

## RELAXATION AND SLEEP POLICY

---

### Mandatory – Quality Area 2

#### PURPOSE

This policy will provide clear guidelines for the implementation of safe relaxation and sleep practices that meet the individual needs of children attending North Brighton Kindergarten.

#### POLICY STATEMENT

##### 1. VALUES

North Brighton Kindergarten is committed to:

- providing a positive and nurturing environment for all children attending the service
- recognising that children have different requirements for relaxation and being responsive to those needs to ensure that children feel safe and secure at the service
- consulting with parents/guardians about their child's individual relaxation and sleep requirements/practices, and ensuring practices at the service are responsive to the values and cultural beliefs of each family
- its duty of care (refer to *Definitions*) to all children at North Brighton Kindergarten, and ensuring that adequate supervision (refer to *Definitions*) is maintained while children are, resting or relaxing

##### 2. SCOPE

This policy applies to the Approved Provider, Persons with Management or Control, Nominated Supervisor, Persons in day-to-day Charge, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of North Brighton Kindergarten.

##### 3. BACKGROUND AND LEGISLATION

###### Background

The *Early Years Learning Framework* (EYLF) and the *Victorian Early Years Learning and Development Framework* (VEYLDF) include a focus on social, emotional, spiritual and physical wellbeing and health. Development Outcome 3 in both framework documents refers to a child's ability to take increasing responsibility for their own wellbeing. One of the indicators for this capacity is that children "recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity)". The EYLF suggests that to promote this, educators should:

- consider the pace of the day within the context of the community
- provide a range of active and restful experiences throughout the day, and support children to make appropriate decisions regarding participation.

Employers have a responsibility under the *Occupational Health and Safety Act* to provide a safe and healthy working environment. This duty extends to others present in the workplace, including children and volunteers.

###### Legislation and standards

Relevant legislation and standards include but are not limited to:

- *Australian Consumer Law and Fair Trading Act 2012*
- *Australian Consumer Law and Fair Trading Regulations 2012*

- Australian/New Zealand Standard – Cots for household use – Safety Requirements (AS/NZS 2172:2010)
- Australian/New Zealand Standard – Cots for day nursery, hospital and institutional use – Safety Requirements (AS/NZS 2130:1998)
- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011*
- *National Quality Standard*, Quality Area 2: Children's Health and Safety
  - Standard 2.1: Each child's health needs are supported
    - Element 2.1.2: Each child's comfort is provided for and there are appropriate opportunities to meet each child's needs for sleep, rest and relaxation
- *Occupational Health and Safety Act 2004*

#### 4. DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the *General Definitions* section of this manual.

**Adequate supervision:** (In relation to this policy) entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used.

Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs, and immediately intervene if necessary. Variables affecting supervision levels include:

- number, age and abilities of children
- number and positioning of educators
- current activity of each child
- areas in which the children are engaged in an activity (visibility and accessibility)
- developmental profile of each child and of the group of children
- experience, knowledge and skill of each educator
- need for educators to move between areas (effective communication strategies).

**Duty of care:** A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonable foreseeable risk of injury.

**Red Nose:** (formerly SIDS and Kids), the recognised national authority on safe sleeping practices for infants and children (refer to *Sources*)

**Relaxation/rest:** A period of inactivity, solitude, calmness or tranquillity.

**SIDS (Sudden Infant Death Syndrome):** The unexpected and unexplained death of an infant, usually occurring during sleep.

#### 5. SOURCES AND RELATED POLICIES

##### Sources

- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia* (EYLF): <https://docs.education.gov.au/documents/belonging-being-becoming-early-years-learning-framework-k-australia>

- Australian Children's Education & Care Quality Authority, *Safe sleep and rest practices*:  
<https://www.acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices>
- WorkSafe Victoria, *Children's services – occupational health and safety compliance kit*:  
<https://www.worksafe.vic.gov.au/resources/childrens-services-occupational-health-and-safety-compliance-kit>
- Victorian Early Years Learning and Development Framework (VEYLDF):  
<https://www.education.vic.gov.au/childhood/professionals/learning/Pages/veylf.aspx>

### Service policies

- *Child Safe Environment Policy*
- *Hygiene Policy*
- *Incident, Injury, Trauma and Illness Policy*
- *Interactions with Children Policy*
- *Occupational Health and Safety Policy*
- *Supervision of Children Policy*

### PROCEDURES

#### The Approved Provider is responsible for:

- taking reasonable steps to ensure the rest needs of children at the service are met, with regard to the age of children, developmental stages and individual needs (Regulation 81(1))
- ensuring parents/guardians are consulted about appropriate relaxation practices for their child
- protecting children from hazards and harm (Section 167)
- consulting with staff in relation to OHS issues when purchasing new equipment for the service
- ensuring compliance with WorkSafe Victoria's *Children's services – occupational health and safety compliance kit* (refer to *Sources*).
- ensuring adequate supervision of children at the service at all times, including during relaxation

#### The Nominated Supervisor is responsible for:

- taking reasonable steps to ensure the rest needs of children at the service are met with regard to the age of children, developmental stages and individual needs (Regulation 81(2))
- ensuring the educational program provides opportunities for each child to rest or engage in appropriate quiet play activities, as required
- protecting children from hazards and harm (Section 167)
- removing any hazards identified in the child's resting environment
- ensuring adequate supervision of children at the service at all times

#### Educators and other staff are responsible for:

- providing each child with appropriate opportunities for relaxation according to their needs
- developing relaxation practices that are responsive to:
  - the individual needs of children at the service
  - parenting beliefs, values, practices and requirements
  - the length of time each child spends at the service
  - circumstance or events occurring at a child's home
  - a child's general health and wellbeing
  - the physical environment, including room temperature, lighting, airflow and noise levels
- minimising distress or discomfort for the children in their care

- ensuring that resting practices are not used as a behaviour guidance strategy (refer to *Interactions with Children Policy*)
- providing a range of opportunities for relaxation throughout the day
- ensuring that any hanging cords, mobiles, curtains and blinds are inaccessible to children who are resting
- providing adequate supervision (refer to *Definitions*) of all children, including during, rest and relaxation
- supervising children displaying symptoms of illness closely, especially when resting (refer to *Incident, Injury, Trauma and Illness Policy*)
- ensuring that artificial heating, such as heat bags and hot-water bottles, is not used to provide warmth
- providing information to families about the service's relaxation practices
- developing communication strategies to inform parents/guardians about their child's rest patterns,
- encouraging children's independence, and assisting children with dressing as needed.

**Parents/guardians are responsible for:**

- discussing their child's relaxation requirements and practices prior to commencing at the service, and when these requirements change
- providing information on the child's enrolment form if the child requires special items while resting e.g. a comforter or soft toy

**Volunteers and students, while at the service, are responsible for following this policy and its procedures.**

## EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notify parents/guardians at least 14 days before making any changes to this policy or its procedures unless a lesser period is necessary because of a risk.

## ATTACHMENTS

- Attachment 1: Rest time activities

## AUTHORISATION

This policy was adopted by the Approved Provider of North Brighton Kindergarten on 13th October 2021

**REVIEW DATE:** MAY 2023

## **Attachment 1:**

### **Rest time activities**

During the day we will have a short period of relaxation time.

The rest time is a fantastic time for the children to

- relax
- regain some energy required for the rest of their day.

At different times they will practice

- yoga
- mindfulness
- relaxation and breathing techniques
- and listen to quiet music.

These experiences have many positive outcomes for the children's wellbeing. They support

- self-awareness
- positive thinking
- emotional intelligence
- mindfulness
- and the ability to just enjoy being in the moment.

As the year progresses and the children's needs and interests change, we shorten the rest time or change the structure of the rest time depending on how the children are going.