

PHYSICAL ACTIVITY POLICY

Physical activity is vital for young children’s health, wellbeing and development and lays the foundation for a healthy active life. All babies and young children benefit from a mix of physical activity, inactivity and sleep. Our Service recognises the important role educators and staff have in promoting children’s physical activity in appropriate ways ensuring children’s comfort and wellbeing requirements are being met. We are committed to supporting the *Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): An Integration of Physical Activity, Sedentary Behaviour* into our curriculum.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child’s learning and development.
1.2	Practice	Educators facilitate and extend each child’s learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
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.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.2	Upkeep	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 support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

73	Educational Program
76	Information about educational program to be given to parents
86	Notification to parents of incident, injury, trauma and illness
103	Premises, furniture and equipment to be safe, clean and in good repair
113	Outdoor space—natural environment
115	Premises designed to facilitate supervision
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures

RELATED POLICIES

Additional Needs Policy	Physical Environment Policy
Adventurous (Risky) Play Policy	Privacy and Confidentiality Policy
Child Safe Environment Policy	Professional Development Policy
Code of Conduct Policy	Respect for Children Policy
Educational Program Policy	Sun Safety Policy
Family Communication Policy	Supervision Policy
Incident, Injury, Trauma and Illness Policy	Technology Policy

PURPOSE

Our Service aims to promote children's physical activity and development of their gross and fine motor skills through a range of spontaneous and intentionally planned active play experiences that are both child initiated and educator led. We aim to form respectful partnerships with families and help them gain a deeper understanding of the benefits of physical activity and wellbeing for children.

SCOPE

This policy applies to children, families, staff, Approved Provider, Nominated Supervisor, students, volunteers, management, and visitors of the Service.

IMPLEMENTATION

To promote healthy growth and development, young children should participate in a range of developmentally appropriate, enjoyable and safe play-based and structured physical activities in a variety of environments, both independently as well as interacting with adults and other children. Developing fundamental and tactical movement skills provides children with the opportunity to acquire and master a range of movement skills and dispositions to participate in a lifetime of physical activity as confident, competent and creative movers.

Our Service will ensure key physical activity messages within the *Munch & Move* program are embedded in the daily program supporting the [Australian 24-Hour Movement Guidelines for the Early Years \(birth to 5 years\): An Integration of Physical Activity, Sedentary Behaviour, and Sleep](#).

WHAT IS PHYSICAL ACTIVITY?

'Physical activity is any bodily movement, including small and large movements, produced by skeletal muscles which results in energy being expended.' (Munch & Move, 2017) It includes everyday activities, physically active play and organised sports and exercise. Physical activity strengthens children's bones, muscles, hearts and lungs and improves children's coordination, balance, posture and flexibility.

THE APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR/ RESPONSIBLE PERSON WILL:

- ensure risk assessments are conducted to identify potential hazards, assess the risks and minimise any risks that could potentially cause harm or injury to children
- ensure children are adequately supervised at all times
- ensure all educators and staff adhere to the *Sun Safety Policy* and playground surfaces and equipment meet Australian Standards and guidelines
- engage in critical reflection as a team and with the children about the risks and benefits of new activities or processes
- provide opportunities for educators to engage in professional development about children's health and physical wellbeing, including the *Australian 24-Hour Movement Guidelines* and *Munch & Move* training.

- reflect on our Service’s physical environment, layout and design to ensure it is supporting children’s active play, sedentary play and sleep and rest time
- consider the ways moveable and fixed equipment are utilised in the outdoor physical environment to encourage physical activity and adventurous (risky) play
- communicate regularly with families about cultural practices for physical activity and sleep requirements
- liaise with local Aboriginal communities to seek advice about traditional children’s games and dances that would be appropriate for use in the service
- ensure equitable access is provided to support children with additional needs. Consult with other health professional including the local Inclusion Support Agency to support children’s physical development.
- promote physical activity and reduced screen time (e.g., watching TV, playing on computers or small hand-held games devices) with families through fact sheets and newsletter articles.

EDUCATORS WILL:

- provide opportunities in the daily program for children to be active every day through a balance of planned and spontaneous active play experiences that are both educator led and child initiated (including everyday physical tasks), in the indoor and outdoor environments
- adhere to our *Sun Safety Policy* and ensure children have access to water before, during and after any physical activity experience
- include children’s voices in the development of the physical environment to provide opportunities for physical activity, risky play and creativity
- collaborate with families and other professionals to provide active play experiences for all children inclusive of children with additional needs
- encourage children to be accepting and understanding of the different abilities of other children
- encourage children to engage in physical activity and challenge themselves
- seek to promote children’s physical activity by supporting the development of their gross motor skills and fostering the emergence of their fundamental movement skills (FMS) through a range of intentionally planned and spontaneous active play learning experiences
- encourage children to try a range of activities including obstacle courses, balancing, kicking, dancing and skipping
- actively role model appropriate physical activity behaviours to children
- ensure active play experiences are play based, varied and creative
- ensure all equipment is developmentally appropriate and well maintained

- ensure that an appropriate balance between inactive and active time is maintained each day
- encourage productive sedentary experiences for rest and relaxation- reading, storytelling, puzzles, singing
- limit experiences involving screen use to those which have an educational component or include movement and gross motor activity
- discuss with children the role of screen time in their lives and support them in making appropriate choices about their use of screen time for both education and recreation
- model appropriate screen behaviours and self-regulation to children
- ensure that under no circumstances screen-time is used as a reward or to manage challenging behaviours
- adhere to the recommended timeframes for 'screen time' according to Australia's Physical Activity and Sedentary Behaviour Guidelines
- ensure documentation showcases physical activity experiences and opportunities with families
- participate in professional development to support children's physical health and wellbeing.

IN RELATION TO FAMILIES OUR SERVICE WILL:

- ensure the *Physical Activity Policy* is available to be viewed and reflected upon
- provide information and ideas about physical activity to promote children's physical health and wellbeing
- encourage families to share information about cultural backgrounds in relation to physical activity, language, traditional games and their child's sleep requirements
- provide information about recommended screen time for children and support families to understand that negative effects of exposure to disturbing or arousing content and screens before sleep time
- collaborate with families to ensure children with additional needs have equitable access and are supported in all areas of the learning program.

THE AUSTRALIAN 24-HOUR MOVEMENT GUIDELINES- BIRTH TO 5 YEARS

Infants (Birth to one year)

Physical activity

- opportunities for active play through supervised floor-based play in safe environments, should be encouraged from birth
- provide at least 30 minutes of tummy time including opportunities for reaching and grasping, pulling and crawling

Sedentary behaviour

- ensure infants are not restrained in a high chair, bouncer or pram for more than 1 hour at a time
- when sedentary, provide a range of activities – reading, puzzles, singing, storytelling
- screen time is not recommended for children under one

Sleep

- 14-17 hours (for those aged 0-3 months)
- 12- 16 hours (for those aged 4-11 months) of good quality sleep, including naps.

Toddlers (1–2 years)**Physical activity**

- Toddlers should spend at least 180 minutes in a variety of physical activities, including energetic play, spread throughout the day; more is better

Sedentary behaviour

- ensure toddlers are not restrained in a high chair, pram or car seat for more than 1 hour at a time
- when sedentary, provide a range of activities – reading, puzzles, singing, storytelling
- screen time should be limited to no more than an hour for children aged 2 years; less is better.

Sleep

- 11-14 hours of good quality sleep, including naps with consistent sleep and wake-up times.
- Toddlers should spend at least 180 minutes in a variety of physical activities, including energetic play, spread throughout the day; more is better.

Pre-schoolers (3–5 years)**Physical activity**

- Pre-schoolers should spend at least 180 minutes in a variety of physical activities, of which at least 60 minutes is energetic play, spread throughout the day; more is better

Sedentary behaviour

- ensure children are not restrained for more than 1 hour at a time (pram or car seat) or sitting for extended periods
- screen time should be no more than 1 hour; less is better
- when sedentary, provide a range of activities – reading, puzzles, singing, storytelling

Sleep

- 10-13 hours of good quality sleep which may include a nap, with consistent sleep and wake-up times

CONTINUOUS IMPROVEMENT/REFLECTION

The *Physical Activity Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

SOURCE

Australian Government Department of Health. (2014). Australia's Physical Activity and Sedentary Behaviour Guidelines:

<https://www1.health.gov.au/internet/main/publishing.nsf/Content/health-pubhlth-strateg-phys-act-guidelines>

Australian Government Department of Health. *Get Up & Grow- Healthy eating and physical activity for early childhood.*

Early Childhood Australia *Statement on young children and digital technologies.* (2018).

Education and Care Services National Regulations. (2011).

Fair Work Act 2009 (Cth).

Guide to the National Quality Framework. (2017). (Amended 2020).

NSW Government Health. (2017) *Munch & Move Program*

<https://www.healthykids.nsw.gov.au/downloads/file/campaignsprograms/MMManualPart3-Move.pdf>

NSW Government Health. *Good for kids good for life*

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	TRACEY DAVEY	CCOMP	MARCH 2024
POLICY REVIEWED	JANUARY 2022	NEXT REVIEW DATE	JANUARY 2023
VERSION NUMBER	V2.01.23		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • minor formatting edits within text • hyperlinks checked and repaired as required • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
JUNE 2022	<ul style="list-style-type: none"> • draft policy created 	JANUARY 2023	