

## SLEEP, REST AND RELAXATION POLICY

Updated: September 2025



### What are we talking about in this document?

This policy is related to the provision of safe and appropriate opportunities for children to sleep, rest and relax in response to children's unique needs.



### Who is this for?

This policy applies to children, families, staff, management, students, and visitors of the service.



### Why do we need this policy?

This policy outlines the measures, processes, strategies and research that Keiki employs to ensure the safety and well-being of children, including adherence to legislative requirements. Keiki's philosophy draws from the Rights of the Child, 'all children have the right to relax and play.'

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## Key Terms

| Term                  | Meaning                                                                                                                                                                                                                                                                              | Source                                                        |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Red Nose              | Red Nose is Australia's leading authority on safe sleep and safer pregnancy advice, and bereavement support for anyone affected by the death of a baby or child.                                                                                                                     | <a href="https://rednose.org.au/">https://rednose.org.au/</a> |
| Effective Supervision | Means: <ul style="list-style-type: none"> <li>An educator can respond immediately, particularly when a child is</li> <li>distressed or in a hazardous situation</li> <li>Knowing where children are at all times and monitoring their activities actively and diligently.</li> </ul> | Guide to the NQF (Operational Requirements – Quality Area 2)  |
| Rest                  | A period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep.                                                                                                                                                                       | ACECQA – Sleep and rest for children policy guidelines        |
| Relaxation            | Relaxation or other activity for bringing about a feeling of calm in your body and mind.                                                                                                                                                                                             | ACECQA – Sleep and rest for children policy guidelines        |
| Risk Assessment       | Undertaking a risk assessment means evaluating or deciding which risks are significant and how they                                                                                                                                                                                  | ACECQA – Risk Assessment and Management Tool                  |

|  |                                                                      |  |
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|  | should be addressed. Risk assessment is one part of risk management. |  |
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## The Important Stuff

Children have unique sleep, rest, and relaxation needs. We recognise that even children of the same age may have different sleep and rest patterns, and we are committed to responding to each child's individual requirements. In line with Standard 2.1 (element 2.1.1) of the National Quality Standard, we ensure every child's comfort and provide appropriate opportunities for sleep, rest, and relaxation, as outlined by ACECQA.

We believe all children should have the opportunity to rest or sleep during their day, and we are dedicated to providing an environment and practices that support this. Our approach is informed by current, recognised guidelines and evidence-based information.

- Each service must conduct a sleep and rest risk assessment at least once every 12 months.
- Educators must follow Red Nose Australia guidelines at all times.
- Sleep checks must be conducted every 10 minutes.
- Educators are expected to read and understand this policy, including Keiki's expectations, legislative requirements, and Red Nose guidelines.
- Families are provided with a link to this policy upon enrolment and can access it at any time via the link, the service sign-in iPad, or the QR code on the family information poster.

This policy is guided by the National Principles for Child Safe Organisations, ensuring that children's safety and wellbeing are embedded in our governance, culture, and everyday practice.

## Risk Assessments

Each service must conduct 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.

The risk assessment must be conducted using the Keiki Sleep and Rest Risk Assessment, and must consider:

- The ages and developmental stages of the children being cared for
- The sleep and rest needs of the children at the service (including health care needs, cultural preferences, sleep and rest needs of individual children and requests from families about a child's sleep and rest)
- The staffing arrangements (including knowledge and training) required to adequately supervise and monitor children during sleep and rest periods
- The location of sleep and rest areas, including the arrangement of cots and beds
- The safety and suitability of cots, beds or bedding equipment
- Any potential hazards
- The physical safety and suitability of sleep and rest environments, including temperature, lighting and ventilation.

The Nominated Supervisor/Centre Coordinator must ensure any risks identified are mitigated by providing policy feedback and/or required adjustments to Keiki Hub and actioning any environmental or practice improvements as required for their service.

## **Educator Knowledge and Training**

Educators, staff and management have a shared duty of care to ensure all children are provided with a high level of safety when sleeping and resting, where every reasonable precaution is taken to protect them from harm and hazard. Children's safety is always the first priority.

The Nominated Supervisor/Centre Coordinator will:

- Ensure all educators working with children have a current Working with Children Check
- Discuss safe sleep practices and this policy with educators at induction
- Ensure all educators have access to, have read and understood this policy and their responsibilities in implementing it
- Ensure all educators working with children under the age of 2 complete safe sleep training
- Keep up to date with any changes in health guidelines or recommendations to ensure the service is using best practices in regard to sleep and rest.

Educators will:

- Follow this policy and adopt best practices to ensure the safety of sleeping or resting children
- Complete safe sleep training if they are working predominantly with children under the age of 2. This may be in the form of Red Nose eLearning or training organised by Keiki.

## **Early Learning Services**

### **Meeting the sleep & rest needs of all children**

Children's voices are valued regarding their sleep, rest, and relaxation preferences. Educators observe and respond to children's cues and encourage them to express their needs or concerns about sleep and rest. Keiki supports the diverse needs of all children, including those with additional needs, from different cultural backgrounds, or with trauma histories. Where possible, educators will make adjustments to ensure every child feels safe and respected, and will work with families to provide routines that best support each child.

The Nominated Supervisor/Centre Coordinator will:

- Take reasonable steps to ensure the sleep and rest needs of all children are met, considering each child's age, developmental stage, individual needs, and any health care requirements.
- Consult with families about their child's sleep and rest routines at home to reach a shared agreement on how these will be supported at the service.
  - Note: Supervisors and educators are not expected to implement family requests that differ from Red Nose safe sleeping recommendations.
- Ensure safe sleep practices are documented and communicated with families.

Educators will:

- Respect and consider family preferences regarding sleep and rest, while ensuring children always feel safe and secure.
  - Families may need to be reminded that children will neither be forced to sleep nor prevented from sleeping, so their natural sleep and rest needs are met.

- Create a calm and relaxing sleep environment by playing soft music, reading stories, dimming lights, and ensuring children are comfortably clothed.
- Sit near resting children and encourage relaxation.
  - Children do not need to be patted to sleep; a quiet, tranquil environment allows children to sleep if their body needs it.
  - If a family requests patting to sleep, educators will do so where practicable.
- Provide alternative quiet activities for children who do not wish to sleep, while ensuring those who do wish to sleep are not disturbed. If a child requests rest or shows signs of tiredness at any time, a comfortable and safe area will be made available.
- Use a range of strategies to meet each child's individual sleep and rest needs.
- Recognise and respond to children's cues for sleep (such as yawning, rubbing eyes, disengagement, or crying).
- Acknowledge and sensitively respond to children's emotions, feelings, and fears.
- Build positive relationships to help children feel confident and secure during sleep and rest times.

### Supervision & the physical environment

The Nominated Supervisor/Centre Coordinator will:

- Ensure that sleeping children are closely monitored and are within hearing range and observed.
  - Children under 2 years of age or in a cot must be checked at 10 minute intervals to assess
    - The child's breathing, and
    - The colour of their skin.
  - For children over the age of two years, children must be within hearing and sight of an educator at all times. Children are checked regularly to ensure there is nothing covering their face.
- Ensure there are adequate numbers of cots and beds available to children that meet Australian Standards.
  - All cots sold in Australia must meet the current mandatory Australian Standard for Cots (AS/NZS 2172:2003), and should carry a label to indicate this.
  - Ensure mattresses are kept in good condition; they should be clean, firm and flat and fit the cot base with not more than a 20mm gap between the mattress sides and ends. A firm sleep surface that is compliant with the AS/NZS Voluntary Standard (AS/NZS 8811.1:2013 Methods of testing infant products – Sleep surfaces – Test for firmness) should be used.
- Ensure that sleep and rest environments are safe and free from hazards and are well-ventilated with adequate light.
- Provide appropriate opportunities to meet each child's need for sleep, rest and relaxation, including providing children with comfortable spaces away from the main activity area for relaxation and quiet activities.

Educators will:

- Maintain effective supervision and educator ratios throughout the sleep period.
- Ensure that sleeping children are closely monitored and are within hearing range and observed.
  - Children under 2 years of age or in a cot must be checked at 10-minute intervals to assess
    - The child's breathing, and
    - The colour of their skin.

- For children over the age of two years, children must be within hearing and sight of an educator at all times and checked at regular intervals.
  - Educators will consider children's ages, stages of development and medical conditions to determine how often checks are required.
- Sleep checks will be recorded using Xplor Playground. If Xplor Playground is unavailable, record checks using the Safe Sleep Check Form.
- Assess each child's circumstances and current health to determine whether higher supervision levels and checks may be required.
- Ensure that beds/mattresses and bed linen are clean and in good repair.
- Ensure that mattresses are never elevated or tilted.
- Ensure beds and mattresses are wiped over with water and detergent between each use (such as Stride).
- Ensure bed linen is used by an individual child and is washed before use by another child.
- Arrange children's beds and cots to allow easy access for children and staff.
  - Consider the positioning of beds, cots, mats and cushions to minimise the risk of cross infection. Children should be positioned on individual cots/mattresses in a head-to-toe pattern.
  - Positioning of beds should never block emergency evacuation paths and exits.
- Understand that hammocks, prams and strollers do not carry safety codes for sleep.
  - If a child comes into the service asleep in a pram or stroller educators must place the child in a cot or on a bed to continue their sleep.
  - If a child falls asleep in a hammock, pram or stroller whilst in care educators must place the child in a cot or bed.
  - Bassinets are not to be on the premises or used at any time.
- Give bottle-fed children their bottles before going to bed. Bottles are not given to children in cots or beds.
- If being used, a dummy should be offered for all sleep periods. If a dummy falls out of a baby's mouth during sleep, it should not be re-inserted.
- Remove dummy chains and other jewellery before placing a child to rest. No child should be wearing a teething necklace, bracelet or anklet.
- Monitor the room temperature to ensure maximum comfort for the children.
  - Remove children's clothing with hoods, drawstrings or ties.
  - Encourage children to dress appropriately for the room temperature when resting or sleeping. Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing.

#### Cot safety

- Ensure that at least one educator is within sight and sound of cot rooms at all times.
- Encourage families to supply sleeping bags for babies who sleep in the cot room. If they have fitted neck and arm holes there is no risk of the child's face being covered.
- Securely lock cots' sides into place to ensure children's safety.
- Be aware of manual handling practices when lifting babies in and out of cots.
- Babies should be placed on their back to sleep when first being settled. Once a baby has been observed to repeatedly roll from back to front and back again on their own, they can be left to find their own preferred sleep or rest position (this is usually around 4–6 months of age). Babies aged younger than 4–6 months, and who have not been observed to repeatedly roll from back to front and back again on their own, should be re-positioned onto their back when they roll onto their front or side.
  - If a medical condition exists that prevents a baby from being placed on their back, the alternative practice should be confirmed in writing with the service, by the child's medical practitioner.

- Babies over four months of age can generally turn over in a cot. When a baby is placed to sleep, educators should check that any bedding is tucked in securely and is not loose. Babies of this age may be placed in a safe baby sleeping bag (i.e. with fitted neck and arm holes, but no hood). At no time should a baby's face or head be covered (i.e. with linen). To prevent a baby from wriggling down under bed linen, they should be positioned with their feet at the bottom of the cot.
- Children under the age of 7 months cannot be left to sleep with a comforter, loose blanket, or soft toy.
- Children over 7 months who have soft toy comforters will be allowed to take them to bed, but the toy will be removed as soon as the child is sleeping.
  - Store the comforter in the child's bag but be aware the child may need the comforter again during their sleep or rest period if they wake up.
- Pillows, doonas, loose bedding, loose blankets, lambs wool, or bumpers will not be used in cots.
- Children will only be wrapped/swaddled if requested by families, ensuring the following is adhered to:
  - Educators will follow guidelines from Red Nose, leaving arms free once the startle reflex disappears at around three months of age and discontinuing the use of a wrap once baby shows signs of rolling (around four to six months of age).
  - Educators communicate regularly with parents to provide consistency between the service and home.
  - Wrapping will only be done by senior or qualified educators who are confident and have experience.

[Click here](#) to access the Red Nose Safe Wrapping Information.

### **Moving from a Cot to a Bed**

Children are transitioned from cots to low-lying stretcher beds when educators determine they are developmentally ready. This may occur if a child begins to show signs of attempting to climb out of their cot or if there are changes in their sleep patterns. Children in babies and nursery rooms who sleep on stretcher beds are monitored just as closely and as frequently as those sleeping in cots.

### **Bed safety**

- Pillows will not be used for children under the age of 2. If children over the age of 2 use a pillow or cushion whilst sleeping or resting, educators will ensure the child's face remains uncovered and there is no further soft bedding in close proximity that could pose a suffocation risk.
- Sleeping bags can pose a risk of falls and injuries if children walk around in them. If families request sleeping bags be used once the child is on a bed, ensure it is put on immediately before the child lays down and is taken off as soon as they are awake.
  - Sleeping bags may be a safety risk during an evacuation or emergency if children need to move or be moved quickly. This will be considered in the service's risk assessment. To minimise risk, the Centre Coordinator may decide that only children sleeping in cots can use sleeping bags.

### **Outside sleeping**

At Keiki Early Learning we regularly use the outdoor environment for sleep and rest times. To ensure the safety of the children the following will be taken into consideration:

- The sleep and rest environments and equipment should be safe and free from hazards.

- The sleeping and rest environments are set up in a way to ensure children are not in direct sunlight.
- A safety check/risk assessment will be conducted on the sleep and rest environment on a regular basis.
- Educators will closely monitor sleeping and resting children.
  - All sleeping children are within hearing range and observed. This involves checking/inspecting sleeping children at regular intervals and ensuring that they are always within sight and hearing distance of sleeping and resting children so they can easily monitor a child's breathing and the colour of their skin.
- Ensure children are sleeping with their faces uncovered.
- Remove children's clothing with hoods, drawstrings or ties.
- Children will be dressed appropriately for the outdoor weather conditions.

### **Out of School Hours & Preschool (Three Plus) Services**

#### **Meeting the sleep & rest needs of all children**

Keiki OSHC Services define 'rest' as a period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep. Considering the busy and energetic nature of a child's day, we feel that it is important for children to participate in a quiet/rest period after school if required, to rest, relax and recharge their body.

Our service will consult with families about their child's individual needs, ensuring they are aware of the different values and parenting beliefs, cultural or opinions associated with sleep requirements.

The Nominated Supervisor/Centre Coordinator will:

- Ensure reasonable steps are taken to ensure that the needs for sleep and rest of all children are met, having regard to the ages, developmental stages and individual needs of each child.
- If relevant (for example younger children or children who rest regularly at the service), discuss sleep and rest routines and practices with families to reach an agreement on how these occur for each child at the service.
- Ensure safe sleep practices are documented and shared with families.

Educators will:

- Respect family preferences regarding sleep or rest needs and consider these while ensuring children feel safe and secure in the environment.
  - Families may need to be reminded that children will neither be forced to sleep nor prevented from sleeping, in order to meet their natural sleep, and rest needs.
- 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. It is important that opportunities for rest and relaxation, as well as sleep, are provided.
- Consider and implement a range of strategies to meet children's individual sleep and rest needs.
- Recognise and respond to children's individual cues for sleep (yawning, rubbing eyes, disengagement from activities, crying etc).
- Acknowledge children's emotions, feelings and fears and respond with appropriate sensitive care and attention.

## Supervision & the physical environment

The Nominated Supervisor/Centre Coordinator will:

- Ensure that sleeping children are closely monitored and are within sight and hearing range of an educator at all times and that nothing is covering their face.
- Ensure there are adequate numbers of appropriate equipment for children to rest or sleep as required (eg yoga mats, floor cushions and comfortable furniture).
- Ensure that sleep and rest environments are safe and free from hazards and are well-ventilated with adequate light.
- Provide appropriate opportunities to meet each child's need for sleep, rest and relaxation, including providing children with comfortable spaces away from the main activity area for relaxation and quiet activities.

Educators will:

- Ensure sleeping/resting children are within hearing and sight of an educator at all times and are observed regularly.
  - Record any children's periods of rest on Xplor Playground.
- Assess each child's circumstances and current health to determine whether higher supervision levels and checks may be required.
- Ensure that all rest/sleep surfaces are clean and in good repair
- Consider if a school-age child requests a rest, a designated area for the child to be inactive and calm, away from the main group of children is provided.
- The designated rest area may include a cushion, bean bag or comfortable seat in a quiet section of the service.
- Monitor the room temperature if children are sleeping. Encourage children to dress appropriately for the room temperature when resting. Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing.



## Supporting Documents

### Policies

[Service Cleaning and Maintenance Policy](#)  
[Providing a Child Safe Environment Policy](#)  
[Supervision of Children Policy LDC Three Plus](#)  
[Supervision of Children Policy OSHC](#)

### Other Documents

[Keiki Sleep and Rest Risk Assessment](#)  
[Safe Sleep Check Form](#)

### Resources

[Education and Care Services National Law \(WA\) Act 2012](#)  
[Education and Care Services National Regulations 2012](#)  
[Red Nose Website](#)

### National Child Safe Principles

1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
2. Children and young people are informed about their rights, participate in decisions affecting them and taken seriously.

3. Families and communities are informed and involved in promoting child safety and wellbeing.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
8. Physical and online environments promote child safety and wellbeing while minimising the opportunity for children and young people to be harmed.
10. Policies and procedure document how the organisation is safe for children and young people.



### Sources

- ACECQA - Australian Children's Education & Care Quality Authority
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law (WA) Act 2012. (2023).
- Education and Care Services National Regulations 2012. (2023).
- Guide to the National Quality Framework. (2023).
- Red Nose Australia. Safe Practices. [Safe Sleeping Environment for Newborns, Babies & Children | Red Nose Australia.](#)
- Australian Competition and Consumer Commission (ACCC). Product Safety – Household Cots <https://www.babyproductsafety.gov.au/sleep-safe/household-cots>. (2022).
- Work Health and Safety Act (WA) 2020. (2022).
- Work Health and Safety (General) Regulations 2022. (2022).
- Red Nose. National Scientific Advisory Group (NSAG). 2013. Information Statement: Soft toys in the cot. Melbourne, Red Nose. (2018).
- Red Nose. Safe Wrapping. [https://rednose.org.au/downloads/RN3356\\_SafeWrapping\\_DL\\_Oct2018\\_1.pdf](https://rednose.org.au/downloads/RN3356_SafeWrapping_DL_Oct2018_1.pdf). (2017).
- Raising Children. Moving from Cot to Bed. <https://raisingchildren.net.au/toddlers/sleep/where-your-child-sleeps/cot-to-bed>. (2020)
- ACECQA Risk Assessment and Management Tool. <https://www.acecqa.gov.au/media/32166>. (2023)
- ACECQA Sleep and Rest for Children Policy Guidelines. <https://www.acecqa.gov.au/media/31986>. (2023).



### Links to Regulations

#### National Quality Standard

#### Quality Area 2: Children's Health and Safety

|       |                       |                                                                                                                                                   |
|-------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1   | Health                | Each child's health and physical activity is supported and promoted.                                                                              |
| 2.1.1 | Wellbeing and comfort | Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. |
| 2.2   | Safety                | Each child is protected.                                                                                                                          |
| 2.2.1 | Supervision           | At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.                                 |

#### Quality Area 3: Physical Environment

|       |                       |                                                                                                                                                                                     |
|-------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1   | Design                | The design of the facilities is appropriate for the operation of a service.                                                                                                         |
| 3.1.1 | Fit for purpose       | Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.                                         |
| 3.1.2 | Upkeep                | Premises, furniture and equipment are safe, clean and well maintained.                                                                                                              |
| 3.2   | Use                   | The service environment is inclusive, promotes competence and supports exploration and play-based learning.                                                                         |
| 3.2.1 | Inclusive environment | Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. |

#### Quality Area 4: Staffing Arrangements

|                                                                                 |                                              |                                                                                                                                                         |
|---------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1.1                                                                           | Organisation of educators                    | The organisation of educators across the service supports children's learning and development.                                                          |
| <b>Quality Area 5: Relationships with children</b>                              |                                              |                                                                                                                                                         |
| 5.1                                                                             | Relationships between educators and children | Respectful and equitable relationships are maintained with each child.                                                                                  |
| 5.1.1                                                                           | Positive educator to child interactions      | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.         |
| <b>Quality Area 6: Collaborative partnerships with families and communities</b> |                                              |                                                                                                                                                         |
| 6.1                                                                             | Supportive relationships with families       | Respectful relationships with families are developed and maintained and families are supported in their parenting role.                                 |
| 6.1.2                                                                           | Parent views are respected                   | The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.  |
| 6.1.3                                                                           | Families are supported                       | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. |

| Education and Care Services National Regulations |                                                                  |
|--------------------------------------------------|------------------------------------------------------------------|
| 81                                               | Sleep and rest                                                   |
| 82                                               | Tobacco, drug and alcohol-free environment                       |
| 103                                              | Premises, furniture and equipment to be clean and in good repair |
| 105                                              | Furniture, materials and equipment                               |
| 106                                              | Laundry and hygiene facilities                                   |
| 107                                              | Space requirements – indoor space                                |
| 110                                              | Ventilation and natural light                                    |
| 115                                              | Premises designed to facilitate supervision                      |
| 168                                              | Education and care services must have policies and procedures    |
| 170                                              | Policies and procedures to be followed                           |
| 171                                              | Policies and procedures to be kept available                     |
| 172                                              | Notification of change to policies or procedures                 |

| Education and Care Services National Law |                                                                  |
|------------------------------------------|------------------------------------------------------------------|
| 165                                      | Offence to inadequately supervise children                       |
| 167                                      | Offence relating to protection of children from harm and hazards |



| Review & Document Control     |                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Policy Reviewed               | Modifications                                                                                                                                                                                                                                                                                                                                 |
| 2 <sup>nd</sup> November 2017 | Updated due to changes of regulations and changes in the National Quality Standards. Reviewed by panel and families.                                                                                                                                                                                                                          |
| 8th January 2018              | Quality Area updated to reflect the changes to the NQS. Centre Director term replaced with Coordinator.                                                                                                                                                                                                                                       |
| 2nd November 2018             | Improvement to opening statement.                                                                                                                                                                                                                                                                                                             |
| 20th December 2018            | Added statement to make clear that children must sleep top to toe to prevent cross infection.                                                                                                                                                                                                                                                 |
| December 2019                 | Checked for recommendations with Red Nose.                                                                                                                                                                                                                                                                                                    |
| October 2020                  | Intervals made clear. All sleeping children are within hearing range and can be observed. Added check colour of skin to sleep check. Added bed linen securely tucked under bed and not over head or face. Added no soft bedding in sleeping environment (pillows, doonas, loose beddings, lambswool or soft toys). Amended listed regulations |
| November 2020                 | Added section about 2 year old sleep checks – reference Robert Childcare Experts.                                                                                                                                                                                                                                                             |
| February 2021                 | Added Outdoor sleep section                                                                                                                                                                                                                                                                                                                   |
| April 2021                    | Sleep bags – updated                                                                                                                                                                                                                                                                                                                          |
| October 2021                  | Updated why with rights of the child, link to philosophy. Checked red nose recommendations. Added key terms. Added oshc policy. Added learning and training for educators. Added images. Added education for families. Input from MP, Hams added and updated.                                                                                 |
| November 2022                 | New format and review of policy to remove duplicate information. Clarification around patting children to sleep, patterns of head to toe mattress arrangement. Added pillow and sleeping bag guidelines for children using beds. Added link to wrapping guidelines. Added sleep check form as Appendix A.                                     |

|                |                                                                                                                                                                                                                                                                                                    |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September 2023 | New format. Updated links & sources. Added further distinction between types of services. Added requirement for safe sleep training for educators. Updated sleep bags used on beds. Added risk assessment requirements. Clarified bassinets not used. Audited against upcoming regulation changes. |
| October 2023   | Checked against regulation changes.                                                                                                                                                                                                                                                                |
| April 2025     | Bookmarks & hyperlinks updated, change “long day care” to “early learning”. Update wording to be consistent with regulations. Added how the policy is communicated with families.                                                                                                                  |
| September 2025 | Added moving children to a bed section. Added child safe principles section and added principles wording throughout. Clarity on comforters in cots.                                                                                                                                                |

### Disclaimer

It is each employee, family and visitor to the service’s responsibility to read, understand, follow and address any concerns with management about this policy.

Are you looking at the most recent version of this document?

You can find it at: <https://keikiearlylearning.com.au/policies-and-procedures/>

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