

OSHC – Sleep and Rest Policy

Introduction

Y Canberra Region OSHC 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. 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 (Reg 84B).

Objectives

- Programs are planned with time for children to be able to rest whenever they need to. This may mean quiet experiences are offered, to allow children to sit quietly, read a book or engage in chats with friends.
- Educators will ensure they are aware of the position of all children at all times, to provide appropriate supervision.
- Children's sleep and rest environments should be free from cigarette or tobacco smoke.
- The "Quiet Space" or other designated rest zone, will allow children to relax on the couch, cushions and mats 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.
- Although school aged children are not considered at high risk of SIDS, the SIDS guidelines for safe sleeping will be followed.

Children of all ages

- Children should sleep and rest with their face uncovered.
- Children's clothing items should be checked prior to them sleeping to ensure it doesn't present any hazards to them whilst asleep.
- 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.
- Sleep and rest environments and equipment should be safe and free from hazards.
- Supervision planning and the placement of educators across a service should ensure educators are able to adequately supervise sleeping and resting children.
- Hygiene standards will be maintained when children use the rest/sleep area and equipment such as regularly sanitising mats after use, particularly when a child is unwell.

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.

Y CANBERRA REGION – SLEEP AND REST POLICY

Ref #	Owner	Internal/External	Approved	Last Amended	Status
R006 B	Children Services Executive Manager	Internal	15/03/2024	-	APPROVED

Service providers should consider the risk for children, and tailor Sleep and Risk Assessment for each service. Factors (Reg 84C) to be considered include the age of the children, medical conditions, individual needs and history of health and/or sleep issues.

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). It is important that opportunities for rest and relaxation, as well as sleep, are provided. Consider that there are a range of strategies that can be used to meet children's individual sleep and rest needs.

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.

Ensure that the physical environment is safe and conducive to sleep. This means providing quiet, well-ventilated and comfortable sleeping spaces.

Definitions

Y Canberra Region Children Services defines 'sleep and rest' as a period of inactivity, solitude, calmness or tranquillity.

Scope

Children Services Y People, Parents / Guardians

Roles and Responsibilities

Department/Area	Role/Responsibility
Nominated Supervisor	<ul style="list-style-type: none"> Ensure safe sleeping and rest practices are adhered to across the service Arrange where required training for educators on safe sleeping practices Discuss policy and parent / guardian requirements on enrolment Promote safe sleep and rest practices across the service to educators and families
Educators	<ul style="list-style-type: none"> Follow guidelines for safe sleeping and rest and promote these to families Communicate any changes to a child or young person's sleep or rest patterns to their parent / guardian

Y CANBERRA REGION – SLEEP AND REST POLICY

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	<ul style="list-style-type: none"> Where required attend training to stay updated with Red Nose Australia safe sleep and rest recommendations and practices
Parent / Guardian	<ul style="list-style-type: none"> Complete required documentation upon enrolment detailing sleep and rest requirements Communicate any sleep or rest pattern changes to educators as required

Monitoring, Evaluation and Review

Every 2 years or as required

Supporting Documents

- National Quality Standards QA 2 – Element 2.1.1 Children's Wellbeing and Comfort
- Education and Care Services National Law and Regulations
 - Section 51 (1)(a) – Conditions on service approval (safety, health and wellbeing of children)
 - Section 166 Offence to use appropriate discipline
 - Section 84A, 84B and 84C Sleep and Rest

References

- Early Childhood Australia - www.earlychildhoodaustralia.org.au
- Red Nose Australia - rednose.org.au/section/safe-sleeping
- Red Nose Grief and Loss - rednosegriefandloss.org.au/
- ACECQA – Safe Sleep and Rest Resource <https://www.acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices#current>

We respect and support the diverse needs of all children and young people including those who are Aboriginal and Torres Strait Islander, are from culturally and/or linguistically diverse backgrounds (CALD), have a disability or identify as Lesbian, Gay, Bisexual, Transsexual, Queer, Intersex or Asexual (LGBTQIA+). Children and young people's ideas and responses to diversity are influenced by what they see and hear around them. This is why we ensure diversity and inclusion is reflected in everything we do at the Y.

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