



## Sleep, Rest, Relaxation and Clothing Policy and Procedure

### National Quality Standard

Element	2.1.1	Wellbeing and comfort - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	2.1.2	Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented
	2.2.1	Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
	3.1.1	Fit for purpose - Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child
	3.1.2	Upkeep - Premises, furniture and equipment are safe, clean and well maintained
	6.1.2	Parent views are respected - The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing
	6.1.3	Families are supported - Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
	7.1.3	Roles and responsibilities - Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service

### National Law

Section	165	Offence to inadequately supervise children
	167	Offence relating to protection of children from harm and hazards

### National Regulations

Regs	82	Tobacco, drug and alcohol-free environment
	84A	Sleep and Rest
	84B	Sleep and rest policies and procedures
	84C	Risk assessment for purposes of 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(2)(a)(v)	Education and Care Services must have policies and procedures relating to sleep and rest for children

	170	Policies and procedures to be followed
	171	Policies and procedures to be kept available
	172	Notification of change to policies or procedures

## Early Years Learning Framework

LO3	Children become strong in their social, emotional and mental wellbeing
	Children become strong in their physical learning and wellbeing
	Children are aware of and develop strategies to support their own mental and physical health and personal safety

## Aim

Our service aims to meet each child’s individual needs for sleep, rest and relaxation in a safe and caring manner that takes into consideration the preferences and practices of each child’s family.

## Intersection with other policies

Child Safe Policy  
 Enrolment Policy  
 Governance Policy  
 Health, Hygiene and Safe Food Policy  
 Incident, Injury, Trauma and Illness Policy  
 Medical Conditions Policy  
 Orientation Policy  
 Parental Interaction and Involvement in the Service  
 Physical Environment Policy  
 Staffing Arrangements Policy  
 Tobacco, Drug and Alcohol Policy

## Definitions

*“Authorised nominee”* - a person who has been given permission by a parent or family member to collect the child from the service or the family day care educator. Source: [National Law \(Section 170\)](#)

*“Harm”* - Physical or mental injury; hurt. Source: [ACECQA Policy Guidelines: Emergency and Evacuation](#)

*“Hazard”* - a danger or risk, even though often foreseeable. Source: [ACECQA Policy Guidelines: Emergency and Evacuation](#)

*“Parent”* - in relation to the child, includes: a guardian of the child; and a person who has parental responsibility for the child under a decision or order of a court. For regulation 99, ‘parent’ does not include a parent who is prohibited from having contact with the child. Source: National Law (Definitions)

*“Relaxation”* - relaxation or other activity for bringing about a feeling of calm in your body and mind  
 Source: [ACECQA Policy Guidelines: Sleep and rest for children](#)

*“Rest”* - a period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep. Source: [ACECQA Policy Guidelines: Sleep and rest for children](#)

“*Risk assessment*” - assessing the risk means working out how likely it is that a hazard will harm someone and how serious the harm could be. Source: [ACECQA Risk assessment template: Excursions](#)

## Implementation

Most children benefit from periods of sleep and rest to help them grow and prepare them for meaningful learning experiences. Sleep and rest periods are included in all children’s daily routine consistent with their developmental needs, including a short period of rest each day for older children.

We are required under the *Education and Care Services National Regulations* to take reasonable steps to ensure children’s sleep and rest needs are met, having regard to each child’s age, developmental stages and individual needs. Our policies and procedures must address specific matters that are set out in the *Regulations*, and we must also conduct regular risk assessments that consider a range of specific risks to children who are sleeping and resting at our service.

We have strict measures and processes in place to ensure children are safe and their needs for sleep and rest are met. Specifically, we:

- Conduct thorough risk assessments in line with the requirements set out in the *National Regulations*
- Follow best practice sleep, rest and health guidelines - namely the current Red Nose guidelines, the recognised national authority in this area, as well as guidance from ACECQA and regulatory authorities
- Work closely with families and consider their cultural practices. We will accommodate any requests from families about their child’s sleeping practices where these are not inconsistent with the safe sleeping practices discussed in the policy
- Implement clear procedures for supervision and monitoring, including spot checks and audits of educator practices and the rest/sleep environment
- Have defined roles and responsibilities for staff, students and volunteers
- Train staff, students and volunteers on our policies and procedures, both at induction and at regular intervals
- Have appropriate sleep and rest spaces, equipment and environments
- Communicate our rest and sleep policies and procedures to families
- Keep accurate records
- Monitor and audit compliance and strive for continual improvements to our practices.

## Risk Assessments

We must conduct a risk assessment for the purposes of our sleeping and rest policies and procedures at least once every 12 months and soon as practicable after becoming aware of any circumstances that may affect the safety, health or well-being of children during sleep or rest. A record of each risk assessment conducted must be kept, in line with our regulatory obligations.

We will ensure that children are protected from any risks identified in the risk assessments our service conducts, and newly identified risks are communicated to the approved provider as soon as practicable.

Our service uses the Sleep and Rest Risk Assessment Template developed by ACECQA when we conduct our risk assessments.

### **Risk Assessment Areas To Consider**

The risk assessment must identify and assess risks associated with rest or sleep at our service, and specify how the risks will be minimised and managed. It must consider:

- The number, ages and developmental stages of the children in our care
- The sleep and rest needs of children in our care including:
  - Health care needs
  - Cultural preferences
  - Sleep and rest needs of individual children
  - Requests from families about their child's sleep and rest
- Staffing arrangements and how children can be adequately supervised and monitored during sleep and rest (e.g., ratios, specific skills needed, roles and responsibilities defined, method and frequency of checks)
- The level of knowledge and training of the staff who are supervising the children during these periods
- The location of the sleep and rest areas including the arrangement of cots and beds within the sleep and rest areas
- Safety and suitability of any cots, beds and bedding equipment, having regard to the ages and developmental stages of the children who are use the cots, beds and bedding equipment (e.g., babies who climb out of a cot; if children might roll out of bed and fall from a height; recommended weight limits; children becoming trapped between a mattress and a wall; bedding trapping children; weighted sleep products impairing a child's breathing etc)
- Any potential hazards in the sleep/rest areas and on a child during sleep/rest periods (e.g., unsecured furniture, curtains, hanging blind cords, electrical cords or equipment, access of child to other parts of the space as they wake, and access of other people to the sleeping/rest space etc)
- The physical safety and suitability of sleep and rest environments at our service, including temperature, lighting and ventilation.

Our current Risk Assessment is attached at **Appendix B**. It details how our service protects children from the risks we have identified.

The location and arrangement of our rest/sleep areas – and details on how this meets the needs of children at our service - is at **Appendix C**.

### **Updating Risk Assessments And Communicating Change**

If circumstances that may affect the routine sleep and rest arrangements change, the approved provider has the ultimate responsibility to:

- Update the risk assessment and the *Sleep, Rest, Relaxation and Clothing Policy and Procedure* as soon as is practicable (if necessary)
- Ensure any new risks and proposals for mitigating them are communicated to, and made in consultation with, staff and families (and in line with regulations for notifying families about changes)

Educators and other staff are responsible for informing the or Nominated Supervisor of any changes or new risks they identify. Families should also communicate any changes that may impact our policy and procedures for sleep, rest, relaxation and clothing.

## Sleep and Rest Procedure

The Nominated Supervisor will implement, and educators, students and volunteers will always follow, the *Sleep and Rest Procedure* at **Appendix A** to eliminate or minimise any risks associated with children sleeping and resting and to ensure compliance with safe sleep best practice, and relevant laws and regulations.

This sleep and rest procedure represents best practice and has been developed using the Red Nose's recommendations for safe sleep and guidance material from ACECQA and regulatory authorities.

Staff must always follow our procedure with the only exception based on written authorisation from a child's doctor.

## Cultural And Individual Sleep And Rest Practices

We follow best practice sleep, rest and health guidelines and work with every family to discover their unique approach to sleep and rest.

Around the world and in Australia, people practice different settling methods (e.g., praying, cuddles, singing, patting, rocking, feeding), have different sleeping arrangements (e.g., bed-sharing, mats on the floor, hammocks, slings, outdoors) and use different sleeping equipment (e.g. swaddling, binding legs/arms, amber beads, sleeping jewellery, soft toys).

We want families to feel respected and heard when they discuss their sleeping and rest preferences for their child. The Nominated Supervisor will provide an opportunity at orientation/enrolment for families to discuss their child's sleep and rest arrangements.

At the same time, families should understand that our service has an obligation to implement safe sleep and rest practices, and to provide children with opportunities to sleep and rest when appropriate and according to their individual needs, developmental stages and age. Therefore, the Nominated Supervisor and educators will make the final decision about a child's sleep and rest at while they are in our care. For example, in instances where a family has requested their child not have naps, educators will discuss expected sleep patterns with the family, based on advice from recognised authorities, and adjust a child's sleep time at the service. However, if the resting child falls asleep without assistance, educators may allow the child to sleep for a period of time they believe is in the best interests of the child.

## Children's Clothing

To ensure children's comfort and safety at the service, they must wear clothing that is suitable for the weather, lets them explore and play freely, and minimises the risk of injury. Some clothing items and jewellery can strangle or choke young children. Educators may remove jewellery and teething necklaces if children wear them to the service.

Educators and volunteers will encourage parents to dress their children in clothes that:

- Are loose and cool in summer and warm enough for cold weather, including outdoor play in winter
- Protect them from the sun during outdoor play
- Do not restrict them or compromise their safety when playing, sleeping or resting, for example:

- No hoods, cords, ties, ribbons or crocheted jackets that can pull tight around the neck
- No hats with cords or strings that may get caught on equipment and furniture
- Footwear that is stable and supportive - no thongs, clogs or backless shoes which can cause children to trip
- Clothing that allows easy access for toileting - elasticised trousers and track pants rather than buttons, zips, and belts
- Can get dirty when children play - children should not come in their best clothes
- Are clearly labelled with the child's name

To ensure children's comfort educators and volunteers will:

- Ensure children are appropriately dressed for the weather, play experiences, and rest and sleep
- Provide clean spare clothing to children if needed
- Encourage children to use aprons for messy play and art experiences to protect their clothing
- Will respect the privacy needs of each child when dressing and undressing

### **Amber Teething Necklaces and Bracelets**

Based on Australian Government product safety warnings, we do not allow children to wear amber teething necklaces or bracelets at our service. This is to minimise the risk they may choke on the beads if the necklaces or bracelets break apart.

## **Information Sharing, Training And Monitoring**

The Nominated Supervisor will include the *Sleep, Rest, Relaxation and Clothing Policy and Procedure* in staff inductions and ensure all relevant staff receive regular practical training and other resources in relation to the requirements, including how to identify and manage risks. The Nominated Supervisor also implements an ongoing training program tailored to each staff member's needs and goals, which are identified through regular performance reviews.

The Nominated Supervisor will conduct regular 'spot checks' on children's rest and sleep spaces, furniture, and equipment, and will monitor staff to ensure they are following our policies and procedures for children's sleep and rest. The Nominated Supervisor will act quickly to fix any issues and will give staff any extra support or training they need to comply. Volunteers and students are also required to comply with all service policies and procedures.

At orientation, parents will be provided with the *Sleep, Rest, Relaxation and Clothing Policy and Procedure* and asked to describe their child's current sleeping needs and preferences. Information about safe sleeping practices is discussed during enrolment and displayed or available in the parent information area.

Staff and family can access the risk assessments we conduct at any time.

## **Roles and responsibilities**

All staff, volunteers, students and families must understand our *Sleep, Rest, Relaxation and Clothing Policy and Procedure* and their role and responsibilities in keeping children safe and cared for.

Responsibilities	Role
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Ensure our service meets its obligations under the <i>Education and Care Services National Law and Regulations</i> , including to take every reasonable precaution to protect children from harm and hazards likely to cause injury and to ensure that children are adequately supervised at all times they are in our care.	Nominated Supervisor
Take reasonable steps to ensure that the needs for sleep and rests of children in our service are met, having regard to ages, development stages and individual needs of the children.	Nominated Supervisor
Ensure that our service has policies and procedures in place for children's sleep and rest that address specific areas set out in <i>the National Regulations - i.e., this Sleep, Rest, Relaxation and Clothing Policy and Procedure</i> needs to be in place.	Nominated Supervisor
Take reasonable steps to ensure that nominated supervisors, staff and volunteers follow, and can easily access, the <i>Sleep, Rest, Relaxation and Clothing Policy</i> , including by: <ul style="list-style-type: none"> <li>• Providing information, training and other resources and support</li> <li>• Providing this <i>Policy</i> at induction</li> <li>• Clearly defining and communicating roles and responsibilities for implementing this <i>Policy</i></li> <li>• Communicating changes to routines and policies</li> <li>• Monitoring and auditing of staff practices (including through spot checks) and addressing non-compliance quickly</li> <li>• Regularly reviewing this <i>Policy</i></li> </ul> The <i>Policy</i> must also be available for inspection.	Nominated Supervisor
Notify families at least 14 days before changing <i>Sleep, Rest, Relaxation and Clothing Policy and Procedure</i> if the changes will: <ul style="list-style-type: none"> <li>• Affect the fees the charged or the way they are collected; or</li> <li>• Significantly impact the service's education and care of children; or</li> <li>• Significantly impact the family's ability to utilise the service.</li> </ul>	Nominated Supervisor
Implement the <i>Sleep, Rest, Relaxation and Clothing Policy</i> .	Nominated Supervisor
Ensure that educators and volunteers understand, follow and are aware of their legal obligations to implement, the <i>Sleep, Rest, Relaxation and Clothing Policy</i> .	Nominated Supervisor
Be aware of legal obligations, and understand and follow the <i>Sleep, Rest, Relaxation and Clothing Policy</i> .	Educators Volunteers
<ul style="list-style-type: none"> <li>• Ensure risk assessments are conducted to identify and mitigate any risks that sleeping and resting pose to the safety of children in our care, in accordance with regulations and having regard to all the areas covered in Risk Assessment section of this <i>Policy</i>.</li> <li>• Ensure a risk assessment is conducted at least once every 12 months and as soon as practicable after becoming aware of any circumstance that may affect the safety, health or wellbeing of children during sleep and rest, and update our policies and procedures accordingly.</li> <li>• Ensure staff are aware of and can access/use the risk assessment to manage risks and ensure the safety of children.</li> <li>• Keep a record of all risk assessments conducted.</li> </ul>	Nominated Supervisor
Ensure that procedures are appropriate in practice to our service, identify risks and hazards, and any potential improvements to make to the <i>Sleep, Rest, Relaxation and Clothing Policy</i> . Report any issues to the appropriate staff member (either approved provider, nominated supervisor or educators).	Nominated Supervisor Educators and Families
<ul style="list-style-type: none"> <li>• Ensure our service's premises, furniture and equipment are safe, clean and in good repair.</li> <li>• Ensure all equipment and furniture meets relevant Australian Standards and other product safety standards and guidelines, and remain up-to-date on product recall notices (see <a href="http://productsafety.gov.au">productsafety.gov.au</a>).</li> <li>• Ensure cots, beds, bedding and bedding equipment being used for sleep and rest are safe, appropriate and sufficient for the ages and developmental stages of the children who are using them.</li> </ul>	Nominated Supervisor
Ensure that there are no bassinets on the premises at any time during which children are being educated and cared for by our service.	Nominated Supervisor
Ensure that the indoor environment is hygienic and comfortable (not limited to being well ventilated and free from cigarette/tobacco smoke, with adequate natural light, and appropriately heated/cooled).	Nominated Supervisor

Ensure that our service continues to have adequate and appropriate laundry and hygiene facilities for dealing with soiled clothing and linen, including storage facilities.	
Ensure that the layout/design of the premises allows for supervision and is appropriate for children’s rest and sleep.	Nominated Supervisor
Ensure that children are adequately supervised during rest and sleep, and that systems are in place for regular and documented physical bed-side checks of children.	Nominated Supervisor
Ensure sleep and rest periods are documented and communicated to families	Approved Provider Nominated Supervisor
<ul style="list-style-type: none"> <li>Provide the service with a written alternative resting practice in writing and authorised by a medical practitioner as part of the child’s Medical Management Plan if a child has a medical condition which prevents educators from following this <i>Sleep, Rest, Relaxation and Clothing Policy and Procedure</i> (e.g., the child cannot sleep on their back)</li> <li>Update educators on their child’s sleeping routines and patterns when these change, and let educators know when their child has not slept well during the night.</li> </ul>	Families

## Sources

Education and Care Services National Law and Regulations

Early Years Learning Framework

Work Health and Safety Act 2020

Work Health and Safety (General) Regulations 2022

Standards Australia: AS/NZS 2172:2003, Cots for household use—Safety requirements

Standards Australia AS/NZS 2195:1999, Folding cots—Safety requirements

Red Nose <https://rednose.com.au/>

NHMRC: Staying Healthy Preventing infectious diseases in early childhood education and care services

NQF e-bulletin Qld 9.5.16

Product Safety Australia eg ‘Folding Cots’

ACECQA Safe sleep and rest practices Information Sheet

ACECQA Sleep and Rest for Children Policy Guidelines

NSW Department of Education: Sleep and rest for children – Policy/Procedure guidelines for ECEC

## Review

The policy will be reviewed annually, and when there are changes that affect that may affect the safety, health or well-being of children during sleep or rest, by the approved provider, nominated supervisor/s, employees, families and committee members.

**Last reviewed: February 2025**

**Date for next review: January 2026**

## Appendix A

### Sleep and Rest Procedure

The Nominated Supervisor will implement, and educators will always follow, the *Sleep and Rest Procedure* to eliminate or minimise any risks associated with children sleeping and resting and to ensure compliance with safe sleep best practice, and relevant laws and regulations.

This sleep and rest procedure represents best practice and has been developed using the Red Nose's recommendations for safe sleep and guidance material from ACECQA and regulatory authorities.

Staff, volunteers and students must always follow our procedure with the only exception based on written authorisation from a child's doctor.

#### 1) Active Supervision And Monitoring

*Educators must:*

- Always be actively supervising and be able to see and hear sleeping and resting children
- Not be distracted by other duties
- Ensure children's faces are never covered when they sleep or rest
- Conduct regular physical checks of all sleeping or resting children paying particular attention to the sleeping position, breathing patterns, skin and lips colour, body temperature, head position, airway and the head and face. Checks will be more frequent if there are increased risk factors, e.g., medical conditions, illness or sleep issues
- Use a timer to conduct 10-minute checks of babies and toddlers: physically check babies and toddlers in the cot room from the side of the cot or toddler bed every 10 minutes and sleep record completed at this time. Physical checks do not include looking through a window or using CCTV, audio or heart monitors.

*The Nominated Supervisor must ensure:*

- Sleep spaces are light enough to allow supervision and for educators to properly conduct their physical checks
- Rostering enables adequate supervision of sleeping and resting children
- Ratios are maintained at all times children are sleeping and resting
- Educators are properly supervising sleeping and resting children
- Educators are conducting physical checks of babies and children every 10-minutes with the use of a timer and in accordance with our procedures
- That older children are being physically checked regularly and more frequently, and in accordance with our procedures, if they are at a heightened risk (e.g., due to a medical condition or illness, or sleep issues).

#### 2) Babies And Toddlers Safe Sleep Practices

*Positioning*

- Place babies and toddlers on back
- Re-position babies onto back when they roll onto their front or side if they cannot repeatedly roll from back to front to back (occurs around 5-6 months of age). Babies who can roll back and forth may be left to find their own sleeping position
- Place babies and toddlers so their feet are close to the bottom end of the cot

### *Wrapping young babies*

- Can wrap babies until they start to roll (usually at about 3-4 months). Do not use wraps after baby starts to roll.
- Keep babies' arms free from wrapping once their startle reflex disappears (usually at about 3 months)
- Do not wrap above the baby's shoulder and make sure their face is uncovered
- Only use light fabrics such as muslin or light cotton sheets or wraps
- May use a safe infant sleeping bag instead of a wrap
- Never use bunny rugs or blankets
- Wraps should be firm but not tight, and should allow for the baby's chest and hips to expand
- Loose wraps are dangerous
- Do not overdress babies under their wraps (e.g., nappy and singlet in hotter weather)
- Never use swaddles that restrain the baby's arms with velcro or zips.

### **3) Bedding, Clothing And Sleep Equipment**

- Use light bedding and tuck in tightly
- Do not use electric blankets, hot water bottles and wheat bags
- Do not use soft toys or comforters for babies
- Do not use bumpers, infant positioners, inclined sleepers, or additional padding, mattresses, pillows and other soft items (such as quilts, doonas, toys, lamb's wool) for children under 2 years old
- Do not give bottles (for safety and dental hygiene reasons)
- Remove bibs
- Can use dummies if the family desires but do not use chain attachments. Do not replace dummies if they fall out while child sleeping. Dummies should be phased out around age 1 following discussion with families
- Ensure children's clothing is appropriate during rest and sleep times, without loose items that could become tangles and restrict breathing (such as bibs, scarves, hats, jewellery)

### **4) Furniture And Equipment**

The Nominated Supervisor will regularly inspect all furniture and equipment, including cots, bedding, and bedding equipment, to ensure it is clean, in good repair and continues to meet relevant Australian Standards and other product safety standards and guidelines.

#### *Bassinets*

Bassinets are banned from education and care services in Australia. They are not allowed on our premises at any time, including when children are being delivered or collected.

#### *Cots, beds and mattresses*

- All cots must be safe and meet the current and mandatory Australian and New Zealand Standard for cots (AS/NZS 2172:2003) and portable/folding cots (AS/NZS 2195) and carry a label to say so
- Mattresses must be firm and comply with the current and voluntary Australian and New Zealand Standard for mattresses (**AS/NZS 8811 1:2013**).
- Cots and beds must be assembled according to manufacturers' instructions, and instructions for use should be easily accessible for staff
- Cots and beds must be regularly checked for damage to safety latches and moving parts
- Mattresses must fit snugly in the cot and be in good condition, clean, and flat
- Mattresses must not be tilted or elevated
- Plastic packaging must be removed from new mattresses

- Waterproof mattress protectors must be strong, not torn and a tight fit
- Portable cots (portacots) are not intended for permanent use. The approved provider and nominated supervisor will ensure portable cots, if used, are only used temporarily (no more than few days) for children up to 15kg. Educators will ensure locking mechanisms are secure, only use mattresses supplied with the cots, and never add additional padding or a mattress under or over the mattress
- Children must never be left to sleep in a bassinet (these are banned), hammock, pram or stroller
- Move toddlers from the cot to the bed if they are likely to succeed when attempting to climb out of cot (usually at about 2-3½ years old)
- Provide enough cots and beds for all the children who require sleep or rest throughout the day

<b>Cot and mattress fit specifications</b>	
Distance between cot slats	At least 50mm
Gap between mattress and side of cot	No more than 20mm gap. Mattress must fit the cot base.
Distance between the top of the mattress base and the top edge of the lowest cot side or end	<p>Cots in the lowest base position, at least:</p> <ul style="list-style-type: none"> <li>• 600 mm when access is closed</li> <li>• 250 mm when access is open</li> </ul> <p>Cots in the upper base position, at least:</p> <ul style="list-style-type: none"> <li>• 400 mm when access is closed</li> <li>• 250 mm when access is open</li> </ul>

### *Hygiene*

To ensure sleeping environments are hygienic, educators will:

- Clean beds, linen and mattress covers with detergent and water every day or at end of week if used by same child
- Clean beds, linen and mattress covers when they look dirty
- Make sure each child has their own bed linen
- Implement the *Cleaning Procedure Cots and Stretchers* to clean soiled cots, beds, mattresses and bed linen.

### *Cleaning Procedure Cots and Stretchers*

- Wash cots and stretchers at the end of every day with detergent and warm water, and during the day if visibly dirty
- Wash sheets and mattress covers, or return them home, on child's last day for the week.
- If poo/urine/vomit etc gets on the cot/stretcher/mattress/linen
  1. Wash hands and put on gloves
  2. Clean the child
  3. Remove gloves
  4. Dress the child
  5. Wash child's hands
  6. Educators wash hands
  7. Put on gloves
  8. Remove most of the soiling in the cot/bed with paper towels
  9. Place paper towels in garbage bin
  10. Put linen in a plastic-lined, lidded laundry bin. Throw liner out after linen is washed and place new liner in bin
  11. Clean cot or mattress thoroughly with detergent and water

12. Use disinfectant after detergent if surface is or could be contaminated with infectious material.
13. Air dry if possible
14. Remove gloves and wash hands
15. Put clean linen in cot

## **5) Sleep And Rest Environment And Spaces**

Environments and spaces for rest and sleep are regularly checked by the Nominated Supervisor and educators so they continue to be appropriate, safe, comfortable and in line with best practice guidelines.

### *Temperature*

- Monitor temperature of sleep and rest spaces ensure they are comfortable - not too hot or cold

### *Air quality*

- Spaces should be well ventilated with either fresh air from open windows if this is safe or using mechanical ventilation if needed
- Environment must be cigarette and tobacco smoke free

### *Spaces*

- Are free of hazards, including that:
  - Hanging cords or strings from blinds, curtains, mobiles or electrical devices are away from cots and beds/stretchers
  - Heaters and electrical appliances are not near cots or beds/stretchers
  - There is no furniture in the sleep or rest area that a child could pull over or collapse onto themselves. Large furniture (such as bookshelves, cabinets etc) must be secured to the wall
- Have adequate natural light and light enough to enable proper supervision of children
- Are arranged to allow for the supervision of children
- There is enough space between sleeping and resting children. Educators should be able to move freely between the furniture so that they can check and support children without touching other cots or beds. There should be enough space between beds and cots so that children cannot physically disturb other resting or sleeping children
- Provide comfortable spaces for children to engage in quiet activities if they're not sleeping or resting
- Are quiet and restful
- Provide calm, relaxing music
- Any area that is permanently set aside for the use or storage of cots or beds is excluded from calculations of unencumbered indoor space.
- Are arranged appropriately with consideration to the ages, developmental stages and individual needs of the children (see Appendix C) – and in accordance with protecting against any risks identified in our Risk Assessment at Appendix B

### *Outdoor sleeping and rest*

To promote learning and wellbeing, educators may occasionally encourage children to sleep or rest outdoors in suitable weather conditions, e.g., not too hot or raining. Educators will ensure:

- Beds are placed in clean and shaded areas ie not in wet dirt or mud
- Bed linen is washed at the end of the day if it is dirtied outside
- Beds are cleaned before being stored inside after rest time

- Children are supervised at all times
- The quality of children's sleep and rest time is not affected by being outdoors

## **6) Relationships With Families And Meeting Children's Individual Needs Sleep And Rest**

### *Educators must:*

- Consider the age, developmental stage and individual needs of the child, and develop rest and sleep routines that match in collaboration with each child's family.
- Accommodate each child's and family's preferences, for rest, sleep and clothing, including cultural and religious preferences, to the extent they are consistent with this policy
- If families' sleep preferences requests cannot be accommodated, be sensitive and explain why not
- Respond to children's cues for sleep (such as yawning, rubbing eyes, irritability, crying, seeking comfort)
- Allow the child to sleep or rest for a reasonable period if a child is displaying signs of tiredness, even if this falls outside of the routine rest or sleep time
- Provide children who do not require sleep or rest with quiet, meaningful activities
- Make rest and sleep practices positive experiences for children
- Acknowledge and respond to children's emotions/distress about sleep and rest. Comfort children when required. Educators try to avoid rocking children to sleep so they don't expect this at home
- Be aware that younger children will settle well when they are securely attached to educators
- Encourage children to communicate their needs for sleep and rest and make appropriate decisions about these needs
- Support children who need rest and relaxation outside the designated rest time
- Communicate daily with families about their child's sleep and rest routines
- Record the time children sleep and rest and provide this information to families
- Promote, and educate families about safe sleep practices.

### *Families:*

- Must provide the service with a written alternative resting practice in writing and authorised by a medical practitioner as part of the child's Medical Management Plan if a child has a medical condition which prevents educators from following this *Sleep, Rest, Relaxation and Clothing Policy and Procedure* (e.g., the child cannot sleep on their back)
- Should update educators on their child's sleeping routines and patterns when these change, and let educators know when their child has not slept well during the night
- Should work with educators to ensure their child is sleeping and resting safely and according to the child's individual needs.

## Appendix B

### Rest and Sleep Risk Assessment

#### Sleep, Rest, Cot, and Bed Risk Management Plan

Update by 11th October 2024/or reassess and review as new risks are identified					
Activity	Hazard identified	Risk assessment (use matrix)	Elimination/control measures	Who	When
Stretcher Beds	Children climbing the bed stacks	Low	Educators encourage children to not climb on the beds	All educators	Ongoing
	Slipping on sheets hanging off the beds	Low	Educators to ensure that the sheets are on the beds	All educators	Ongoing
Children sleeping on stretcher beds	Nearby cords/blinds/small parts which children will have access too if standing on bed	High	Children encouraged not to stand on their beds and are supervised at all times	All educators	Ongoing
	Children removing hair clips/bands from their own hair and placing in their mouths during rest/sleep time causing a choking hazard	High	Hair clips and small objects to be removed before children go to bed	All educators	Ongoing
	Children's clothing having hoods	Moderate	All clothing with hoods/	All educators	Ongoing

	<p>or capes which could cause choking</p> <p>Childrens clothing not being weather appropriate and cause over heating or coldness</p>	Low	<p>dress ups to be removed before children go to bed</p> <p>Educators to assess children's clothing and temperature of the room before children go to bed</p>	All educators	Ongoing
	<p>Space between beds not appropriately distanced and children are too close to each other when sleeping</p>	Low	<p>Ensure beds are facing top to tail to protect the children's health and hygiene</p>	All educators	Ongoing
	<p>The high usage of beds and when and how they are being cleaned</p>	Moderate	<p>Beds to be cleaned between each child's use with hot, soapy water and disinfected when soiled or if illness is observed</p>	All educators	Ongoing
	<p>Children sleeping with comforters or bottles which may cause a choking hazard</p>	Moderate	<p>Children to drink bottles in the room, supervised, resting on a pillow</p> <p>Comforters to be assessed for risks, no small parts or strangulation hazards</p>	All educators	Ongoing
	<p>Children sleeping with amber necklaces or other items of</p>	High	<p>Jewellery/necklaces to be removed before children go</p>	All educators	Ongoing

	<p>jewellery</p> <p>Children jumping on beds before or while they settle for sleep time</p>	Moderate	<p>to bed</p> <p>Children encouraged not to stand on their beds and are supervised at all times</p>	All educators	Ongoing
Storage of stretcher beds	Beds stacked inappropriately, or in the wrong location when not in use	Moderate	Beds to be stacked directly on top of each other and stored in appropriate locations, out of the way of play areas/walk ways	All educators	Ongoing
Cots	Cots not meeting Australian safety standards or not in adequate working order	Moderate	Ensure cots meet Australian Standards and are routinely inspected for damage	All educators	Ongoing
	Children climbing on the cots when in the room, but not in a cot	Moderate	Children not in the cot room without an educator accompanying them	All Educators	Ongoing
	Children climbing out of the cots when in them	Moderate	Children not awake in the cot room without an educator accompanying them and educators to encourage children to lay down when in the cot	All Educators	Ongoing
	Children gaining contact to nearby furniture, ledges, cords, blinds, or small parts because of the added height or accessibility while in a cot	Moderate	Children not in the cot room without an educator accompanying them if awake, 10 minute sleep checks done when there are sleeping children in the	All educators	Ongoing

			cot room		
Children sleeping in cots	Child at risk of SIDS	Moderate	Educators to use safe sleep practises and follow centre policies in regard to sleep.	All Educators	Ongoing
	Children using dummy's for sleep	Moderate	Staff to ensure dummy is in good hygiene and condition, if dummy falls out of sleeping child's mouth it is not replaced	All Educators	Ongoing
	Additional blankets or comforters brought in by families for the child to use when sleeping	Moderate	Blankets are required to be light weight, parents suggested to bring sleeping bags	All Educators/Parents	Ongoing
	Amber necklaces or jewellery being worn when the child is placed in the cot	Moderate	Amber necklaces are to be removed before bed	All Educators	Ongoing
	Secure railing not being lifted once a child is placed in to the cot	Moderate	An alert on the back of the Joeys door to remind staff as they walk out of the cot room	All Educators	Ongoing
	Communication with parents about change in sleep pattern	Low	Ensure regular conversations with families take place, particularly if they have made observations or have	All Educators	Ongoing

	<p>Children removing hair clips/bands from their own hair and placing in their mouths during rest/sleep time causing a choking hazard</p> <p>Cots too close to each other creating a hazard in the case of an emergency</p> <p>The high usage of beds and when and how they are being cleaned</p>	<p>Moderate</p> <p>Moderate</p> <p>Moderate</p>	<p>concerns</p> <p>Ensure sure all hair clips/hair bands are removed before the child goes to bed</p> <p>Ensure there is a clear path between cots and enough space to access the moveable railing</p> <p>Beds to be cleaned between each child with soapy water, disinfected when soiled or if illness is observed</p>	<p>All Educators</p> <p>All Educators</p> <p>All Educators</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
Bedding	<p>Sheets fitting properly or with rips or tears</p> <p>Firm cot mattresses, in clean whole condition</p> <p>The use of blankets/pillows/bumpers/stuffed</p>	<p>Moderate</p> <p>Low</p> <p>Low</p>	<p>Educators will thoroughly check bedding before and after each use, and dispose of bedding which they feel is compromised</p> <p>Cot mattresses are cleaned and checked at the end of day after each use, and will be replaced if compromised</p> <p>Policy and procedures are active, implemented and</p>	<p>All Educators</p> <p>All Educators</p> <p>All Educators</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

	<p>toys</p> <p>Where it is stored, is it clean and inaccessible to children or other contaminants.</p>	Moderate	<p>reviewed, and no additional items will be used in the children's cots or beds</p> <p>Bedding is located in a dedicated clean cupboard for storage, and only accessible by educators during daily routines and under strict supervision from educators</p>	All Educators	Ongoing
	<p>Cross contamination of soiled bedding between children</p>	Low	<p>If bedding becomes soiled or contaminated by blood, urine, vomit, or faeces it is removed and taken to the laundry for soaking and washing.</p> <p>The bed is cleaned and air dried in the sun, then packed away for storage.</p> <p>The floor or area around the bed, is also cleaned and disinfected if needed.</p>	All Educators	Ongoing
	<p>Broken/ripped or loose elastic on bedding sheets</p>	Moderate	<p>Educators will thoroughly check bedding before and after each use, and dispose of bedding which they feel is compromised</p>	All Educators	Ongoing

Joeys sleep room	Temperature of the room is too hot or too cold	Low	<p>The room is prepared before sleep time and checked during 10 minute checks.</p> <p>The room uses a split system unit to control the temperature to maintain comfort levels before use, ensuring its not too hot or too cold.</p>	All Educators	Ongoing
	The sleep room being used to store unused furniture or equipment	Moderate	<p>The sleep room has sufficient storage areas for unused furniture and equipment.</p> <p>All unused items will be stored safely and back in their appropriate places and not left on the floor or in walk ways close to cots and accessible to children.</p>	All Educators	Ongoing
	Children are placed into bed with bottles	Low	<p>Policy and procedures are active, implemented and reviewed, and no additional items will be used in the children's cots or beds, including placing children in bed with bottles.</p>	All Educators	Ongoing

			Children will be offered their milk in cups or bottles before they are placed into beds, which will be drunk either at the table, in the arms of an educator or on feeding cushion in the main room, while supervised by educators.	All Educators	Ongoing
Possums sleep time	Children are placed into bed with bottles	Low	Children will be offered their milk in cups or bottles and consumed before they are placed into beds, while supervised by educators.	All Educators	Ongoing
	Temperature of the room is maintained and not too hot or too cold	Low	<p>The room is prepared before sleep time and checked during 15 minute checks.</p> <p>The room uses a split system unit to control the temperature to maintain comfort levels before use, ensuring its not too hot or too cold.</p>	All Educators	Ongoing
	Over crowding of beds and not evenly spaced, or walk ways compromised	Moderate	Beds are placed evenly around the Possums room, ensuring space between	All Educators	Ongoing

	Children suffering a medical episode during sleep or rest	Moderate	<p>each bed</p> <p>Ensure beds are facing top to tail to protect the children's health and hygiene</p> <p>Educators will stay in the room supervising the children during rest and sleep times</p> <p>Educators will perform active sleep checks on children every 15minutes and log the check.</p>	<p>All Educators</p> <p>All Educators</p> <p>All Educators</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
Wombats sleep time	<p>Children are placed into bed with bottles</p> <p>Over crowding of beds and not evenly spaced, or walk ways compromised</p>	<p>Low</p> <p>Low</p>	<p>Children will be offered their milk in cups or bottles and consumed before they are placed into beds, while supervised by educators.</p> <p>Beds are placed evenly around the Wombats room, ensuring space between each bed</p> <p>Ensure beds are facing top to tail to protect the children's health and hygiene</p>	<p>All Educators</p> <p>All Educators</p> <p>All Educators</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

	Children suffering a medical episode during sleep or rest	Moderate	<p>Educators will stay in the room supervising the children during rest and sleep times</p> <p>Educators will perform active sleep checks on children every 15minutes and log the check.</p>	<p>All Educators</p> <p>All Educators</p>	<p>Ongoing</p> <p>Ongoing</p>
Koalas sleep time	<p>Positioning of beds in the environment can block exit points</p> <p>Children suffering a medical episode during sleep or rest</p>	<p>Moderate</p> <p>Moderate</p>	<p>Beds are placed evenly around the Koalas room, ensuring space between each bed</p> <p>Ensure beds are facing top to tail to protect the children's health and hygiene</p> <p>Educators will stay in the room supervising the children during rest and sleep times</p> <p>Educators will perform active sleep checks on children every 15minutes and log the check.</p>	<p>All Educators</p> <p>All Educators</p> <p>All Educators</p> <p>All Educators</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
Kangaroos sleep and rest time	Mats and blankets that Kangaroos children are offered for rest time are not evenly spaced or overlap	Moderate	Mats are placed evenly around the Kangaroos room, ensuring space	All Educators	Ongoing

	<p>one another</p> <p>Mat's and blankets that Kangaroos children are offered for rest time are not cleaned thoroughly between uses</p> <p>Positioning of beds or mats in the environment can cause a block exit points</p> <p>Children suffering a medical episode during sleep or rest</p>	<p>Low</p> <p>Moderate</p> <p>Moderate</p>	<p>between each bed</p> <p>Mats are facing top to tail to protect the children's health and hygiene</p> <p>Mat's are cleaned and aired after every use, blankets are placed in the wash after every use</p> <p>Beds are placed evenly around the Wombats room, ensuring space between each bed</p> <p>Ensure beds are facing top to tail to protect the children's health and hygiene</p> <p>Educators will stay in the room supervising the children during rest and sleep times</p> <p>Educators will perform active sleep checks on children every 15minutes and log the check.</p>	<p>All Educators</p> <p>All Educators</p> <p>All Educators</p> <p>All Educators</p> <p>All Educators</p> <p>All Educators</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
Staffing	Staff not knowing, understanding, or following all safe SIDS practices as well as Policies and Procedures	Low	Upon educators employment and during their orientation they are given an induction of all	Management	During orientation

			<p>Policies and Procedures to do with Sleep, Rest and Relaxation.</p> <p>They are assigned a room mentor during their induction to explain and give example of room requirements and procedures.</p> <p>Educators are enrolled into the online portal Sentrient to read, learn and assess their skills and knowledge in regards to centre Policies and Procedures and stay on top of updates and amendments</p>	<p>Management</p> <p>Management</p>	<p>During orientation</p> <p>Ongoing</p>
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Plan prepared by Rachel Black Frame	
(OHS) Prepared in consultation with: Rachel Black Frame	
Communicated to: Abbey Cochrane	
Venue and safety information reviewed and attached	<p>Yes / <b>No</b></p> <p>Comment if needed:</p>
Reminder: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or significant change occurs.	

Risk Matrix

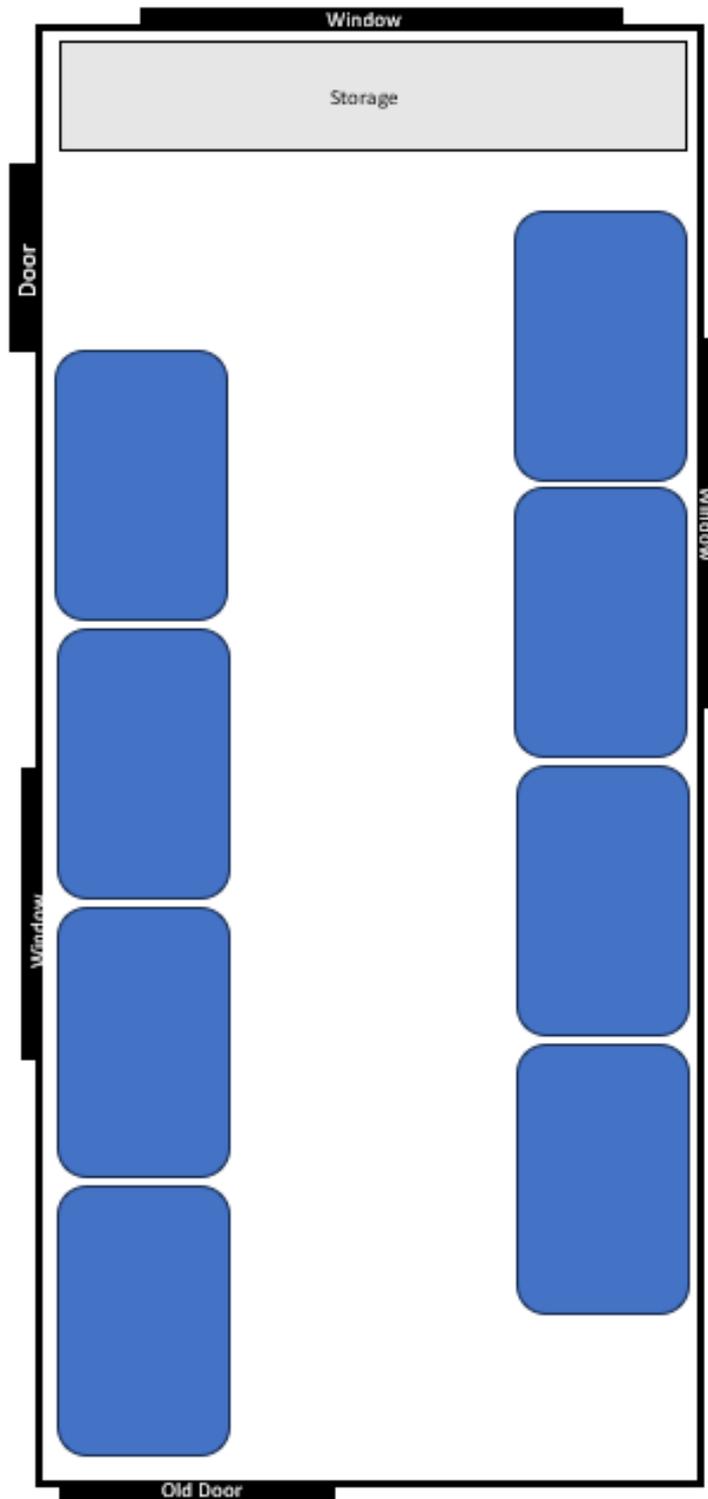
Consequence

Likelihood

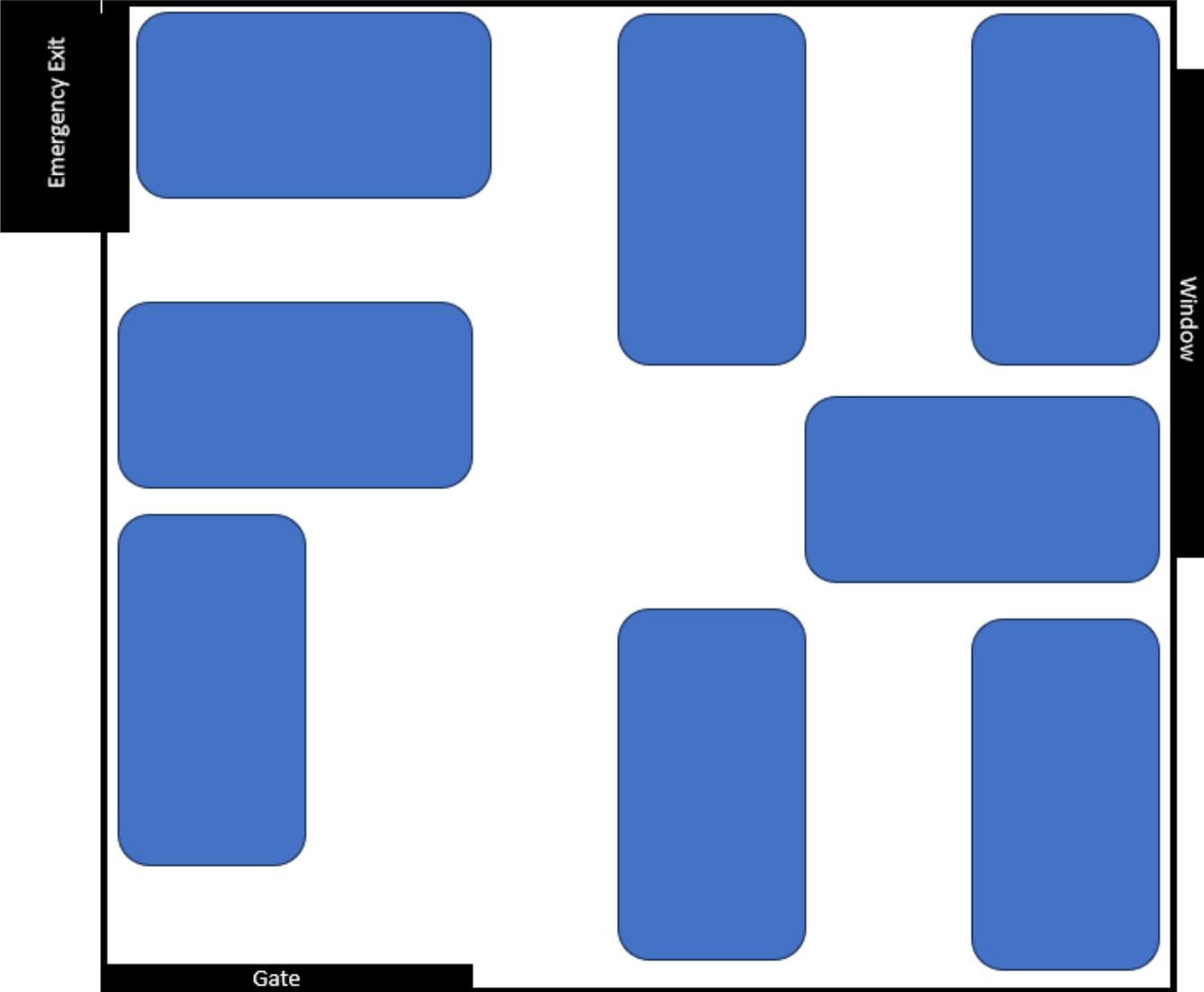
	Insignificant	Minor	Moderate	Major	Catastrophic
Almost certain	Moderate	High	High	Extreme	Extreme
Likely	Moderate	Moderate	High	Extreme	Extreme
Possible	Low	Moderate	High	High	Extreme
Unlikely	Low	Low	Moderate	High	High
Rare	Low	Low	Low	Moderate	High

Location and Arrangement of Sleep and Rest Areas

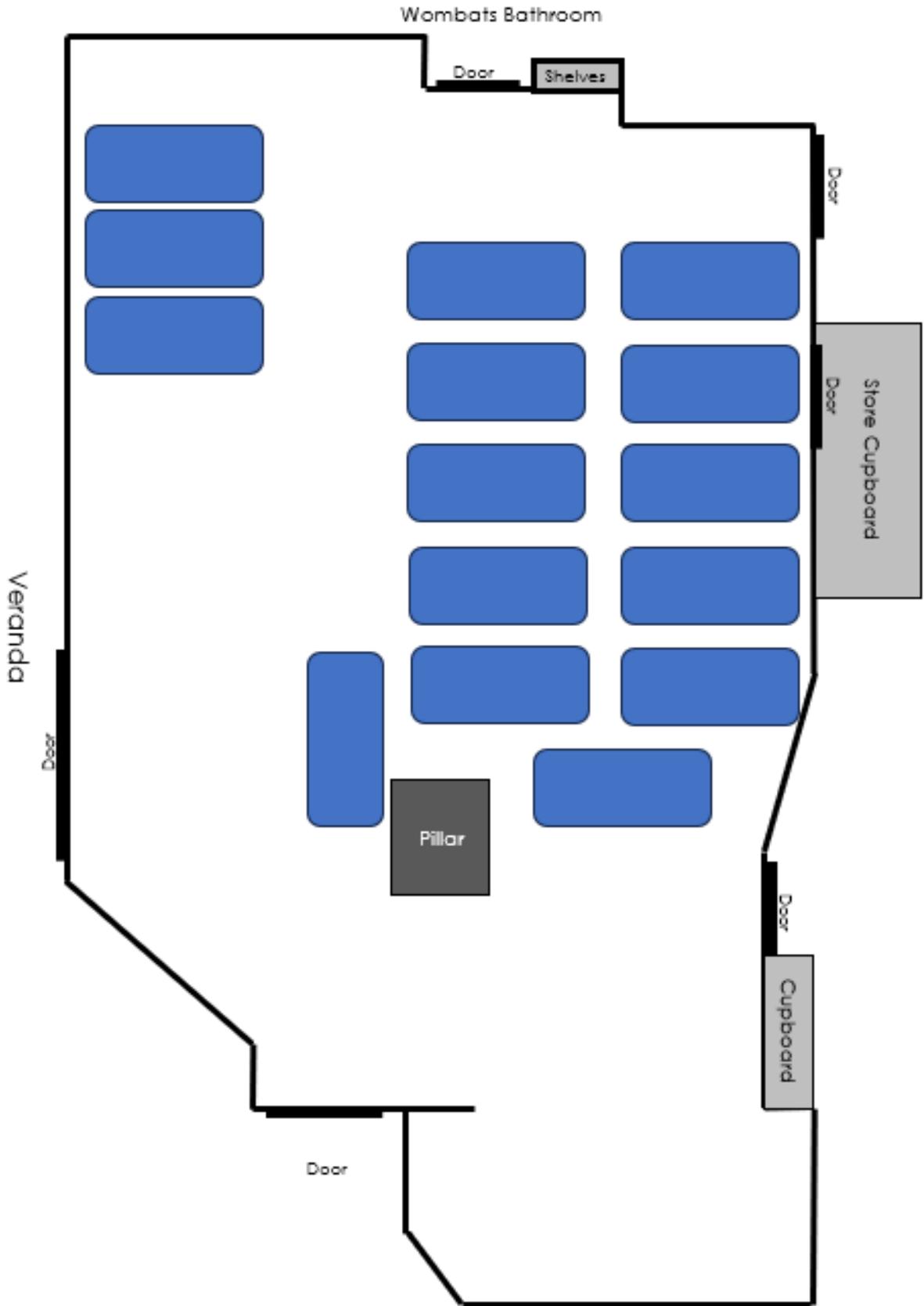
Joeys Sleep Room



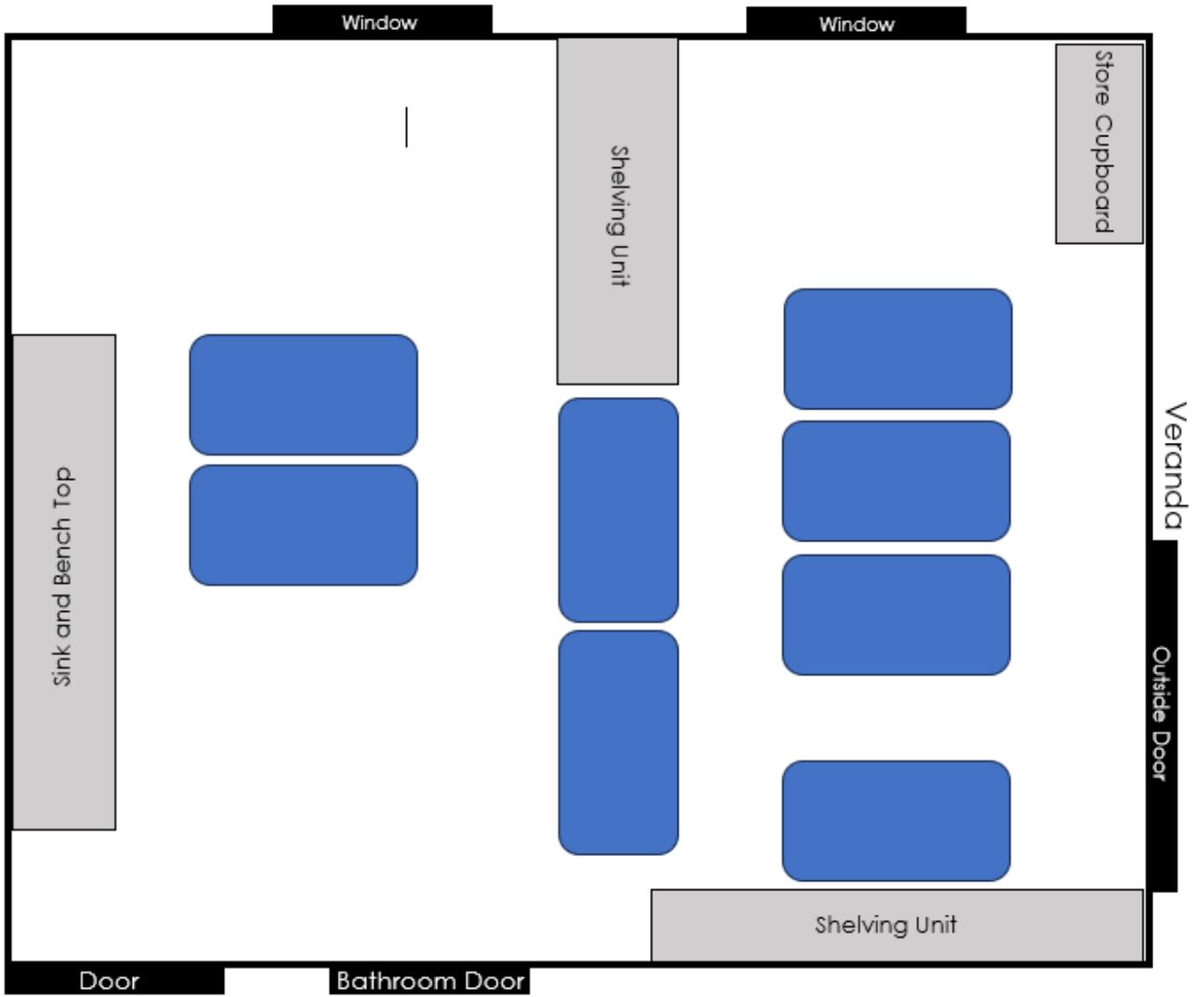
# Possums Sleep Room



# Wombats Room



# Koalas Room



# Kangaroos Room

