

	Policy Name:	OSHC – Sleep and Rest Policy	Date of approval:	May 2020
	Responsible:	OSHC	Review date:	April 2023



## OSHC – Sleep and Rest Policy

### POLICY RATIONALE

Rosebud Primary 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. (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.

**PROCEDURES** 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.
- The “ Chill out Area ” or other designated rest zone, will allow children to relax on the couch, cushions and bean bags at any time, watch the fish tank, 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.
- 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 or tobacco smoke.
- 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.

### SLEEP AND REST CHILDREN OF ALL AGES

- 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. Service providers should 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

	Policy Name:	OSHC – Sleep and Rest Policy	Date of approval:	May 2020
	Responsible:	OSHC	Review date:	April 2023

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.

**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. 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.

**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), R 81

Education and Care Services National Law Act (2010), S 165

Last reviewed on: May 2020

To be reviewed every 3 years.