

Orange Grove Public School Preschool

Sleep and Rest Procedures

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1	Regulation 81	Leading and Operating Department Preschool Guidelines Preschool sleep and rest guidelines
Pre-reading and reference documents		
ACECQA sleep and rest practices		

Record of procedure's review	
Date of review and who was involved	
14/04/2021 - Lauren Tinslay 15/04/2021 - Kate Jones	
Key changes made and reason/s why	
<ul style="list-style-type: none"> - Adding roles and responsibilities for principal, supervisor and educators to improve clarity of who is responsible for each task. - Changing structure and order of information to improve access to necessary information. - Clarification of responsibilities for when a child requires sleep at preschool due to change in practices after reflection. 	
Record of communication of significant changes to relevant stakeholders	
15/04/2021 - communicated to Kasey Henness 21/04/2021 - communicated to the P&C	

Staff roles and responsibilities	
School principal	<p>The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and

	<p>implement this procedure</p> <ul style="list-style-type: none"> • all procedures are current and reviewed as part of a continuous cycle of self- assessment.
Preschool supervisor	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection.</p> <ul style="list-style-type: none"> • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated. • developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
Preschool educators including K-6 staff, relief staff and casual staff	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, at least annually, or as required • ensuring the details of this procedure's review are documented. • analysing complaints, incidents or issues and what the implications are for the updates to this procedure.

Meeting the needs for sleep and rest

The preschool educators ensure the individual sleep and rest requirements of each child are met, as advised by their family. Families are invited to share information about their child's sleep and rest requirements through a one-on-one transition interview and/or a survey at the start of the year as well as incidental interactions throughout the year. Families often share current information about their child's sleep and rest needs at drop off or pick up through discussion with educators.

If families indicate that they wish for their child to sleep while at preschool, the family is asked to provide a fitted sheet and flat sheet in a fabric bag with their child's name. The child's sheets are stored in their locker with their school bag during the days they attend and washed in the preschool at the end of each week. Sleeping mats are available and disinfected by educators after each use. An area for children to sleep is available to the side of the classroom. Educators maintain supervision of sleeping children as per the indoor supervision plan.

Children are not forced to lie down or sleep. There is a designated quiet period included in the daily routine where children engage in a guided meditation, group story or yoga session. This typically runs for less than 5-10 minutes and is flexible depending on the

needs of the children on the day. The children engage in this quiet period in a large, well ventilated area with natural light from windows and a sky light.

Children are encouraged to meditate or listen to stories lying on their backs in case they fall asleep and then turn to a comfortable position once asleep. If a child does fall asleep during the day, educators inform their family how long they slept for upon pick up or via Seesaw if the child attends after school care.

There is a comfortable, quiet area located on the veranda, accessible from both inside and outside, that children can retreat to at any time of the day to rest or seek quiet. Children are supported to have agency over their use of this area or to ask for additional items such as cushions, blankets or guided meditation.

Adequate supervision is maintained while children are in this quiet area and others engage in activities through glass windows which maintains sight of children on the veranda and educator proximity which allows educators to utilise hearing as an additional supervision tool.