authorisation (including their name, signature, and date).</p> <ul style="list-style-type: none"> <li>• When this circumstance occurs, additional control measures must be documented and implemented via the service's Sleep and Rest Risk Assessment.</li> <li>• Establish and maintain open and regular communication and genuine partnerships with parents to create sleep and rest routines or rituals that are familiar to those practiced at home.</li> <li>• Educators will continue ongoing regular and open communication about children's sleep practices so that accurate risk assessments can be made about a child's vulnerability to SUDI, this is particularly important in very young babies between birth and 12 months.</li> <li>• The service will consult with families about their child's routine for sleep and rest at home and carry this out at the service where possible and safe to do so, in line with the prevailing safe sleep practices recommended by Red Nose Australia.</li> <li>• The service will consult with families about their child's individual needs and be sensitive to different values, cultural or parenting beliefs associated with sleep and rest. If there is conflict with current recommendations the Approved Provider will determine if there are exceptional circumstances that allow for alternate practices, and if these are supported by the recommendations of the child's medical practitioner.</li> <li>• Provide parents with a written record of their child's daily sleep and rest by completing a Sleep and Rest Record. A written record of children engaging in relaxation exercises is not required.</li> </ul> <p><b>Educator training and monitoring</b></p> <ul style="list-style-type: none"> <li>• Ensure staff rosters (throughout the day, including during sleep and rest routines) meet regulatory educator to child ratios and qualification requirements.</li> <li>• Include this policy, procedure and the Sleep and Rest Risk Assessment in the induction of new educators (permanent and casual).</li> <li>• Direct all educators (permanent and casual) to read the service's Sleep and Rest Risk Assessment and sign the acknowledgement table during their induction and promptly after the risk assessment has been reviewed.</li> <li>• Regularly observe and monitor educator practice and compliance to this policy and procedure and the service's Sleep and Rest Risk Assessment.</li> <li>• When needed provide one on one training and mentoring to improve educator's understanding and compliance.</li> <li>• Promote and share information with educators regarding current</li> </ul>
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	<p>health and safety guidelines for children’s sleep and rest.</p> <ul style="list-style-type: none"> <li>• Utilise the Red Nose Safe Sleep Training to facilitate educator discussion, evaluation, and reflection.</li> <li>• Ongoing planning and reflection supports high-quality practice and the ability to achieve the right balance between the rights of children, respecting parent requests and consistently following current evidence-based health and safety guidelines.</li> <li>• Individually and as a team, regularly discuss and reflect upon the sleep and rest needs, routines, and rituals of individual children and the group.</li> </ul>
Strategies for monitoring	<ul style="list-style-type: none"> <li>• Make sure your policy and procedures are available for all to access.</li> <li>• Ensure procedures are part of Nominated Supervisor and educator induction training and are regularly reviewed at staff meetings.</li> <li>• Ensure policies and procedures are regularly reviewed and maintained.</li> <li>• Nominated supervisors are to regularly monitor to ensure staff are implementing policies and procedures correctly.</li> <li>• Develop clearly defined roles and responsibility statements or shift descriptions.</li> <li>• Conduct periodic WHS checks of the physical environment, furniture, and resources.</li> <li>• Collect information from families through questions in enrolment documents.</li> <li>• Provide regular opportunities for family input and involvement embedded in practice.</li> <li>• Create checklists to ensure health and safety measures are being met.</li> <li>• Implement: <ul style="list-style-type: none"> <li>• supervision plans.</li> <li>• daily ratio checks.</li> <li>• sleep check charts.</li> <li>• staff sign in/out sheets.</li> </ul> </li> <li>• Provide clearly marked First Aid Access and Management Plans.</li> <li>• Safe sleep practices information included in educator and staff induction pack and training.</li> <li>• Regular meeting agenda items to discuss safe sleep practices and any changes to service procedures.</li> <li>• Non-compliance with policies and procedures is promptly addressed.</li> <li>• Adequate resources and time will be allocated to enable staff to comply with policies and procedures.</li> <li>• Meeting agendas and minutes show child safety is a standing agenda item.</li> </ul>
Related policies/ procedures	<p><b>Policies:</b></p> <ul style="list-style-type: none"> <li>• Providing a child safe environment.</li> <li>• Staffing.</li> <li>• Interactions with children.</li> <li>• Enrolment and orientation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Dealing with medical conditions in children.</li> </ul> <p><b>Procedures:</b></p> <ul style="list-style-type: none"> <li>• Physical and online environments</li> <li>• Staff and supervision for child safe environments</li> <li>• Code of conduct</li> <li>• Educators and staff</li> <li>• Educator and child interactions</li> <li>• Enrolment records</li> <li>• Orientation procedures</li> <li>• Preparation for a child with a medical condition</li> <li>• Plans for the child with a medical condition while in the service</li> </ul>
Implemented by:	<p>Approved Provider</p> <p>Nominated Supervisor/Responsible Person</p> <p>Educator</p>
Created/ reviewed:	Review responsibility: Approved Provider