

NSW Department of Education

Sleep and rest for children

Procedure guidelines for early childhood education and care services

NSW Early Childhood Education and Care Regulatory Authority

February 2024

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Purpose

Your procedures should be written in clear and concise language, making them easy to read and understand.

The procedures should be specific as to what is required to implement the Sleep and rest for children policy.

Induction and training about the procedures need to be directed and clear so that all educators – including those who may be a volunteer, student, someone who is casually employed, new to a service or moving between rooms – know they can refer to your service's procedures if they are unsure about their role and responsibilities.

The steps and guidelines you document should guide your practice and will help demonstrate how roles and responsibilities are allocated and explained in your service.

When developing or reviewing procedures to support the implementation of your service's Sleep and rest for children policy, ensure the procedures are practical and achievable. For example, where your procedures outline that sleep checks are to be undertaken regularly, for example, every 10 minutes, the procedures need to be specific about what is required for a check, how it is to be recorded, where the documentation of this activity will be kept and how long this record will be stored for.

Reference to policy and philosophy

The procedures should refer to your Sleep and rest for children policy and specify where to find the policy (in hard copy, online or both).

Your procedures will also reflect your service's overall philosophy and supervision and action plans for specific children.

Procedures

This is the document where you set out in detail the way in which the service will implement its Sleep and rest for children policy.

Sleep and rest in early childhood education and care (ECEC) settings is a high-risk activity that requires ongoing risk assessment and risk mitigation. Under the Children (Education and Care Services) National Law (NSW) (National Law), the rights and best interests of children are paramount. The department adopts a risk-based approach in exercising its regulatory functions to help keep children safe. Services must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury during sleep and rest.

Your service is required to have specific step-by-step procedures or a 'how to guide' for each age group, including for school-aged children, that all nominated supervisors and staff members of, and volunteers at the service must follow.

In addition, the sleep and rest procedure should also address:

- how you are using the procedures as part of your educator and staff inductions, as well as ongoing training on safe sleeping practices
- key considerations for the risk assessment outlined under [regulation 84B](#)
- any quality trigger points outside of circumstances that may affect the safety, health or wellbeing of children during sleep and rest, that may prompt a review of the service risk assessment
- templates or documents that might be required and/or used as a part of the procedures (e.g. Sleep and Rest Time Check Chart or digital device/app). If you are using technology to track procedures, you should also include information on what will occur in the situation where technology is not functional
- resources required for the implementation of procedures, where necessary
- systems to monitor the implementation of procedures, such as safe sleep or best practice audits, or how this may be followed up in performance development plans
- how the service will share the procedures with families

- where the procedures will be kept
- when they were last reviewed and a planned timeframe for the next review.

Age is particularly important when considering appropriate sleep and rest, due to the increased risks of Sudden Infant Death Syndrome (SIDS) and Sudden Unexpected Death in Infancy (SUDI) associated with the younger age group.

Your procedures need to reflect the safe sleep recommendations and guidelines set out by:

- the NSW Department of Education, as the NSW Early Childhood Education and Care Regulatory Authority (NSW ECEC Regulatory Authority)
- Red Nose, the recognised national authority on safe sleeping
- Australian Children’s Education & Care Quality Authority (ACECQA), the national authority for children’s education and care under the National Quality Framework (NQF)
- these guidelines.

Consider whether breaking up the Sleep and rest for children policy into separate procedures with different topics will help staff members to follow the procedures and understand their roles and responsibilities. For example, your service’s bed and linen cleaning procedures may need to be displayed in the storeroom where the beds are kept and by laundry facilities.

Roles and responsibilities

This is where you will designate specific roles and responsibilities for the people who hold different positions within your service. This needs to align with the Education and Care Services National Regulations (National Regulations), as set out on pages 12 to 18 below.

It is important to note that it is the legal responsibility of approved providers to ensure systems are in place to ensure that health and safety procedures are implemented by the nominated supervisors, staff members and volunteers in services, including family day care (FDC) environments (if applicable). Ultimate responsibility lies with the approved provider to ensure their service/s are meeting the requirements of the National Law.

This section of the procedure should address:

- the roles and responsibilities of the approved provider, responsible person, nominated supervisor, coordinators, educators, FDC educator assistants or other staff in your service in relation to managing children's sleep and rest
- clear definitions of these roles and expectations and where they will be documented and that the roles and responsibilities reflect your service type
- an explanation of why clear and robust procedures for children's sleep and rest are important for children's health, safety and wellbeing, and how they are relevant to your service context
- sleep and rest policies, procedures and risk assessments will look different for school-aged children, and consideration for how educators work to support children's needs is important
- how the service will learn from the administration of these procedures to improve its practices
- how the service will document the service's strengths and areas for improvements in its Quality Improvement Plan (QIP) or self-assessment information
- how the service will ensure that the necessary tools are available so that educators and staff can follow the procedures in relation to children's sleep and rest

- how educators and staff will be made aware of the procedures and be provided with regular training to ensure they are implemented effectively
- that the procedures and risk assessments are tailored and specific to your individual service, context and children. Changes may be required as children and families enrol or transition out of the service.
- how families will be consulted in the development and review of the procedures
- how educators are supported to navigate conversations with families regarding family requests that may conflict with safe sleeping guidelines.

An example of how roles and responsibilities could be described includes, but is not limited to:

Table 1: Examples of how roles and responsibilities could be described

Role	Responsibility
Approved provider	<ul style="list-style-type: none"> • Ensures that obligations under the Children (Education and Care Services) National Law (NSW) and Education and Care Services National Regulations are met. • Ensures all staff receive information, inductions and regular training to fulfil their roles effectively, including being made aware of the sleep and rest policies, their responsibilities in implementing these and any changes that are made over time. • Takes reasonable steps to ensure that nominated supervisors, FDC coordinators, educators, FDC educator assistants, staff and volunteers follow the policy and procedures. • Ensures children are adequately supervised during periods of sleep and rest. This includes ensuring clear procedures and processes are in place for in-person physical checks of children and recording of all checks at the time they occur. • Ensures that a sleep and rest risk assessment is conducted at least every 12 months or as soon as practicable after becoming aware of any

Role	Responsibility
	<p>circumstance that may affect the safety, health or wellbeing of children during sleep and rest.</p> <ul style="list-style-type: none"> • Ensures the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, developmental stages and individual needs of the children. • Ensures the premises, furniture and equipment are safe, clean and in good repair. This includes ensuring all equipment used meets any relevant Australian Standards and other product safety standards. • Ensures that each child has access to sufficient furniture, materials and developmentally appropriate equipment suitable for their sleep and rest needs. • Ensures that the indoor spaces used by children are well ventilated, have adequate natural light and are maintained at a temperature that ensures the safety and wellbeing of children. • Ensures sleep and rest environments are free from cigarette or tobacco smoke. • Ensures copies of all policies and procedures are readily accessible to nominated supervisors, educators, staff and volunteers, and available for inspection. • Ensures that bassinets are not on the education and care service premises at any time that children are being educated and cared for by the service. For FDC, this means bassinets are not to be in the approved areas of the residence. • Notifies families at least 14 days before changing policies or procedures if the changes will <ul style="list-style-type: none"> – affect the fees charged or the way they are collected, or – significantly impact the service’s education and care of children, or

Role	Responsibility
	<ul style="list-style-type: none"> – significantly impact the family’s ability to utilise the service. • For centre-based services – ensures that the premises are designed to facilitate supervision. • For FDC services – considers best practice guidelines for sleeping environments and equipment when undertaking assessments and reassessments of FDC residences and approved FDC venues.
<p>Nominated supervisor / Family day care coordinator</p>	<ul style="list-style-type: none"> • Ensures children are adequately supervised during periods of sleep and rest. This includes ensuring clear procedures and processes are in place for in-person physical checks of children and recording of all checks at the time they occur. • Ensures sleeping spaces are not dark. The lights can be dimmed, but there needs to be sufficient light to allow supervision and to physically check children’s breathing, lip and skin colour. • Ensures that a sleep and rest risk assessment is conducted at least every 12 months or as soon as practicable after becoming aware of any circumstance that may affect the safety, health or wellbeing of children during sleep and rest. • Ensures sleep practices, environment and equipment continue to be safe and in line with best practice guidelines. • Ensures procedures are tailored to the specific service. • Ensures educators understand and follow the service's policies and procedures and provide training as required. • Ensures educators understand their legal roles in the implementation of the sleep and rest policies and procedures. • Ensures the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages,

Role	Responsibility
	<p>developmental stages and individual needs of the children (e.g. provides opportunities and environments for sleep, rest and relaxation).</p> <ul style="list-style-type: none"> • Ensures that bassinets are not on the education and care service premises at any time that children are being educated and cared for by the service. For FDC, this means bassinets are not to be in the approved areas of the residence. • For FDC coordinators <ul style="list-style-type: none"> – considers best practice guidelines for safe sleeping environments and equipment when undertaking assessments and reassessments of FDC residences and approved FDC venues. – works with FDC educators to tailor the service’s policy and procedures to the unique layout and safety considerations of each FDC residence or venue, as well as the ages and developmental stages of the children in care.
Educators	<ul style="list-style-type: none"> • Have been inducted and trained in the policy and procedures. • Have a good understanding of the service's policy and procedures, and embed practices that support safe sleep into everyday practice. • Provide feedback on policies and procedures, through the review cycle or when an alternate practice is identified. • Have a good understanding of the sleep and rest risk assessment, and collaborate with management to review the risk assessment at least every 12 months or whenever circumstances arise that may affect the safety, health or wellbeing of children during sleep and rest. • Maintain adequate supervision of sleeping and resting children. This involves <ul style="list-style-type: none"> – being within sight and hearing distance at all times

Role	Responsibility
	<ul style="list-style-type: none"> – physically checking children’s breathing by observing the rise and fall of their chest and their lip and skin colour regularly. For example, every 10 minutes, particularly for children under 2 years of age. • Exceptional or extenuating circumstances may mean that continuous supervision is not achievable at all times, for example, if an educator working alone is attending to another child’s safety needs. Providers and service staff should assess and mitigate risks associated with such circumstances. In all cases, safe sleep practices and regular, high-quality physical checks must be implemented. • Physically conduct checks in person (not through a window or by use of CCTV, audio monitors or heart monitors) at the cot side (or side of the floor mattress/toddler bed for children who have moved from a cot) and recorded at the time they occur. • Assess risk factors to determine whether any child requires a higher level of supervision while sleeping and ensure that this is considered in the service risk assessment. • Ensure they are not engaged in other duties (e.g. administrative duties) that will take their attention away from actively supervising sleeping and resting children. • Ensure sleeping spaces are not dark. The lights can be dimmed, but there needs to be sufficient light to allow supervision and to physically check children’s breathing, lip and skin colour. • Ensure that children are clothed appropriately and there are no loose aspects of their clothing (including but not limited to bibs, hoodies, dummy chains or necklaces) that could entangle the child during their rest/sleep. • Identify and remove all potential hazards from sleep environments in line with <u>Red Nose</u> safe sleep recommendations.

Role	Responsibility
	<ul style="list-style-type: none"> • Identify and suggest any potential improvements to service procedures and practice. • Document children’s sleep and rest needs and provide information to families about their child’s sleep and rest patterns. • Consult families to gather information about individual children's needs and preferences. • Model and promote safe sleep practices and make information available to families. • Ensure that bassinets are not on the education and care service premises at any time that children are being educated and cared for by the service. • For FDC educators <ul style="list-style-type: none"> – ensure procedures are relevant to their particular context and FDC residence or venue, and if not, raise this with their nominated supervisor or FDC coordinator – have an agreed and documented practice for the supervision of sleeping children tailored to the unique layout and safety considerations of their FDC residence or venue, as well as the ages and developmental stages of the children in their care. Considerations include how they will supervise and conduct physical checks of sleeping children, while maintaining adequate supervision of other children in their care – ensure their day-to-day sleep practices, environment and equipment continue to be safe and in line with best practice guidelines – ensure the needs for sleep and rest of the children being educated and cared for by the service are met, having regard to the ages, developmental stages and individual needs of the children (e.g. provide opportunities and environments for sleep, rest and relaxation)

Role	Responsibility
	<ul style="list-style-type: none"> – ensure that bassinets are not in the approved areas of the residence at any time that children are being educated and cared for by the service.
Families	<ul style="list-style-type: none"> • Regularly update the service on their child’s sleeping routines and patterns or short-term health or medical conditions that may impact sleeping or resting safely. • Provide informal updates on the previous night’s sleep to assist educators to understand their child’s needs for sleep and rest at a service during the day. • Provide safe, specified bedding, if required. • Dress their child appropriately for the weather conditions and provide additional clothing for the child. • Collaborate with the service if a child has a long-term medical condition that may impact on their child sleeping or resting safely.

The following table will assist you in developing procedures specific to your service’s needs and context. Referring to the National Regulations when you are writing your procedures will assist you to ensure you are meeting your obligations

Table 2: Developing procedures specific to your service

Areas to include in your procedures	What to address in each area (this will be specific to your service context)	Strategies for monitoring and implementation of procedures	Related policy and/or procedure
<p>Beds and linen</p> <p>Law: section 167</p> <p>Regulations: 84A, 84B, 84C, 84D, 103,105, 106, 116, 168(2)(v)</p> <p>QA2: 2.1.1, 2.1.2</p> <p>QA3: 3.1.1</p> <p>QA7: 7.1.3</p>	<ul style="list-style-type: none"> • Where bedding is stored. • When and how the cots and beds are made, ensuring bedding material does not introduce a potential hazard. • The cleaning process for cots, beds and linen. • Whether bedding equipment and products, such as cots, comply with Australian Standards (AS/NZS 2172 and AS/NZS 2195) and other product safety standards. • If portacots are used, ensure there are clear processes for regular checks for 	<ul style="list-style-type: none"> • Create clearly defined roles and responsibility statements, with educators inducted into completing these tasks. • Consider creating shift descriptions or checklists that include these responsibilities. • Undertake risk assessments for the purposes of sleep and rest policies and procedures as per regulation 84C. • Risks relevant to portacot use should be assessed and 	<ul style="list-style-type: none"> • Health and hygiene. • Providing a child safe environment. • For FDC services – Assessment and reassessment of FDC venues and residences.

Areas to include in your procedures	What to address in each area (this will be specific to your service context)	Strategies for monitoring and implementation of procedures	Related policy and/or procedure
	<p>signs of damage and that it assembles correctly.</p>	<p>mitigated in your sleep and rest risk assessment.</p> <ul style="list-style-type: none"> • Conduct periodic workplace health and safety (WHS) checks of the physical environment, furniture and resources. For FDC services, this should also be included as part of reassessments of FDC venues and residences. • Check manufacturer standards upon purchasing new furniture, linen and resources. • Check the sizing of bedding provided by families. 	
<p>Sleeping environment/s</p>	<ul style="list-style-type: none"> • How your service implements best practice guidelines and safe sleep 	<ul style="list-style-type: none"> • Create clearly defined roles and responsibility statements, with 	<ul style="list-style-type: none"> • Health and hygiene

Areas to include in your procedures	What to address in each area (this will be specific to your service context)	Strategies for monitoring and implementation of procedures	Related policy and/or procedure
<p>are safe and fit for purpose</p> <p>Law: sections 165, 167</p> <p>Regulations: 84A, 84B, 84C, 84D, 103, 105, 106, 107, 110, 115, 116, 168(2)(v)</p> <p>QA3: 3.1.1</p> <p>QA2: 2.1.2</p>	<p>recommendations from Red Nose and ACECQA.</p> <ul style="list-style-type: none"> • How your designated sleep/rest environment and equipment is safe and fit for purpose. This could include but is not limited to: <ul style="list-style-type: none"> – whether there is adequate ventilation, temperature control and lighting and any other considerations, specific to your service environment. – how the beds and cots will be placed to minimise infection. – whether the sleep and rest environment are appropriate for the service context (e.g. is there sufficient space in sleep and rest 	<p>educators inducted into completing these tasks.</p> <ul style="list-style-type: none"> • Create checklists that include these responsibilities. • Develop and review sleep and rest policies and procedures as per regulation 84B. • Undertake risk assessments for the purposes of sleep and rest policies and procedures as per regulation 84C. • Conduct periodic WHS checks of the physical environment, furniture and resources. For FDC services, this should also be included as part of 	<ul style="list-style-type: none"> • Providing a child safe environment. • For FDC services – Assessment and reassessment of FDC venues and residences.

Areas to include in your procedures	What to address in each area (this will be specific to your service context)	Strategies for monitoring and implementation of procedures	Related policy and/or procedure
	<p>areas and are they flexible for the needs of each age group.</p> <ul style="list-style-type: none"> – other considerations specific to your service environment (e.g. the number of cot rooms in centre-based services or the unique layout and safety considerations of each FDC residence or approved venue, as well as the ages and developmental stages of the children attending). – bassinets are prohibited from all service premises as per regulation 84D. – where overnight care is provided risks and risk minimisation strategies must be identified. Your risk assessments must address the management of these risks. This is 	<p>reassessments of FDC venues and residences.</p> <ul style="list-style-type: none"> • For services that provide overnight or extended care, consider your service context. 	

Areas to include in your procedures	What to address in each area (this will be specific to your service context)	Strategies for monitoring and implementation of procedures	Related policy and/or procedure
	<p>also applicable to FDC services providing overnight care for a child –</p> <ul style="list-style-type: none"> • That all hazards (e.g. blinds, cords, curtains, necklaces/jewellery, doonas or other loose bedding, soft toys) are removed or controlled in line with Red Nose and ACECQA guidance. • How you intend to meet regulation 106, 107, 110, 115. 		
<p>Health, safety and supervision</p> <p>Law: sections 165, 167</p> <p>Regulations: 84A, 84B, 84C, 84D, 82, 87, 170, 171</p>	<ul style="list-style-type: none"> • How you reflect diversity and inclusion in practices relating to the sleeping environment, while maintaining best practice and children’s safety. • How you keep children safe during their sleep and rest times. For example, by: 	<ul style="list-style-type: none"> • Make sure your policy and procedures are available for all to access. • Create clearly defined roles and responsibility statements or shift descriptions, with educators inducted into completing these tasks. 	<ul style="list-style-type: none"> • Supervision. • Providing a child safe environment. • Staffing. • Interactions with children.

Areas to include in your procedures	What to address in each area (this will be specific to your service context)	Strategies for monitoring and implementation of procedures	Related policy and/or procedure
<p>QA2: 2.1.1, 2.1.2</p> <p>QA3: 3.1.2</p> <p>QA6: 6.1.2</p> <p>QA7: 7.1.3</p>	<ul style="list-style-type: none"> – identifying the different practices for the varying ages, sleep needs and preferences of children. – referring to Red Nose for best practice guidance on sleep position, sheets, swaddling, clothing and other relevant areas. • How you effectively supervise sleeping and resting children. This could include, but is not limited to: <ul style="list-style-type: none"> – how you closely monitor and record sleeping children and ensure safe sleep practices are being implemented (section 165, Guide to the NQF) – how you engage in active and continuous supervision with high-quality physical check procedures 	<ul style="list-style-type: none"> • Undertake risk assessments for the purposes of sleep and rest policies and procedures as per regulation 84C. • Conduct periodic WHS checks of the physical environment, furniture and resources. For FDC services, this should also be included as part of reassessments of FDC venues and residences. • Collect information from families through questions in enrolment documents. • Encourage input and involvement from families as service practice. 	<ul style="list-style-type: none"> • Enrolment and orientation. • Dealing with medical conditions in children. • For FDC services – Assessment and reassessment of FDC venues and residences.

Areas to include in your procedures	What to address in each area (this will be specific to your service context)	Strategies for monitoring and implementation of procedures	Related policy and/or procedure
	<p>and clear routines (e.g. checking children’s breathing by observing the movement of their chest and their skin colour at the cot side or side of the floor mattress/toddler bed for children who have moved from a cot)</p> <ul style="list-style-type: none"> – how frequently you conduct physical checks (e.g. every 10 minutes for children under 2 years of age but more frequently if deemed necessary upon assessing risks) – how checks are conducted (i.e. in person and not through a window or using CCTV or audio monitors, with an explanation of the techniques educators use). <ul style="list-style-type: none"> • The differences between and specific instructions for the rooms and/or age 	<ul style="list-style-type: none"> • Refer to Red Nose resources to support educators navigate conversations regarding family requests that may conflict with safe sleeping guidelines. • Consider creating checklists or audits to ensure health and safety measures are being met. • Review supervision plans regularly. • Conduct daily ratio checks. • Complete sleep check charts. • Ensure staff have access to a timer for regular physical checks of sleeping/resting children. • For centre-based services – when sign-in and -out sheets are 	

Areas to include in your procedures	What to address in each area (this will be specific to your service context)	Strategies for monitoring and implementation of procedures	Related policy and/or procedure
	<p>groups in your service. This may include information relating to:</p> <ul style="list-style-type: none"> – infants – e.g. monitoring and recording sleep checks and sleep routines, diverse family and cultural preferences, and how infants' room routines consider individual children's needs. – toddlers – monitoring and recording sleep checks, options for rest and supervision for children who choose not to rest. – preschoolers – conducting physical sleep checks and maintaining continuous supervision of all children during sleep and rest periods, risk assessments, and assessing individual children's needs. You 	<p>used, there is clear understanding of requirements and are completed effectively.</p> <ul style="list-style-type: none"> • First Aid Kits and Medical Management plans are easily identifiable and readily accessible. • Include safe sleep practices information in educator and staff induction packs and training. • For centre-based services - set regular staff meeting agenda items to discuss safe sleep practices and any changes to service procedures. • For FDC services - regular support provided by the FDC coordinator, opportunities to 	

Areas to include in your procedures	What to address in each area (this will be specific to your service context)	Strategies for monitoring and implementation of procedures	Related policy and/or procedure
	<p>should also detail options available for rest and supervision for children who choose not to rest</p> <ul style="list-style-type: none"> – school age – what opportunities for quiet areas for rest and relaxation (and sleep for those who need it) are provided for children and how continuous supervision of all children is maintained. • How you develop your partnerships with families with regard to sleep and rest routines, including: <ul style="list-style-type: none"> – diverse family and cultural preferences – how you explain to families that you cannot comply with requests that are contrary to Red Nose Australia safe sleep guidance, unless there is 	<p>meet with other educators to discuss safe sleep practices and any changes to service procedures.</p>	

Areas to include in your procedures	What to address in each area (this will be specific to your service context)	Strategies for monitoring and implementation of procedures	Related policy and/or procedure
	<p>written advice from the child's medical practitioner to support alternate practices.</p> <ul style="list-style-type: none"> • How your service reflects inclusion and children's agency (e.g. children's need or want to sleep or rest, differences in sleep and rest routines/needs for mixed age groups, cultural sleep practices or resources.) 		

Procedures created

Include the date the procedures were created or reviewed.

Monitoring, evaluation and review

Your service, in consultation with educators and other key staff, families and other stakeholders, should review the effectiveness of these procedures within a set timeframe (at least annually) or earlier if there is a change in relevant legislation.

State when the procedure will be reviewed and who will be responsible for this. Update the procedures if required and document your service's strengths and areas for improvement in your Quality Improvement Plan (QIP) or self-assessment information.

Checklist

- Do the Sleep and rest for children procedures align with your Sleep and rest for children policy?
- Have your procedures been written in plain English? Can they be easily implemented by an educator, volunteer or student who is new to your service?
- Is it clear who is responsible for the implementation of the procedure?
- Are all educators and other staff aware of the procedures? Can they implement the procedures if required and explain them to families?
- Do you need to develop any resources to monitor and record how the procedure is implemented in your service?
- Are educators confidently able to navigate conversations with families regarding requests that may conflict with safe sleeping guidelines?

Useful resources

Include links to useful resources you have used to develop your policy and procedures. Be mindful of any state or territory specific content.

Examples include but are not limited to:

- [Red Nose](#) – is considered the recognised national authority on safe sleeping practices for infants and children. Approved providers and service leaders are encouraged to use Red Nose resources to regularly develop, review and maintain the most up-to-date sleep and rest policies and procedures.
 - [Resources for early childhood educators](#)
 - [Safe sleep practices in family day care settings](#)
 - Safe sleep advice line: 1300 998 698
 - Email: education@rednose.org.au
- ACECQA
 - [Safe sleep and rest legislative requirements](#), where you can download ACECQA's [Sleep and rest risk assessment template \(PDF 523 KB\)](#)
 - [Guide to the National Quality Framework](#)
- NSW ECEC Regulatory Authority, Department of Education
 - [Safe sleep and rest](#)
 - [Compliance focus – new safe sleep requirements](#)
 - [ECE Connect: Sleeping safe in ECE services](#)

Approval

Approved by: Sharon Gudu

Designation: Executive Director, NSW Early Childhood and Care Education Regulatory Authority

Dated: 4 April 2024

Document history

Table 3: Document information

Document title	Sleep and rest procedure guidelines for NSW services
Current version	Version 2.0
Document number	DOC24/1760861
Approved by	Executive Director, NSW Early Childhood Education and Care Regulatory Authority
Approval date	4 April 2024
Audience	External/publicly available

Table 4: Document version history

Version	Date	Author	Change description
2.0	4 April 2024	Louisa Coussens, Manager Quality Practice & Regulatory Support	New legislation & branding

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NSW Department of Education

Email: ececd@det.nsw.edu.au

Phone: 1800 619 113

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