



### Purpose

This policy outlines the ongoing requirements to ensure the safety, health, and wellbeing of children for rest and sleep whilst under the duty of care at Moana Kindergarten, according to their individual needs throughout the day.

### Policy Statement

Moana Kindergarten believes that effective sleep and rest strategies are important factors in supporting children to feel safe and secure during their time at Preschool. We ensure we take reasonable steps to ensure children's needs to sleep, rest and relaxation are met- having regards to each child's age and developmental needs, as all children have different regulation needs. We encourage and promote rest and relaxation as part of our daily routine and support children who want to sleep, and those who just want to rest or participate in a quiet experience.

### Environment

- Ensure rest period/s are embedded as part of our daily routine on full days. Specifically, after lunch where children will rest with pillows, but also rest resources/spaces available at other times.
- Throughout the day provide children with consistent rest/sedentary experiences such as drawing, reading, puzzles and relaxation with music (pillows available).
- A planned rest period after lunch, supported by an educator to engage children in this practice. This may include, but it not limited to, children provided with pillows and relaxation music, reading stories, and supporting children to develop tools to help them relax such as meditation, yoga, mindfulness and soothing stories. *This routine is flexible and responsive to children's needs.*
- Ensure 'screen time' during routine rest periods will not exceed 15minutes. The screen is not used during the entire rest period. A relaxation game or yoga may be led by an educator when all children are gathered in the rest areas. Children can also choose to not watch the screen but lie, rest or sleep.
- Ensure rest/quiet spaces and experiences are offered in both the outdoor and indoor environments (weather and staff ratio permitting) so it is accessible to all children.
- Ensure rest area is safe, clean, and free from hazards.
- Adequately supervise sleeping and resting children- minimum one educator is present at planned rest period.
- Educators will 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.
- Educators will consider the risk for each individual child when resting or sleeping to determine whether higher supervision levels may be required. Factors to be considered include the age of the child, medical conditions, individual needs and history of health and/or sleep issues.

### Children

- Ensure children rest/sleep with their face uncovered.
- Look for and respond to children's cues for relaxation, rest or sleep (e.g. yawning, rubbing eyes, disengagement from activities, crying, decreased ability to regulate behaviour and seeking comfort from adults).
- Acknowledge children's emotions, feelings and fears.
- Promote children's sense of agency by supporting children to self-regulate their emotions/needs by considering if their bodies/minds are feeling tired and could do with hydrating and having a rest.
- If a child falls asleep parents will be notified via phone and educators will monitor the child in case of illness and respond appropriately.
- Monitor the room temperature to ensure maximum comfort for the children i.e. adjusting heating or cooling.

### Families

- Consult with families about their child's individual needs and be sensitive to different values and parenting beliefs, cultural or otherwise, associated with sleep and rest, and work in collaboration with families to meet children's needs.

**Nominated Supervisor/ Responsible Person will:**

- Take reasonable steps to ensure that children’s needs are being met by giving them the opportunity to rest, having regard to the ages, developmental stages, and individual needs of each child.
- 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.
- Regularly review and update sleep and rest policies and procedures to ensure they are maintained in line with best practice principles and guidelines.

**This policy will be reviewed annually and/or as required based on department policy updates and/or advice.**

Endorsed by Governing Council

Date: 22 August 2023

Chairperson:

Director:

Sign:

Sign:

*ORIGINAL COPY SIGNED, AND AVAILABLE AT PRESCHOOL.*

**Supportive Resources**

*If you require further information regarding any of our policies and procedures, go to [Department for Education | South Australia](#)*

**National Quality Standard**

Quality Area 2.1.1, 2.1.2

Quality Area 3.1.1, 3.1.2

Quality Area 6.1.2

Quality Area 7.1.3

[National Quality Standard | ACECQA](#)

**Education and Care Services National Regulations**

Regulation 81, 82, 87, 103, 105, 106, 107, 110, 115, 168, 170, 171, 172.

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

**Government of South Australia – Department for Education (DfE)**

[Safe sleeping and resting for infants and young children procedure \(edi.sa.edu.au\)](#)

[Safety management procedure \(edi.sa.edu.au\)](#)

**Other**

Red Nose Guidelines and Requirements [Home | Red Nose Australia](#)

[Safe sleep and rest practices | ACECQA](#)

Queensland Government- [Sleep health and sleep development - children aged 3-5 years in ECEC \(earlychildhood.qld.gov.au\)](#)

Queensland Government ECEC- [Sleep learning for early education professionals \(earlychildhood.qld.gov.au\)](#)

Guidelines for Healthy Growth and Development for your Child- [For infants, toddlers and preschoolers \(birth to 5 years\) | Australian Government Department of Health and Aged Care](#)