

Stockton Public School Preschool



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 Regulation 168 (2)(a)	Leading and Operating Department Preschool Guidelines pgs. 37-38 Preschool sleep and rest guidelines- department preschools
Pre-reading and reference documents		
ACECQA 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 supporting the educators in reviewing this procedure through a process of self-assessment and critical reflection. These could include:</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. 	

	<ul style="list-style-type: none"> • 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 consult with families as part of a student questionnaire as part of the preschool orientation process. Families can discuss their child's changing sleep and rest needs if/ when required. • All children have individual sleep and rest requirements. Each child's comfort is provided for and there are appropriate opportunities to meet each child's needs for sleep, rest, and relaxation. • Children are not forced to lie down, or sleep and educators will be sensitive to each child's needs so if they do require a sleep or rest time that it is a positive experience. • There is a comfortable, quiet area, both inside and outside, that a child can retreat to at any time of the day to rest. Inside a mat can be set up in quiet area of the room or the book cave has comfy cushions to rest and relax in if required. Outside we can also set a mat up in a quiet shady area of the playground or use the lounge cushion as another alternative for children to relax on. • There is a designated rest / quiet period included in the daily routine / timetable. This is usually after active outside play or at any time a student requests a rest. Areas for sleep and rest are well ventilated and have natural lighting.

- Educators use a range of practices to manage rest and relaxation needs for children who don't want to sleep, such as activities like guided meditation or yoga.
- If a child doesn't want to rest during the designated rest / quiet period, they are able to engage with a quiet activity such as art, puzzles, drawing, playdough.
- Adequate supervision is maintained while some children rest, and others engage in activities. Educator to child ratios are maintained throughout the rest/ sleep period.
- Educators 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 they can assess a child's breathing and the colour of their skin.
- Educators will assess each child's circumstances and current health to determine whether high supervision levels and checks may be required whilst they are sleeping. For Example, children who are unwell will need to be monitored constantly whilst sleeping until they are collected to take home. Especially if they have a high temperature, vomited, or received trauma to the head. In addition, children who are taking medication or have recently received a vaccine may experience increased drowsiness (or restlessness) and this will also need to be taken into consideration.
- Children are encouraged to sleep on their backs before they fall asleep and then turn to a comfortable position once asleep.
- Educators ensure children sleep and rest with their face uncovered. If a child's face becomes covered while they are resting/ sleeping, educators will immediately uncover their face. In addition, children are asked to remove jumpers with hoods and cords and scarves when resting/ sleeping to reduce the risk of choking or strangulation.
- If a child sleeps during the preschool day, their family is informed of the length of time they slept on the notes section on the roll.
- If children wish to, they are able to lie down with a pillow and sheet and / or blanket. The preschool will supply these, and they are to be washed by the preschool or office staff after it has been used for an individual child.

Record of procedure's review

Date of review and who was involved

16/8/21- Kristyn Drewe, 17/09/2021 - Christine Hayes, 06/09/2021 Zoe Lantry, Alexis Scott, and Jodie Holt

Key changes made and reason/s why

Procedure updated and in the new format in line with the Leading and Operating Department Preschool guidelines.

Record of communication of significant changes to relevant stakeholders