



Sleep & Rest Policy

Aim

Sutherland Presbyterian Church Preschool caters for children aged from 2 to 5 years and recognises the varied sleep and rest requirements for children in this age range. As such we offer an environment that supports each child's individual needs throughout the day and is flexible with this based on the child while considerate of the safe sleeping guidelines to support each child's wellbeing.

Sutherland Presbyterian Church Preschool prioritises the safety, wellbeing and welfare of our enrolled children over all others. The aim of this policy is to allow us to support positive outcomes for all children through our approaches.

Acknowledgement

We recognise that sleep is a dangerous time for young children and ensure that we are supporting children's needs during this time. Due to the fact that we do not have any children under age of 2 enrolled at the preschool the risks are reduced due to children's size, increased muscle tone, and motor function. As such our sleep and rest approaches are reflecting of the age and abilities of the children in our preschool and the reduced risks associated with these children.

Contextual Information for our Service

Number of children in setting: up to 29

Ages of children in setting: 2 to 5 years

Min number of children who might sleep: 0 or 1

Max number of children who might sleep: 6



Implementation

We acknowledge that children's needs for sleep and rest are impacted by a number of variables, including age, development, health issues, sleep patterns at home, changes in behaviour and children's well-being. As such we aim to create an environment that supports all children's needs in the following ways:

- The inside and outside environments offer quiet areas for children to retreat to and rest if they wish. Indoors, the Quiet Zone is specifically designed for children who need a quiet moment to themselves.
- Children are able to ask for whatever they need during the day to support their needs, for example a cushion or a bed to rest on. We encourage children to demonstrate their agency around their needs and feel confident in advocating for their voice to be heard and valued. To support safe sleeping in line with our risk assessments beds will always be prioritised for children who are under 3 and those with identified sleep risks.
- After lunch there is no formal rest time for those children who wish to rest or sleep. Rest or sleep throughout the day is able to be initiated by either parent or child on a needs/ desired basis.
- Children are given beds to lay on in a quiet section of the environment. This may be inside or outside depending on where the children choose to rest. An educator will always stay with those children sleeping or resting to maintain supervision if not in the vicinity of the other children.
- Children not wishing to rest, or sleep continue on with the curriculum without any need for changes in experiences. If playing in an area near children who are sleeping, or resting, children are encouraged to use quiet voices to respect the needs of their peers and develop their ability to demonstrate empathy.
- Families are communicated with regularly to ensure their child's sleep needs are met and any changes in the home environment are matched inside the preschool. If a family member requests a child have a rest because they had a restless sleep or a late night, we will encourage the child to have a rest but will not force this to occur.
- Children may choose whether they wish to fall asleep independently or be supported to go to sleep by an educator patting them or rubbing their back. Children are encouraged to request what support they need, if any, and this is then provided.
- On waking from their nap, children are able to rest on their beds and get up in their own time (they are not rushed). This may also entail sitting with the educator for wake up comfort if they wish.



Procedures

Bed/Sleep hygiene

- Children's sheets are used for the entire week (of attendance) and then removed and washed in the on site laundry. Each bed is labelled with a masking tape name marker for easy identification. Some children will use the same sheets each week as per preference.
- Once sheets are removed beds are washed with warm soapy water. A spray bottle is used to ensure good coverage of detergent. Beds must be sprayed away from the children ie in the church or outside when children are not present.
- If a child has a toileting accident while on their bed then the sheets are removed and washed separate to other items, and the bed is washed before being used again. Soiled sheets will be hosed off in an area inaccessible to the children prior to washing.
- If a child sleeps on a surface other than a bed, e.g. a cushion, appropriate cleaning practices will be implemented such as the cover washed. Where bodily fluids are involved a more thorough clean will be undertaken. This may include the whole cushion or disinfecting the surface.

Communication of children's sleep/rest with families

- From orientation we work closely with the family to understand their home routines and the needs of their children. This includes understanding sleep/rest expectations.
- Where families have specific requests around sleep or rest we will work with them to understand the rationale behind these requests and the impact of these requests on the child.
- Where requests have the potential to impact children's safety, children's wellbeing, or the compliance of the preschool, we will work with the family to identify ways to negotiate outcomes that support positive outcomes for the family, child and preschool. This may include increased daily communication, sharing of information on sleep routines to support home practices, or working with health professionals to implement an individual plan based on the child's specific needs.
- A child's sleep or rest will be documented in the Sleep book and communicated verbally to families.



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- The information will contain the length of time the child rested or slept as well as the time the child went to sleep and when they woke up.
- Information is shared with families on the importance of safe sleep practices to ensure that they are aware of this and it can help them in their parenting approaches, including with any younger children they may have at home.
- Where children sleep on a surface other than a bed this will be communicated to the family along with the additional sleep checks taken to ensure their safety.
- During enrolment families are made aware of the fact that children are encouraged to have agency over their own sleep needs and this may mean that beds are not always used for sleep – primarily with children over 3 who have no identified additional risks.
- If a child has a preference for sleeping on surfaces other than beds this will be communicated to families and permission sought so they are aware of this practice being more regularly implemented. See Appendix C.

Safe Sleep environment

The environment where children are sleeping should be in line with safe sleep guidelines and the sleep and rest risk assessment, including:

- Adequate lighting for supervision while still supporting sleep/rest
- Well-ventilated - windows/doors open, outside, fans/aircon - Where external conditions are impacting air quality such as smoke or pollution then the doors will remain closed to stop this impacting air quality within the preschool.
- Free of hazards - well-maintained equipment, clear floors, no additional items on beds beyond bedding, beds not placed near items child could pull/knock onto bed, beds not placed near electrical cords. A comfort item such as a teddy or other cuddly is acceptable but will be monitored to ensure safety.
- No necklaces during rest time
- Remove hoodies for rest time
- Enough space between beds to walk between children
- Beds not placed in doorways or impacting emergency exits



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- Placing children head to toe, or top and tail, so that their faces are not next to each other to avoid spreading germs.
- Bassinets that large enough for a child to climb into will not be available in the environment at any time that children are being educated and cared for.

Educator Training on Safe Sleep

Educators attend annual safe sleep training via webinar (Rare Support). A safe sleep quiz will be completed annually to check safe sleep knowledge. See Appendix E.

Supervision

We have a safe sleep procedure (Appendix A) to ensure that children in the environment are monitored appropriately to support children's sleep and rest needs. Depending on who is sleeping and how they are sleeping the following approaches will be taken:

- Toddlers and preschoolers sleeping on beds – An educator is always in the vicinity, monitoring, and every 10 minutes, a formal sleep check will be conducted in line with the procedure, as per the Safe Sleep Check (Appendix B).
- Any child sleeping not on beds – An educator is always in the vicinity monitoring and every 10 minutes a formal sleep check will be conducted in line with the procedure, as per the Safe Sleep Check (Appendix B). A note will be made at the bottom of the sleep check chart and the parent will be informed on pick up.
- One educator will be in the sleep space (indoors or outdoors) at all times, actively checking children who are resting or sleeping, according to Appendix A – Sleep and Rest Procedure. An alarm will be set every 10min as a reminder for the sleep check. Another person is able to conduct the sleep check if requested, eg when the designated person is attending to other children. The person carrying out the sleep check must sign the sleep check chart. The designated person will perform a handover to another person for sleep checks if they need to leave the room (eg for their lunch break or to go outside). See Appendix D - Person Currently Responsible for Sleep Supervision and Sleep Checks.

A timer is set on an iPad for every 10 minutes to remind the designated educator to perform the sleep check.



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Source

- Education and Care Services National Regulations
- Staying Healthy in Child Care 6th Edition
- <http://www.acecqa.gov.au/Safe-sleep-and-rest-practices>

Compliance evidence:

- Education and Care Services National Regulations (2025) 81, 82, 87, 103, 105, 106, 107, 110, 115, 168, 169, 170, 171, 172
- National Quality Standards 1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 5.1, 5.2, 6.1, 7.2

Date of current review: May, 2026

Date of previous review: April 2026, Mar 2026, Nov 2025, July, 2025

Date of next review: May 2027 or as required.

Appendices - see next page



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Appendix A – Sleep and rest procedure - display at front of sleep folder as a reminder

During any time children are sleeping an educator must be within the vicinity of the children at all times. This educator must be monitoring the sleeping children and ensuring there are no safety concerns. Checks of the children and environment must be undertaken at the following intervals:

- Toddlers on beds – 10 minutes
- Preschoolers on beds – 10 minutes
- Any child not on bed – 10 minutes
- Children with specific risks – As per their support plan.

Check the environment for the following hazards and remove any items found:

- Dangling cords
- Trip hazards
- Additional items in children's bedding other than sheets and blanket
- Electrical cords
- Lack of ventilation
- Lack of adequate lighting to see children
- Children's faces covered
- Lack of clear pathways between beds
- Beds in front of emergency exits
- Children's heads near each other

Check the children during checks in the following ways:

1. Approach children
2. Check for signs of easy breathing – if not clear physically touch the child to feel the rise and fall of the chest
3. Ensure children do not have anything covering their faces
4. Remove any additional items that may have made their way onto the bed
5. Ensure children's airways are open with head/neck straight, especially for younger children.

If any issues arise:

- Record on the sleep check form
- Address if possible – remove, reposition, apply first aid etc. or call for help.
- Report to the RP

This list will be kept at the front of the Sleep & Rest folder to assist educators during safety checks.



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Appendix B – Sleep Check

Child's name: _____ Date: _____

Sleep environment (circle): bed in room / bed outside / quiet zone / cushion / other (specify):

Time child settled onto bed: _____

Time Asleep: _____ Time Woke: _____ OR

Rested but did not sleep between (times): _____

Time 10min	Environment checked as per procedure	Child checked as per procedure	Child has been closely monitored between checks	Name
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	
	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	

Any adjustments or changes made during sleep checks: _____

Parent communication:

I was informed of my child having slept on a surface other than a bed and how they were kept safe during this time. Mark as N/A here if not applicable:

Parent Signature: _____ Date: _____



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Appendix C - Sleep and rest permission form

Your child _____ has shown a preference/need for sleeping on surfaces other than beds more than once or twice. To ensure that you are aware of their sleep preferences and how we support these within the service we are seeking permission to continue to allow this to be supported and inform you of our processes to you know how we keep your child safe.

Supervision:

- Children who sleep on surfaces other than beds, such as cushions or mats, will be supported with increased supervision due to the increased potential of risk.
- Sleep checks will be completed every 10 minutes and staff will stay nearby at all times to closely monitor and make any adjustments necessary.
- Educators will also ensure that your child is not impacted by the movements of other children based on their sleep location and create a safety zone around them if necessary.

Hygiene:

- Any surfaces children choose to sleep on will be clean and hygienic and where they are not children will be moved to a more safe location.
- Surfaces children choose to sleep on are cleaned between uses.

If you give ongoing permission for your child to continue to sleep on surfaces other than beds, should they choose to do so, please complete the information below.

I give permission for my child to sleep on any safe surface of their choosing.

I am aware of the measures taken by the preschool to keep my child safe.

Parent Name: _____

Parent Signature: _____

Date: _____



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Appendix D - Person Currently Responsible for Sleep Supervision and Sleep Checks

This person will be in the room at all times and actively checking children who are resting or sleeping, according to Appendix A – Sleep and Rest Procedure. An alarm will be set every 10min as a reminder for the sleep check. Another person is able to conduct the sleep check but must sign there sleep check (see detail in policy). The designated person will perform a handover to another person for sleep checks if they need to leave the room (eg for their lunch break or to go outside).

Term	Week	Day/ Date	
Time in	Time out	Person	Comments

Term	Week	Day/ Date	
Time in	Time out	Person	Comments



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Appendix E - Safe Sleep Quiz

Name:

Date:

Check the safe Sleep policy and risk assessment for all the answers to the questions below:

What are some areas that should be taken into account when deciding where to set up a sleep zone (list as many as you can think of that apply to **our learning environment**)

How often should sleep be checked?

What should you check during a sleep check?

List some adjustments or changes that might need to be made after checking a child whilst they are asleep. With each adjustment or change, list what you would observe and what adjustment or change you might make:



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Is a child able to sleep on an alternate surface besides a bed? If yes, when might this occur and how would you document?

What parts of the safe sleep chart should be completed:

When should sheets be washed?

Attach a sample “completed” sleep check with your quiz.



Sleep and Rest Guidelines for children aged 2 to 5 years

For display in the room as a check reminder for educators.

Beds should be set up in a quiet space away from emergency exits.
Ensure adequate spacing between beds and beds situated head to toe.

No hoodies or necklaces during rest.

A movable divider can be used to create a rest zone and some privacy for resting children but this should not prevent adequate air flow and suitable supervision, or sleep checks.

The lights can be turned off to prevent bright lights in the child's face as they rest. However, the room should not be made very dark as this will prevent proper sleep checks.

Music can be played if this will help settle the child.

An educator **MUST** be in the room at all time when a child is present, including when resting or sleeping.

Sleep checks will be carried out every 10 minutes. Follow the guidelines at the front of the Sleep Folder: During a sleep check, look/ touch to check that the child is breathing well, ensure their head is uncovered, they are in a safe sleep position and they are not caught up in their sheet or blankets.
Record sleep checks in the day book.

Gently encourage any other children in the room to respect the sleep space by playing quietly and using quiet voices and movements.

Bedding and beds should be washing appropriately at the end of the child's week of attendance or earlier if soiled for any reason/ the child becomes sick.
Hose off any soiling in a zone away from the children if required.

Ensure there are no power cords or shelving children could be injured by as they sleep/ rest.

Air temp will be kept at approx 23 degrees C with air conditioner.

The director will contact random safe sleep zone checks to ensure practices are being maintained.

Last updated **17/5/26**, (previous 27/4/26, 15/7/25, 21/5/25) in accordance with safe sleep guidelines Sleep/ Rest Policy and the Sleep/ Rest Risk Assessment.





Sleep and Rest Risk Assessment

The following risk assessment is to be completed annually, or as soon as any new risks or issues occur within the 12 month period. Any identified risks and their management approach need to be updated in the Sleep and Rest policy to reflect the outcome of this risk assessment. Note: Bassinets are not allowed to be on premises when children are being educated and cared for.

Date of assessment: 1 Feb, 2026		Completed by: Lisa Collins in consultation with Rachel Rooke from Rare Support, the educating team, preschool families, and the preschool committee.		
Sleep and rest environments (you may want to do an assessment per sleep/rest area if they are quite different to suitably assess the risks in each space)				
Areas to consider	Identified issues	Potential outcomes	Risk management approach	In policies/ procedures
Air quality, ventilation, temperature	Children could be impacted negatively by poor air quality e.g. bushfires/pollution. - Children could overheat if the room is not temperature controlled	<ul style="list-style-type: none"> - Overheating - Drop in oxygen levels - Breathing difficulties - Asthma triggers - Medical attention required - SUDI - Emergency response 	<ul style="list-style-type: none"> - Children sleep in the open room or outdoors (not in a sleep room). - During periods of poor air quality the room doors and windows will be closed and children will sleep indoors - A movable divider may be used to create privacy without compromising ventilation or temperature. - Fans/air con will be used to keep the room a suitable temperature. Air conditioning will be limited to 23C. 	Safe sleep and rest policy



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<p>Lighting and ability to supervise well with visibility</p>	<ul style="list-style-type: none"> - Dark rooms where children cannot be adequately supervised. - Furniture or equipment blocking supervision of children. 	<ul style="list-style-type: none"> - SUDI - Incident/injury - Room too bright to support sleep 	<ul style="list-style-type: none"> - The room has natural light or some lighting to support children being visible. - Sleep zones are created using moving dividers/ shelving or wall - not a separate room 	<p>Safe sleep and rest policy</p>
<p>Quality of bedding and beds/cots</p>	<ul style="list-style-type: none"> - Poor quality beds can break and injure children. Torn or damaged bedding can increase bacteria and also release fibres that children can inhale 	<ul style="list-style-type: none"> - SUDI - Incident/injury 	<ul style="list-style-type: none"> - Bedding is generally supplied by the preschool (high quality Preschool Dreamers custom made). - Beds are checked for their condition when laying out in the room. Any beds with damage are placed aside and not used to be either repaired or replaced as necessary. These beds are stored away from those that are used by the children and clearly marked as not to be used. 	<p>Safe sleep and rest policy</p>
<p>Hygiene practices e.g. cleaning, cross contamination, topping and tailing beds</p>	<p>Children sleeping on poorly cleaned beds and bedding have an increased risk of contact with bacteria and therefore illness.</p> <ul style="list-style-type: none"> - Children who sleep near other children could cross contaminate each other. Beds not air dried after washing could grow mould. - During an outbreak of illness cross contamination is more of a risk. 	<ul style="list-style-type: none"> - Illness - Incident/injury - SUDI 	<ul style="list-style-type: none"> - Each child has their own bed and bedding for the week. Bedding is washed at the end of the child's attendance for the week, or earlier if soiled/infection risk. Beds are washed with detergent and water then aired in the sun after the child has finished for the week. - Beds are alternated head to toe. - Where an outbreak of illness is identified, increased cleaning will take place. Beds and sheets do not touch when stacked. Bedding is washed onsite in the preschool washing machine and weather permitting 	<p>Safe sleep and rest policy</p> <p>Illness policy</p> <p>Cleaning procedures</p>



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			will be sun-dried. Soiled sheets will be hosed off prior to washing if necessary.	
Other hazards e.g. cords, trip hazards, pillows	<ul style="list-style-type: none"> - Trip hazards causing educators or children to fall when moving around the beds. Children having too many pillows or cushions that could impact airways. Children who cover their heads with bedding that could impact their airway/ventilation Children who are placed near items that could cause injury such as power cords or shelving that they could knock items off onto their bed. 	<ul style="list-style-type: none"> - Incident/injury - SUDI - Overheating 	<p>Resting area will be kept free of tripping hazards.</p> <p>Children will be limited to one low preschool issued pillow and this will be monitored when setting up for sleep.</p> <p>Whilst sleeping children will be checked to ensure their faces are not covered and their breathing is not impeded.</p> <p>During bed set up the area will be checked to ensure there are no items that could cause injury such as power cords or shelves that could fall on them/ have items pulled off.</p> <p>The Sleep and Rest Guidelines are displayed in room and followed when setting up beds. Random checks of procedures will be carried out by the Director to ensure all safety practices are being followed.</p>	<p>Safe sleep and rest policy</p> <p>Environment risk assessment</p>
Placement and location of sleep/rest areas including level of noise and access	<ul style="list-style-type: none"> - Beds placed too close together so no clear pathways. - Beds placed in exit routes/doorways blocking exit. - Loud noises impacting children's wellbeing and rest. 	<ul style="list-style-type: none"> - Children not sleeping/poor sleep quality - Emergency exits blocked - Incident/injury 	<ul style="list-style-type: none"> - Beds are spaced out with clear pathways between them. - Beds are not placed near doorways and in exit routes. - Quiet music is played if the children wish 	Safe sleep and rest policy



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	- Children impacted by those who do not sleep playing around them		to help cover surrounding noises. - Sleep zones are created in the quieter spaces so that children are able to sleep. Non sleeping children will be encouraged to treat sleeping children with care and respect by keeping the resting area quiet and calm.	
Children not having beds or falling asleep on other surfaces	- Not enough beds for all children so if more children want sleeps than beds they will need to sleep on different surfaces. - Some children prefer to sleep on other surfaces such as cushions or may fall asleep where they lay.	- SUDI especially for younger children - Incident/injury in other children's way - Potential hygiene issues with surface slept on	- Toddlers will always be prioritised with beds due to increased risks with younger age - Cushions will be available - Children who sleep on cushions and other surfaces will be more closely monitored. - Where toddlers sleep on cushions, or those with identified risks, they will be moved to a bed. - Cushion covers/other surfaces will be washed between use, especially where bodily fluids were involved.	Safe sleep and rest policy Cleaning procedures
Supervision				
Areas to consider	Identified issues	Potential outcomes	Risk management approach	In policies/ procedures
Likelihood of general sleep issues based on age(s)	0-2: Not applicable to service operations	N/A	N/A	N/A



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	2-3: Decreased likelihood of SUDI related issues due to age, ability to manage body placement, less risk in airway however still risks.	- SUDI	Children who are 2-3 are given beds as a priority to ensure they have supported airways. Children are checked every 10 minutes and an educator is always in the vicinity monitoring.	Safe sleep and rest policy
	3-5: Further decrease in risk however still need to be monitored and ensure all safety measures are in place Older children may not always have a bed or may fall sleep where they choose as often do not rest at rest time.	- SUDI	Children are offered beds where possible and practical. If children sleep on another surface such as a cushion their sleep checks are more constant, and their airway is monitored more closely.	Safe sleep and rest policy
Supervision requirements e.g. what to check and when	<ul style="list-style-type: none"> - Children who are not checked regularly could be having an issue and this may impact their breathing and positive outcomes. - Children sleeping not on beds have increased risk. 	<ul style="list-style-type: none"> - SUDI - Incident/injury - Illness 	<ul style="list-style-type: none"> - Sleep checks between (10 and 20 min intervals) will be carried out and documented on the sleep chart (on Smart Central or in the staff msg book). 	Safe sleep and rest policy
Supervision expectations e.g. who, what to document	<ul style="list-style-type: none"> - Children who are only supervised from a distance may have their breathing impacted and if this is not picked up it could result in a serious incident. - If not recorded there is no evidence of sleep checks and systems in place 	<ul style="list-style-type: none"> - SUDI - Incident/injury - Lack of accountability 	<ul style="list-style-type: none"> - Educators are expected to check breathing (eg through rise of the chest and other movement), colour of skin, that the face/ breathing is not impeded by sheets, blankets, clothing or toys. - Sleep check for room where children on bed - Additional sleep check for children not sleeping on beds to ensure adequate safety systems in place. 	<p>Safe sleep and rest policy</p> <p>Sleep check procedure and forms</p>



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Ensuring enough staffing levels to supervise safely	- Balancing the needs of the sleeping and non-sleeping children during rest time and staff breaks.	- Increased risks as educator distracted - Incident	- Wherever possible the preschool has additional adults to lower ratios. An educator will remain in the same room/ space as the child at all times. - Lunch breaks are covered where additional staff are not present, so that ratio is maintained at all times.	Safe sleep and rest policy Rosters
Staff awareness of requirements and expectations				
Areas to consider	Identified issues	Potential outcomes	Risk management approach	In policies/ procedures
Induction	- Staff not being aware of the expectations and how to minimise risks.	- Risks not managed appropriately	- Sleep and rest practices are integrated into the induction process. The Sleep policy and guidelines and a 1 hour webinar on sleep and rest is included in the New Educator Pack.	Safe sleep and rest policy Induction
Policies and procedures	- Staff not being aware of the expectations and how to minimise risks.	- Risks not managed appropriately	- Sleep and Rest Policy reviewed and shared with staff at least annually. A guideline summary has been created to remind educators of safety factors.	Safe sleep and rest policy
Changes to policies and procedures	- Staff not being aware of any new expectations and how to minimise risks.	- Risks not managed appropriately	- Any future changes to policies or procedures communicated through email. Policies are also posted on the preschool website.	Safe sleep and rest policy



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<p>Following an incident</p>	<p>- Staff not being aware of steps to prevent the incident occurring again and minimising risk in the future.</p>	<p>- Risks not managed appropriately</p>	<p>- Critical reflection will be undertaken by the team in the event of an incident in relation to rest or sleep and policies/ procedure will be updated as necessary.</p> <p>- Staff will undergo training where gaps are identified in sleep/rest knowledge to support children’s safety and wellbeing.</p> <p>-Where needed incidents will be investigated and staff practices reviewed as per HR policies and procedures.</p>	<p>Safe sleep and rest policy</p>
<p>Keeping up to date with best practice guidelines</p>	<p>- Changes to the safe sleep practices that are not reflected in our practices leading to increased risks.</p>	<p>- Risks not managed appropriately</p>	<p>- Once a term we will check with Red Nose for updates to safe sleep practices. This will be recorded on our Quarterly WHS Checklist.</p> <p>- Any changes or new information that can impact or improve our practices will be shared and discussed with the team. Where relevant it will be updated in policies, procedures, risk assessments etc.</p> <p>Educators will also complete a 1 hour webinar on sleep and rest at the commencement of each year.</p>	<p>Safe sleep and rest policy</p> <p>Professional development</p>



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Individual children's needs

Areas to consider	Identified issues	Potential outcomes	Risk management approach	In policies/ procedures
Specific children health needs	<p>- Children with individual health needs impacting their risks at sleep and rest time.</p> <p>Based on individual children, currently N/A</p>	- Risks not managed appropriately	<p>- We do not currently have any children with specific needs however we work closely with the family to understand their needs, seek additional information (e.g. medical reports, cultural expectations) and identify a compromise that supports both the needs of the child and safe sleep practices within the preschool. Where appropriate a plan will be put in place and communicated so that everyone is aware of the expectations and implements them consistently.</p>	<p>Safe sleep and rest policy</p> <p>Individual support plan</p> <p>Communication plan</p>
Specific children's cultural needs	<p>- Children with individual cultural needs impacting their risks at sleep and rest time.</p> <p>Based on individual children, currently N/A</p>	- Risks not managed appropriately	<p>- We do not currently have any children with specific needs however we work closely with the family to understand their needs, seek additional information (e.g. medical reports, cultural expectations) and identify a compromise that supports both the needs of the child and safe sleep practices within the preschool. Where appropriate a plan will be put in place and communicated so that everyone is aware of the expectations and implements them consistently.</p>	<p>Safe sleep and rest policy</p> <p>Individual support plan</p> <p>Communication plan</p>
Specific children's hygiene needs	<p>- Children with individual hygiene needs impacting their risks at sleep and rest time.</p> <p>Based on individual children, currently N/A</p>	- Risks not managed appropriately	<p>- We do not currently have any children with specific needs however we work closely with the family to understand their needs, seek additional information (e.g. medical reports, cultural expectations) and identify a compromise that supports both the needs of the child and safe sleep practices within the</p>	<p>Safe sleep and rest policy</p> <p>Individual support plan</p>



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			preschool. Where appropriate a plan will be put in place and communicated so that everyone is aware of the expectations and implements them consistently.	Communication plan
Specific children's physical needs	<ul style="list-style-type: none"> - Children with individual physical needs impacting their risks at sleep and rest time. <p>Based on individual children, currently N/A</p>	<ul style="list-style-type: none"> - Risks not managed appropriately 	<ul style="list-style-type: none"> - We do not currently have any children with specific needs however we work closely with the family to understand their needs, seek additional information (e.g. medical reports, cultural expectations) and identify a compromise that supports both the needs of the child and safe sleep practices within the preschool. Where appropriate a plan will be put in place and communicated so that everyone is aware of the expectations and implements them consistently. 	<ul style="list-style-type: none"> Safe sleep and rest policy Individual support plan Communication plan
Working with families				
Areas to consider	Identified issues	Potential outcomes	Risk management approach	In policies/ procedures
Gathering information about home sleep practices	<ul style="list-style-type: none"> - Identifying that home sleep practices are not in line with safe sleeping guidelines - Children's sense of belonging being impacted by not feeling safe and secure at rest time. <p>-Family expectations around sleep quantity not reflecting the developmental or observed needs of the child.</p>	<ul style="list-style-type: none"> - Children's needs not met - Incidents - Complaints - Risks at home with sleep practices 	<ul style="list-style-type: none"> - We share information with families on safe sleeping practices to support their awareness of the importance of this and advocate for the safety of the child. - Understand family practices and re-create these so that the child feels supported. - Working closely with the family to support children's wellbeing through adequate access to sleep and/or rest. 	<ul style="list-style-type: none"> Safe sleep and rest policy Enrolment and orientation



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Sharing information on safe sleep practices with families	- Families may not know about safe sleeping practices and place their children at risk, particularly if they have infants in the home.	- Increased risks for child	Information shared with families through formal and informal means including discussions, enrolment and orientation, newsletters, emails etc.	Safe sleep and rest policy
Advocating for safe sleep practices for the child	- Families requesting practices that go against safe sleeping recommendations.	- Children's rights overlooked - Increased risks	- We will work closely with the family to identify ways we can safely come to a compromise without impacting their child's wellbeing or the compliance requirements of the preschool	Safe sleep and rest policy
Families not aware of sleep practices inside the service	- Families may not be aware of their children's sleep preferences, and how we support safety within these inside the service.	- Miscommunication - Lack of transparency	- Communicate sleep options during enrolment and orientation - Let families know if their child slept on anything other than a bed. - Where children have a preference for this seek permission and explain how safety will be addressed.	Safe sleep and rest policy
Date of next assessment: 1 Feb 2027		Date of policy review in line with changes: 1 Feb 2026		