



Sleep and Rest Procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	Regulation 81	Leading and Operating Department Preschool Guidelines Preschool sleep and rest guidelines
Pre-reading and reference documents		
ACECOA sleep and rest practices		
Staff roles and responsibilities		
School principal	<p>The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self- assessment. 	
Preschool supervisor	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection.</p> <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded. 	

<p>Preschool educators</p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure's review are documented.
<p>Procedure</p>	
<p>Meeting the needs for sleep and rest</p>	<ul style="list-style-type: none"> • The preschool educators ensure the individual sleep and rest requirements of each child are met, as advised by their family. Educators meet with families before a child commences preschool to discuss their child's needs. • Children are not forced to lie down or sleep. • There is a comfortable, quiet area, both inside and outside, that a child can retreat to at any time of the day to rest. These areas include the reading area and lounge inside and mat area outside. • There is a designated rest / quiet period included in the daily routine / timetable. This is a time when children participate in mindfulness and relaxation experiences. • If a child doesn't want to rest during the designated rest / quiet period, they are able to engage with a quiet activity. Cosmic Kids Yoga or various forms of meditation are also utilised as relaxation resources, which promotes quiet and calm, light exercise. • Adequate supervision is maintained while some children rest and others engage in activities. Children who usually fall asleep, rest in the block room so that they are not disturbed by others. Educators will continually monitor children that are sleeping. If a child sleeps then the times are noted down on the attendance register. • Children are encouraged to sleep on their backs before they fall asleep and then turn to a comfortable position once asleep. • If a child sleeps during the preschool day, their family is informed of the length of time they slept. If a child sleeps then the times are noted down on the attendance register. • If children wish to, they are able to lie down with a sheet and /or blanket. These are supplied by the preschool and are washed after a child has used them. If a child sleeps on a regular basis family are asked to send in blankets.

Record of procedure's review

Date of review and who was involved

May 2021

Key changes made and reason/s why

Date of review and who was involved

August 2022 Claire Callinan, Jen Mitchell, Leanne Morgan

Key changes made and reason/s why

No changes made

Record of communication of significant changes to relevant stakeholders