

SLEEP AND REST

POLICY RATIONALE

TeamKids plan and deliver an education and care program, where children have access to a wide variety of safe, stimulating resources and opportunities that are developmentally appropriate and cater to the social, intellectual, physical, recreational and emotional needs and interests of all children present. (R73) At times, this can mean children may be tired and require a rest, or even sleep, depending on their age, stage of development or even as a result of what they may have been doing on the weekend or night before. TeamKids meet the requirements of the Education and Care Services National Regulations 2011.

Regulations 84A, 84B, 84C, 84D in relation to the provision of a sleep and rest policy, procedure and risk assessment. The requirement also includes Regulation 168, by having a policy and procedure for meeting the sleep and rest requirements of all children at the service as well as meeting the requirements of Regulation 170, to ensure educators follow these policies and procedures.

PROCEDURES

The following procedures describe how TeamKids meets the requirements of the Education and Care Services National Regulations 2011.

REGULATION / SECTION OF LAW	PRACTICE
Section 165 – Offence to inadequately supervise children	Educators will follow the supervision practices appropriate to their service and according to the service policies and procedures. This includes for excursions. Educators will discuss supervision needs for the upcoming session in the mini meeting before each session.
Section 167 – Offence relating to protection of children from harm or hazards	Educators' supervision practices, provision of a planned program and appropriate resources/environment will support children not being exposed to the risk of harm or hazard. Educators will follow the TeamKids Code of Conduct in relation to their own interactions with children.
Regulation 82 – Tobacco, drug, vape and alcohol-free environment	No educator is permitted to consume tobacco, drugs, or alcohol at the service at any time that the service is in operation. This includes Vapes.
Regulation 84A – Sleep and Rest	Educators will reflect with regard to the age and stage of development of children at the service. This includes particular attention if the service educates and cares for children under school age. Each child's individual needs will be met. The service Nominated supervisor will ensure this takes place at appropriate intervals.
Regulation 84B - Sleep and rest Policies and procedures	The TeamKids sleep and rest policy will meet the requirements of the regulatory requirements of the Education and Care Services National Regulations 2011. Families/Guardians will be communicated about the sleep and rest policies and procedures, as per other service policies and procedures through the use of the TeamKids website and the service iPad. Verbal communication will also be held with the team at the individual service.
Regulation 84C – Risk Assessment for purposes of sleep and rest policies and procedures	A sleep and rest risk assessment is conducted and reviewed at least 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.
Regulation 84D – Prohibition of bassinets	No TeamKids service will use a bassinet for children to sleep or rest in.
Regulation 87 – Incident, injury, trauma and illness record	TeamKids services will complete an incident, injury, trauma and illness record if a child is involved in any type of incident during sleep and rest procedure. The TeamKids Incident Report Matrix will guide services to which incidents require this document and the service

	Regional Manager is available to support the service in this decision at any time.
Regulation 103 – Premises, furniture and equipment to be safe, clean and in good repair	Any space or resource that may be used in the sleep and rest of a child, will be maintained in a safe, clean and hygienic condition at all times. Educators complete a daily hazards checklist, where all resources are checked for suitability for children, according to their age/stage of development.
Regulation 105 – Furniture, materials and equipment	TeamKids will ensure suitable provision is made for children’s sleep and rest furniture, according to their age/stage of development. Further details are listed in the information below.
Regulation 106 – Laundry and hygiene facilities	Families will be asked to provide any linens required for children who sleep or rest. As per the policy, these linens will be sent home with families to allow them to launder the linen. Educators will monitor any children who may start sleeping on a regular basis, to approach the family for linens.
Regulation 107 – Space requirements – indoor space	All TeamKids services will operate from approved spaces, that meet the space requirements for that service. This is taking into account space waivers that may be in place for individual services.
Regulation 110 – Ventilation and natural light	All TeamKids services will include sufficient ventilation for children at all times, taking into account weather and heating/cooling requirements. Natural light is as per service approval requirements.
Regulation 115 – Premises designed to facilitate supervision	All TeamKids service spaces (indoors and outdoors) have been approved by the State Regulatory Authority and when in partnership with educators adhering to policies and procedures, provides appropriate supervision at all times. This includes supervision of children during sleep and rest periods, as listed further in this policy.
Regulation 116 – FDC only	N/A
Regulation 168 – Education and Care service must have policies and procedures specifically, 168(2)(a)(v)	TeamKids will make any necessary updates to the sleep and rest policies and procedures as soon as practicable after conducting the sleep and rest risk assessment and keep a record of each sleep and rest risk assessment conducted.
Regulation 169 – FDC only	N/A
Regulation 170 – Policies and procedures to be followed	All TeamKids educators are required to follow the service Policies and Procedures. This is confirmed in the TeamKids – Code of Conduct and the terms and conditions of their employment.
Regulation 171 – Policies and procedures to be kept available	Policies are maintained on the TeamKids website at all times, which is accessible to all families, members of the public and educators. Each service also maintains a copy of these on the service iPad and in individual educators’ staff record data base.
Regulation 172 – Notification of change to policies and procedures	Families are informed 14 days before any policy changes are made.

FURTHER DETAILS

Programs are planned with time given between experiences for children to be able to rest and a range of strategies can be used. This may mean quiet experiences are offered, with a gap of time to allow children to sit quietly, read a book or engage in chats with friends.

Educators will ensure that potential risks are identified and mitigated as per the service Sleep and Rest Risk Assessment.

Families will be able to provide requests about their child’s sleep, rest and cultural preferences and these will be recorded in the individual needs section of the service risk assessment, to ensure it is implemented as required.

The ‘Chill Out Zone’ or designated rest zone, will allow children to relax on cushions and bean bags at any time, with books and puzzles/games available to encourage quiet time. If a child falls asleep at this time, they will be allowed to continue that sleep, in a supported manner, with appropriate supervision at all times.

If children require sleep, families are encouraged to provide a sheet, pillow (if desired) and sheet or blanket for on top of the child. These will then be taken home by the family each day, for laundering. Children will be provided with a quiet space to sleep, with supervision provided by educators at all times.

Although school aged children are not considered at high risk of SIDS, the [Red Nose Australia Guidelines](#) for safe sleeping will be followed.

CHILDREN OF ALL AGES

- Educators will consider the age/stage of development of all children, to ensure the sleep and rest opportunities for each individual child are appropriate.
- Children should sleep and rest with their face uncovered. This includes considerations for clothing. e.g. hoodies, ties, straps etc.
- A quiet place should be designated for rest and sleep, away from interactive groups. If designated for rest, the space should allow for a calm play experience.
- Children's sleep and rest environments should be free from cigarette, vape or tobacco smoke.
- Sleep and rest environments and equipment should be safe and free from hazards.
- If a child falls asleep, the time that child fell asleep and awoke, will be child sleep record document and the parent/guardian informed on collection. Educators will conduct a physical check of the child, including:
 - Sleeping position
 - Skin and lip colour
 - Breathing
 - Body temperature
 - Head position
 - Airway
 - Head and face, ensuring they remain uncovered
- Supervision planning and the placement of educators across a service should ensure educators are able to adequately supervise sleeping and resting children. Children who are asleep, will be visually directly checked for health and safety as per the service risk assessment and the factors listed above, every 10 minutes and educators will ensure they are resting or sleeping in an appropriate location, free from the risk of harm or hazard. Children sleep times, will be recorded and maintained in a child record, on the service Trello Card, including if any adverse findings are made during the physical check items listed above.

SLEEP AND REST

CHILDREN OF ALL AGES CONTINUED

- Educators should closely monitor sleeping and resting children and the sleep and rest environments. This involves checking/inspecting sleeping children at regular intervals, and ensuring they are always within sight and hearing distance of sleeping and resting children so that they can assess a child's breathing and the colour of their skin. TeamKids will consider the risk for each individual child, and tailor Sleep and Rest Policies and Procedures (including the frequency of checks/inspections of children) to reflect the levels of risk identified for children at the service. Factors to be considered include the age of the child, medical conditions, individual needs and history of health and/or sleep issues, which will be included in the individual needs section of the service Sleep and Rest Risk Assessment. This will be discussed with all educators during mini meetings before each session.

MEETING CHILDREN'S SLEEP, REST AND RELAXATION NEEDS:

INDIVIDUAL CHILDREN

- 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 (if required).
- 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).
- Avoid using settling and rest practices as a behaviour guidance strategy because children can begin to relate the sleep and rest environment, which should be calm and secure, as a disciplinary setting.
- Minimise any distress or discomfort.
- Acknowledge children's emotions, feelings and fears.
- Understand that younger children settle confidently when they have formed bonds with familiar carers.
- Ensure that the physical environment is safe and conducive to sleep. This means providing quiet, well-ventilated and comfortable sleeping spaces. Wherever viewing windows are used, all children should be visible to supervising educators.

EDUCATOR TRAINING

The implementation of the Sleep and Rest policy as well as the Sleep and Rest Risk Assessment, is conducted during the induction of an educator to the responsible person role.

During the 5-week Director of Service training, the sleep and rest procedures are shared and discussed for individual needs for the particular service.

This is then maintained on the internal communication tool, Trello. This allows the service and all levels of management to have access at any time.

SLEEP AND REST

REFERENCES:

ACECQA National Quality Framework Resource Kit (2012)

Quality Area 2 – Children's Health & Safety

Education and Care Services National Regulations (2011)

Education and Care Services National Law Act (2010)

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