

RELAXATION AND QUIET PLAY

QUALITY AREA 2 VERSION 1.2

PURPOSE

This policy will provide clear guidelines for the implementation of safe rest, relaxation and quiet play practices that meet the individual needs of children attending St Francis of Assisi OSHC.



POLICY STATEMENT

VALUES

St Francis of Assisi OSHC is committed to:

- providing a positive and nurturing environment for all children attending the service
- allowing children to be actively involved in decision making, to provide an environment that encourages them to reach their potential
- providing a safe environment where children feel comfortable and safe to play, talk, or relax
- ensuring children’s safety and wellbeing is fostered through responsive relationships, engaging experiences and a safe and healthy environment.
- its duty of care (*refer to Definitions*) to all children at St Francis of Assisi OSHC, and ensuring that adequate supervision (*refer to Definitions*) is maintained while children are resting or relaxing

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of St Francis of Assisi OSHC.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Ensuring that obligations under the <i>Education and Care Services National Law</i> and <i>National Regulations</i> are met (<i>Regulation 81</i>)	R	R	√		√
Ensuring educators receive information and induction training to fulfil their roles effectively, including being made aware of the relaxation and quiet play policies, their responsibilities in implementing these, and any changes that are made over time	R	√			

Taking reasonable steps to ensure the rest needs of children at the service are met, with regard to the age of children, developmental stages and individual needs (<i>Regulation 81(1)</i>)	R	√	√		√
Ensuring the premise, furniture and equipment are safe, clean and in good repair (<i>Regulation 103 and National Law: Section 167</i>)	R	R	√	√	√
Ensuring that rooms used for relaxation are well ventilated; have adequate natural light; and are maintained at a temperature that ensures the safety and wellbeing of children (<i>Regulation 110</i>)	R	√	√		√
Ensuring rest environments are free from cigarette, e-cigarette, or tobacco smoke (<i>Regulation 82</i>)	R	√	√		√
Ensuring adequate supervision of children resting, being within sight and hearing distance and are monitored visually checking the child's breathing and the colour of the child's lips and skin tone (<i>National Law 165</i>)	R	R	√		√
Ensuring the educational program provides opportunities for each child to rest or engage in appropriate quiet play activities, as required	R	√	√	√	√
Providing a range of opportunities for relaxation throughout the day/session		√	√		√
Supervising children displaying symptoms of illness closely, especially when resting		√	√		√



BACKGROUND AND LEGISLATION

BACKGROUND

The Education and Care Services National Regulations requires approved providers to ensure their services have policies and procedures in place for children's relaxation and rest.

The Early Years Learning Framework (EYLF) and the *Victorian Early Years Learning and Development Framework* (VEYLDF) include a focus on social, emotional, spiritual and physical wellbeing and health. Development Outcome 3 in both framework documents refers to a child's ability to take increasing responsibility for their own wellbeing. One of the indicators for this capacity is that children "recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity)". The EYLF suggests that to promote this, educators should:

- consider the pace of the day within the context of the community
- provide a range of active and restful experiences throughout the day, and support children to make appropriate decisions regarding participation.

Holistic approaches recognise the importance of physical, mental and spiritual wellbeing. Educators who provide a range of active and restful experiences throughout the day support children's individual requirements for health, nutrition, rest and relaxation.

Employers have a responsibility under the *Occupational Health and Safety Act* to provide a safe and healthy working environment. This duty extends to others present in the workplace, including children and volunteers.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Australian Consumer Law and Fair-Trading Act 2012
- Australian Consumer Law and Fair-Trading Regulations 2012

- Australian/New Zealand Standard – Cots for household use – Safety Requirements (AS/NZS 2172:2010)
 - Australian/New Zealand Standard – Cots for day nursery, hospital and institutional use – Safety Requirements (AS/NZS 2130:1998)
 - Education and Care Services National Law Act 2010
 - Education and Care Services National Regulations 2011
 - National Quality Standard, Quality Area 2: Children’s Health and Safety
 - Occupational Health and Safety Act 2004
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DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the Definitions file of the PolicyWorks catalogue.

Relaxation: Relaxation or other activity for bringing about a feeling of calm in your body and mind

Rest: A period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep.



SOURCES AND RELATED POLICIES

SOURCES

- Australian Children’s Education & Care Quality Authority, *Safe sleep and rest practices*: <https://www.acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices>
- Australian Competition & Consumer Commission (2016), *Consumer product safety – a guide for businesses & legal practitioners*: <https://www.accc.gov.au/publications/consumer-product-safety-a-guide-for-businesses-legal-practitioners>
- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia* (EYLF): <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- Current Australian/New Zealand Standards for cots is available on the SAI Global website at: www.saiglobal.com
- Red Nose: <https://rednose.org.au/>
- *Victorian Early Years Learning and Development Framework* (VEYLDF): <https://www.education.vic.gov.au/childhood/professionals/learning/Pages/veyldf.aspx>
- WorkSafe Victoria, *Children’s services – occupational health and safety compliance kit*: <https://www.worksafe.vic.gov.au/resources/childrens-services-occupational-health-and-safety-compliance-kit>

RELATED POLICIES

- Child Safe Environment and Wellbeing
 - Hygiene
 - Incident, Injury, Trauma and Illness
 - Interactions with Children
 - Occupational Health and Safety
 - Supervision of Children
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EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk ([Regulation 172 \(2\)](#)).
