



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 | | |
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| 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 | | |
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| 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 | | |
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| 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 | |
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| 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 and Nature) 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 'Get up and Grow' 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 WILL:

- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- ensure families are aware of this *Physical Activity Policy*
- 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*.
- 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
- ensure equitable access is provided to support children with additional needs. Consult with other health professionals 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

- provide positive instruction, role modelling, and advice to children as they develop and improve their FMS
- encourage children to try a range of activities including obstacle courses, balancing, kicking, dancing and skipping, jumping, rolling, catching and throwing
- 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 the negative effects of exposure to digital technology 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

Physical activity for young children mainly happens through unstructured, active play.

Infants (Birth to one year)

Babies should be physically active several times a day. This can be achieved through:

- opportunities for active play through supervised floor-based play in safe environments
- at least 30 minutes of tummy time including moving their arms and legs
- encouraging babies and infants to increase muscle strength and coordination by developing their small muscles within their fingers, hands and arms to be able to manipulate small objects. This is achieved through play-based learning using reaching, grasping and pulling activities

Once they are mobile, include:

- crawling
- pulling up to a standing position and moving while holding onto things
- walking

Sedentary behaviour [relevant to LDC service]

- ensure infants are not restrained in a high chair or stroller 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 per day in a variety of physical activities; more is better
- Include: running, twirling and jumping, dancing and skipping
- Physical activity should be fun and encourage exploration and discovery

Sedentary behaviour

- ensure toddlers are not restrained in prams or high chairs for more than 1 hour at a time
- provide a range of activities when inactive such as: reading, puzzles, singing, storytelling, using building blocks, painting or doing craft

- screen time should be limited to no more than an hour per day 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.

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, using building blocks, painting or doing craft

Sleep

- 10-13 hours of good quality sleep with consistent sleep and wake-up times. Some preschoolers may still need naps.

Source: Australian Government. Department of Health and Aged Care. *Physical activity and exercise guidelines for all Australians. For infants, toddlers and preschoolers (birth to 5 years)*. (2021)

CONTINUOUS IMPROVEMENT/REFLECTION

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

SOURCES

Australian Children’s Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Government Department of Health. (2014). [Australia’s Physical Activity and Sedentary Behaviour Guidelines](#)

Australian Government. Department of Health and Aged Care. [Australian 24-Hour Movement Guidelines for the Early Years \(birth to 5 years\): An Integration of Physical Activity, Sedentary Behaviour and Sleep](#)

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 Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Fair Work Act 2009 (Cth).

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

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

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

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

REVIEW

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|--------------------|---|------------------|------------------|
| POLICY REVIEWED BY | Megan Hipkiss | Centre Support | Feb 24 |
| POLICY REVIEWED | JANUARY 2024 | NEXT REVIEW DATE | JANUARY 2025 |
| VERSION NUMBER | V3.01.24 | | |
| MODIFICATIONS | <ul style="list-style-type: none">• annual policy review• added content from <i>Educational Program Policy</i> to this policy to save repetition• revised content from Physical activity and exercise guidelines for all Australians (2021)• sources checked for currency and updated as required | | |
| POLICY REVIEWED | PREVIOUS MODIFICATIONS | | NEXT REVIEW DATE |
| JANUARY 2023 | <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' | | JANUARY 2024 |
| JUNE 2022 | <ul style="list-style-type: none">• draft policy created | | JANUARY 2023 |