

REST AND RELAXATION

QUALITY AREA 2 | ELAA VERSION 1.2



PURPOSE

This policy will provide clear guidelines to ensure the safety, health, and wellbeing of children attending Denzil Don Kindergarten, and appropriate opportunities will be provided to meet each child's need for rest. Children rarely sleep at Denzil Don Kindergarten; however, should this occur, staff respect the child's need for sleep and monitor them for signs of illness.



POLICY STATEMENT

VALUES

Denzil Don Kindergarten is committed to:

- its duty of care (refer to Definitions) to all children attending the service to provide adequate supervision (*refer to Definitions*) while children rest or sleep (if it occurs).
- consulting with parents/carers about their child's rest and sleep requirements and ensuring service practices are responsive to each family's values and cultural beliefs.
- providing a positive and nurturing environment for all children attending the service.
- allowing children to be actively involved in decision-making provides an environment that encourages them to reach their potential.
- providing a safe environment where children feel comfortable and safe to play or relax.
- fostering children's safety and wellbeing through responsive relationships, engaging experiences, and a safe and healthy environment.

SCOPE

This policy applies to staff, students, volunteers, visitors, parents/carers, children, and others attending programs and activities at Denzil Don Kindergarten, including offsite excursions.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teachers, educators, and all other staff	Parents/guardians	Contractors, volunteers, and students
R indicates legislation requirement and should not be deleted.					
Ensuring that policies and procedures are in place for managing rest and sleep (if it occurs) for children (Regulation 168) and taking reasonable steps to ensure those policies and procedures are followed (Regulation 170)	R				



Taking reasonable steps to ensure the rest and sleep (if required) needs of children attending the service are met with consideration of the age of children, developmental stage, and individual needs (<i>Regulation 84A</i>)	R	R	√		√
Ensuring that rooms used for rest 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	√	√		√
Ensuring rest environments are free from cigarette, e-cigarette, or tobacco smoke (<i>Regulation 82</i>)	R	√	√		√
Ensuring that the premises are designed to facilitate supervision	R	R			
Ensuring adequate supervision of children resting or sleeping: being within sight and hearing distance, and monitoring through visual checks of sleeping position, skin and lip colour, breathing, body temperature, head position, airway, and head and face, ensuring they remain uncovered	R	R	√		√
Ensuring supervision and monitoring procedures are documented, including method and frequency of checking the safety, health, and wellbeing of children during rest and if they fall asleep, as per the risk assessment	R	R	√		√
Developing rest practices that are responsive to: <ul style="list-style-type: none"> the individual needs of each child 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	√	√		√
Removing any hazards in the service rest environment and informing the service coordinator as soon as practicable	R	R	√		√
Informing families about the service's rest practices	√	√	√		√
Ensuring parents/carers are consulted about appropriate rest practices for their child	√	√	√	√	√
Ensuring the educational program provides opportunities for children to rest or engage in quiet play activities, as required	R	√	√		√
Ensuring rest practices are not used as a behaviour guidance strategy (<i>refer to Interactions with Children Policy</i>)		√	√		√
Providing opportunities for relaxation throughout the day		√	√		√
Supervising children displaying symptoms of illness closely, especially when resting or sleeping		√	√		√
Encouraging children's independence and assisting children with dressing as needed.		√	√		√

BACKGROUND AND LEGISLATION



BACKGROUND

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

The Early Years Learning Framework (EYLF) and the *Victorian Early Years Learning and Development Framework* (VEYLDF) 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 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 in making 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 health, nutrition, sleep, rest, and relaxation requirements.

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
- Occupational Health and Safety Act 2004

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

DEFINITIONS



The terms defined in this section relate specifically to this policy. Refer to the definitions file on the kindergarten website for regularly used terms.

Relaxation: an activity that brings a feeling of calm to your body and mind

Rest: a period of inactivity, solitude, calmness, or tranquillity, and can include a child being asleep.

SOURCES AND RELATED POLICIES



SOURCES

- Australian Children's Education & Care Quality Authority, Safe sleep and rest practices: www.acecqa.gov.au/resources

- Australian Competition & Consumer Commission (2016), Consumer product safety – a guide for businesses & legal practitioners: www.accc.gov.au
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia (EYLF): www.acecqa.gov.au
- Red Nose Australia: www.rednose.org.au
- Victorian Early Years Learning and Development Framework (VEYLDF): www.acecqa.gov.au
- WorkSafe Victoria, Children’s services – occupational health and safety compliance kit: www.worksafe.vic.gov.au
- Australian Children’s Education & Care Quality Authority, Risk Assessment and Management Tool - www.acecqa.gov.au/media/32166
- Kids Safe Australia - www.kidsafe.com.au

RELATED POLICIES

- Administration of First Aid
- Child Safe Environment and Wellbeing
- Emergency and Evacuation
- Enrolment and Orientation
- Incident, Injury, Trauma and Illness
- Interactions with Children
- Occupational Health and Safety
- Staffing
- Supervision of Children

EVALUATION



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
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (Regulation 172 (2)).



ATTACHMENTS

- NIL



AUTHORISATION

This policy was adopted by the approved provider of Denzil Don Kindergarten on 06/12/2023.

REVIEW DATE: 06 / DECEMBER / 2025

