

Family and Children's Services - Health and Safety

Sleep and Rest

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Approval by:	Manager Family Children's Services	Responsible Officer:	Senior Coordinator Early Years Services		
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ACECQA Quality Area:	QA2 – Health and Safety				

Purpose

This procedure is to provide guidelines to Council staff to ensure all children are provided with the safety and comfort they need for sleep, rest and relaxation while attending Council's Early Years Services.

Policy Statement

Knox Early Years Services are committed to:

- complying with all legislative requirements, safe sleep standards and current best practice and guidelines, including recommendations by Red Nose Australia (*refer to Sources*)
- its duty of care (*refer to Definitions*) to all children at Knox Early Years Services, and ensuring that adequate supervision is maintained whilst children are sleeping, resting or relaxing
- 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
- providing a positive and nurturing environment that builds respectful, trusting relationships that will support children's decision and protect their dignity in an age-appropriate manner for all children attending the service
- allowing children to be actively involved in decision making, to provide an environment that encourages them to reach their potential
- providing a safe environment where children feel comfortable and safe to play, talk, or relax
- fostering children's safety and wellbeing through responsive relationships, engaging experiences, and a safe and healthy environment.

Scope

This policy and procedure applies to the approved provider, nominated supervisor, persons in day-to-day charge early childhood teachers, educators, staff, additional assistants, students on placement, volunteers, families, children and others attending the program and activities of Council Early Years Services.



Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Relief staff, additional assistants, volunteers and students	Parents/guardians
Ensuring policies and procedures are in place for managing sleep and rest for children (<i>Regulation 168</i>) and take reasonable steps to ensure those policies and procedures are followed (<i>Regulation 170</i>)	R	✓			
Taking reasonable steps to ensure the sleep and rest needs of children at Council's Early Years Services are met, with regards to the age of children, developmental stages and individual needs (<i>Regulation 84A</i>)	R	R	~	~	
Conducting a sleep and rest risk assessment at least once every 12 months, and as soon as practicable after becoming aware of any circumstance that may affect the safety, health or wellbeing of children during sleep and rest (<i>Regulation 84C (a)(b)</i>)	R	R	~		
Ensuring the risk assessment considers the following: the number, ages, and developmental stages of the children the sleep and rest needs of children (including health care needs, cultural preferences, individual needs and requests from families about a child's sleep and rest) the suitability of staffing arrangements to adequately supervise and monitor children during sleep and rest periods the level of knowledge and training of staff supervising children during sleep and rest periods the location of sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas the safety and suitability of any cots, beds and bedding equipment, having regard to the ages and developmental stages of the children who will use the cots, bed and bedding equipment any potential hazards o in sleep and rest areas (o on a child during sleep and rest periods the physical safety and suitability of sleep and rest periods the physical safety and suitability of sleep and rest environments (including temperature, lighting and ventilation) (<i>Regulations 84C</i>) (<i>refer to Sources</i>)	R	✓	✓		
Ensuring all risk assessments conducted are recorded and stored in Council's records management system (KX) (<i>Regulation 84C (4)</i>)	R	✓	~		



Undertaking a risk assessment to mitigate manual handling <i>(refer to Definitions)</i> , such as patting and rocking children to sleep for long periods of time	R	~	~	~	
Ensure educators, staff and volunteers comply with the recommendations of Red Nose Australia in relation to safe sleeping practices for children (<i>refer to Sources</i>) in a safe cot, with a safe mattress (firm, clean, well-fitting and flat). Sleeping on backs Position a child's feet at the bottom end of the cot to prevent the child from wriggling down under bed linen. Use lightweight bed linen and tuck it in around the child to prevent the child from pulling it over their head.	R	~	~	~	
Ensuring educators receive information and induction training to fulfil their roles effectively, including being made aware of the sleep and rest procedure, their responsibilities in implementing these, and any changes that are made over time	R	~			
Ensuring the premise, furniture and equipment are safe, clean and in good repair (<i>Regulation 103 and National Law: Section 167</i>) including ensuring all equipment used meets any relevant Australian Standards and other product safety standards, such as Australian Competition and Consumer Commission (ACCC) guidelines (<i>Refer to Sources</i>).	R	R	1	~	~
Providing cots, beds, bedding and bedding equipment being used for sleep and rest are safe and appropriate for the ages and developmental stages of children who will use them refer to <u>Appendix A</u>	R	R	~	~	
Ensuring that rooms used for sleep and relaxation are well ventilated; have adequate natural light; and are maintained at a temperature that ensures the safety and wellbeing of children (<i>Regulation 110</i>)	R	~	1	~	
Ensuring that the premises are designed to facilitate supervision	R	R			
 Ensuring adequate supervision of children sleeping and resting, being within sight and hearing distance and monitoring through visual checks of each child every 10 minutes (<i>Attachment 1 - Checklist – Safe Sleep and rest physical checks</i>): sleeping position skin and lip colour breathing body temperature head position airway head and face, ensuring they remain uncovered 	R	R	~	✓	
Ensuring supervision and monitoring practices are clearly documented, including method and frequency of checking the safety, health and wellbeing of children during sleep and rest periods, as per the risk	R	R	~	~	





assessment					
 Developing relaxation and sleep 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 consistency of practice between home and the service a child's general health and wellbeing the physical environment, including lighting, airflow and noise levels 	R	~	~	~	
Ensuring cots (including evacuation cots) provided at the service comply with the most current Australian/New Zealand Standards (<i>refer to Sources and Appendix A</i>)	R	~			
Prams and strollers are not used to settle children to sleep	R	R	✓	~	
Conducting quarterly safety checks of equipment used for sleeping/resting, such as cots and mattresses (<i>Regulation 103 and National Law: Section 167</i>)	R	R	~	~	
Ensuring that bassinets are not on the education and care service premises at any time (<i>Regulation 84D</i>)	R	R	~	~	
Ensuring that if a child is brought to the service in a pram or bassinet, the child is transferred into the service's own sleep equipment	R	R	~	~	
Removing and reporting any hazards identified in the child's resting or sleeping environment (<i>Refer to Resources - Fact Sheet – Reporting a Building Maintenance Request</i>)	R	R	~	~	
Ensuring that any hanging cords, mobiles, curtains and blinds are inaccessible to children who are resting or sleeping and cots/bedding are positioned at a safe distance from heaters and electrical appliances	R	R	~	~	
Ensuring that artificial heating, such as heat bags are not used to provide warmth		~	~	~	
Ensuring children's clothing is appropriate during sleep times and does not have any loose items that could get tangled and restrict breathing, including but not limited to bibs, and jewellery (for example necklaces, and bracelets). Items are to be removed when children are preparing for sleep or rest		1	~	1	~
Develop systems with educators to ensure each child has their own bed linen, and that <i>Hygiene procedures</i> are implemented for the cleaning after each child's use and storage of cots, mattresses, and linen		~	~	~	
Ensuring that there is adequate space to store bedding in a hygienic manner (refer to Hygiene procedures)	R	~	~	~	



Ensuring compliance with WorkSafe Victoria's Children's services – occupational health and safety compliance kit (<i>refer to Sources</i>), including in relation to staff lifting children into and out of cots (<i>refer to Occupational Health and Safety</i>)	R	~	~	~	
Regularly reviewing practices to ensure compliance with the recommendations of Red Nose Australia about safe sleeping practices for children (<i>refer to Resources and Sources</i>)	R	~	~	~	~
Providing information and training to ensure staff are kept informed of changing practices in relation to safe sleep practices for children	~	~			
Providing information to families at the time of enrolment and at the time of any change to Policy or Procedure about the service's sleep and rest practices	~	~	~	~	
Work in consultation with families about their child's individual needs for sleep/rest, being sensitive to each child's individual needs ensuring sleep and rest times are a positive experience	~	~	~	~	~
Educating families about evidence-based safe sleeping practices	~	~	~	~	\checkmark
 Place all children on their backs to rest (unless alternative sleep/rest practice is directed in writing by the child's medical practitioner). once a child has been observed to repeatedly roll from back to front and back again on their own for several weeks, they can be left to find their preferred sleep position. a child that can roll or until the chid is 3 months old should no longer be wrapped 	~	1	~	√	
Assessing whether there are exceptional circumstances for alternative practices where family beliefs conflict with current recommended evidence-based guidelines for safe sleeping practices, seek written support from a medical practitioner and develop a risk management plan	R	✓	~	~	~
Implementing the documented sleep regime and risk management strategies where in exceptional circumstances family beliefs conflict with current recommended evidence-based guidelines for safe sleeping practices	R	~	~		~
Providing a written medical report if their baby/child is not to be placed on their back during sleep. Parents/guardians must communicate alternative resting practices to staff					~
Ensuring the educational program provides opportunities for each child to sleep, rest or engage in appropriate quiet play activities, as required	R	~	~	~	
Ensuring that resting and sleeping practices are not used as a behaviour guidance strategy (<i>refer to Interactions with Children Procedure</i>)		~	~	~	



Providing a range of opportunities for relaxation throughout the day	~	✓	~	
Supervising child displaying symptoms of illness closely, especially when resting or sleeping while waiting for parents/guardians to arrive and collect the child (<i>Refer to Administration of Medication Procedure</i>)	~	✓	~	
Documenting and communicating children's rest and sleep times to co- workers during shift changes (<i>refer Attachment 1</i>)	~	~	~	
Developing communication strategies to inform parents/guardians about their child's rest and sleep patterns, including times and length of sleep	~	✓	~	~
Keep educators and staff informed of sleep/rest patterns/needs/changes at home				~
Provide comfort items (sleeping bag or dummy) for children to sleep/ rest				~
Encouraging children's independence and assisting children with dressing as needed	~	~	~	
If children are sleeping/resting outdoors, ensure the current Sun Protection Procedure is being followed	~	~	~	
Allow children to take any comforters and/or book to bed to assist in their settling for sleep/rest. Remove the items from the bed once the child is asleep	~	1	~	
Remove excess clothing to ensure children do not overheat		\checkmark	~	

Background

The Education and Care Services National Regulations requires approved providers to ensure their services have policies and procedures in place for children's sleep and rest.

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.

Holistic approaches recognise the importance of physical, mental and spiritual wellbeing. Educators who provide a range of active and restful experiences throughout the day support children's individual requirements for health, nutrition, sleep, rest and relaxation.

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. Providing a



safe sleeping environment for children at the service includes complying with current Australian/New Zealand standards in relation to equipment, such as cots and mattresses (*refer to Appendix A*).

Related Resources

- Checklist Safe Sleep & Physical Check Attachment 1
- Sleep and Rest Risk Assessment
- Fact Sheet Reporting a Building Maintenance Request
- <u>FCS OHS 3mth Inspection Checklist</u>
- <u>Safe Sleeping Poster (to be displayed) Attachment 2</u>
- <u>Red Nose: Safe Sleeping Guidelines</u>

Related References

- Community Plan (2021–31)
- Council Plan (2021–25)
- The Child Youth and Seniors Plan (2021–25)

Relevant 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)
- Child Safety and Wellbeing Act (2005)
- 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
- Occupational Health and Safety Act 2004
- <u>ACECQA: Guide to the National Quality Framework</u>

Related Policies & Procedures

- Administration of First Aid
- Providing a Child Safe Environment
- Emergency and Evacuation
- Enrolment and Orientation
- Hygiene
- Dealing with Infections Diseases
- Incident, injury, trauma and illness
- Interactions with Children
- Occupational Health and Safety
- Staffing
- Supervision of Children
- Sun Protection Procedure

Charter of Human Rights



• This policy has been assessed against and complies with the Charter of Human Rights.

Sources

- Australian Children's Education & Care Quality Authority, Safe sleep and rest practices: <u>www.acecqa.gov.au/resources</u>
- Australian Competition & Consumer Commission (2016), Consumer product safety a guide for businesses
 & legal practitioners: <u>www.accc.gov.au</u>
- Belonging, Being & Becoming The Early Years Learning Framework for Australia (EYLF): www.acecqa.gov.au
- Current Australian/New Zealand Standards for cots is available on the SAI Global website at: www.saiglobal.com
- Red Nose Australia: <u>www.rednose.org.au</u>
- Victorian Early Years Learning and Development Framework (VEYLDF): <u>www.acecqa.gov.au</u>
- WorkSafe Victoria, Children's services occupational health and safety compliance kit: www.worksafe.vic.gov.au
- Australian Children's Education & Care Quality Authority, Sleep and Rest Risk Assessment Template <u>Sleep</u> <u>Rest Risk Assessment Template</u>
- Australian Children's Education & Care Quality Authority, Risk Assessment and Management Tool www.acecqa.gov.au/media/32166
- Kids Safe Australia <u>www.kidsafe.com.au</u>
- Compliance code: Hazardous manual handling <u>https://www.worksafe.vic.gov.au/resources/compliance-code-hazardous-manual-handling</u>
- Hazardous manual handling risk assessment and control tool www.worksafe.vic.gov.au

All Team Leaders, Educators and staff working for Knox City Council Early Years Services are required to read and understand all Knox City Council Early Years Policies and Procedures.

We strongly recommend all families enrolling in Knox City Council Early Years Services read the Knox City Council Early Years Services Policies and Procedures

Definitions

Term	Meaning
ACECQA Australian Children's Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children
Additional Assistant	Additional staffing support for groups with additional needs. Additional Assistant provided by third party, funded through inclusion support and not counted in ratio.
Infant	A young child between the ages of birth and 12 months, however, definitions may vary and may include children up to two years of age
Manual Handling:	 Manual handling is work where you have to lift, lower, push, pull, carry, move, hold or restrain something. It's manual handling if it involves: repeated, sustained or high force sustained awkward posture



	 repetitive movements exposure to sustained vibration handling people or animals loads that are unstable, unbalanced or hard to hold.
Red Nose Australia (formerly SIDS and Kids):	Recognised national authority on safe sleeping practices for infants and children (<i>refer to Sources</i>)
Relaxation:	Relaxation or other activity for bringing about a feeling of calm in your body and mind
Rest	Rest can be defined as a period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep
Sudden and Unexpected Death in Infancy (SUDI):	A broad term used to describe the sudden and unexpected death of a baby for which the cause is not immediately obvious.

Please see Family and Children's Services Quality System Glossary and Definitions for further glossary and definitions.

Administrative Updates

From time to time, circumstances may change leading to the need for minor administrative changes to this procedure. Where an update does not materially alter this policy, such a change may be made administratively. Examples of minor administrative changes include changes to names of Council departments or positions, change to names of Federal or State Government departments or a minor amendment to legislation that does not have material impact. Where any change or update may materially change the intent of this policy, it must be considered by Council.

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Appendix A Cots

There is currently (at the time of printing) one standards that apply to the use of cots Australian/New Zealand Standard – AS/NZS 2172-2013

Household cots usually have a lower base and mattress, and <u>WorkSafe Victoria</u> have expressed concern for staff in relation to the manual handling risks posed when working with cots at a lower height.

Employers should make sure workplaces use cots which minimise the distance employees need to bend and reach.

- Cots should be of a height that will enable employees to lift and lower children into and out of the cots with minimal forward bending of the employee's back.
- If cots have two base positions, set the base to the higher position for infants unable to stand. The higher base position will reduce the need for employees to reach into cots.
- Cots should have sides that drop to reduce the need for employees to bend and reach over the cot side to lift and lower children. At its dropped level, the top of the cot's lowered side should be at least 250mm above the top of the mattress to ensure children cannot roll out of the cot.
- Ensure there is enough clearance under cots for employees to stand with their feet under the edge of the cot to minimise reaching distance.
- Prepare cots in advance so sides are down before employees lift children in or out.
- If cots have wheels, ensure the wheels have locks and keep wheels in the locked position when the cot is not being moved.
- Regularly check and maintain cot wheels, wheel locks and drop-down sides to ensure cots are safe and secure.
- Assess floor surfaces to ensure minimal friction and resistance when wheeling cots. Change floor surfaces so employees can easily move cots.
- Ensure cots meet all relevant structural safety requirements.

No alterations should be made to purchased cots under any circumstances, as this may have serious consequences in relation to liability if an incident occurs.

Red Nose: <u>https://rednose.org.au/section/safe-sleeping</u> Australian Competition and Consumer Commission: www.productsafety.gov.au

Note: Bassinets must not be on the education and care service premises at any time that children are being educated and cared for by the service.

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Attachment 1

Checklist - Safe Sleep & Rest Physical Check

Knox Children and Fami	[service name]	
Room:		
Date from:	to:	
	 Once a baby has been observed to repeatedly roll from back to front and back again on their own for several weeks, they can be left to find their preferred sleep position. At the critical time of starting to roll it is very important that the sleep environment remains safe. Babies that car oll should no longer be wrapped. Children who use dummies must be given the dummy for every sleep. If the dummy falls out during deep sleep, the dummy does not need to be returned to the mouth, unless the child wakes. 	ne

Safe Sleep & Rest Physical Check



Room

Date:

Each child's sleep time is to be documented below, at each interval where a child is sleeping, an educator must physically check each child every 10 minutes and initial in the corresponding time slot.

What to check when the children are sleeping?

- Child's head and face is uncovered
- The child's temperature
- Child's chest is rising and falling
- The child's skin and lips are a healthy colour
- Are three sides of the cot accessible

Toys and comforters removed from safe sleep environment

- me child's temperature
- Feet are placed at foot of bed
- Bedding is cotton and fitted under child's chest
- Is there enough space between each cot
- Hooded clothes, Amber beads, dummy chains and other accessories are removed from child

Childs Name	Sleep One	Sleep Two	

Time	Educator Sign	Time	Educator Sign
7:00		12:40	
7:10		12:50	
7:20		1:00	
7:30		1:10	
7:40		1:20	
7:50		1:30	
8:00		1:40	
8:10		1:50	
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11:30		5:10	
11:40		5:20	
11:50		5:30	
12:00		5:40	
12:10		5:50	
12:20		6:00	
12:30			

Poster to be displayed

