



## Physical Activity and Screen Time Policy

The increasing prevalence of overweight and obesity in childhood reflects the levels of physical activity and sedentary behaviour of entire communities. Developing healthy habits associated with being physically active sets the foundation for good habits in later life and can impact on immediate and long term health outcomes. Early childhood education and care services are an ideal place to develop good habits in young children and influence the behaviours of families. Educators and families can work together to share the responsibility of making physical activity a priority both inside and outside the home.

### National Quality Standard (NQS)

Quality Area 1: Educational program and practice		
1.1	<b>Program</b>	The educational program enhances each child's learning and development.
1.2.2	<b>Responsive teaching and scaffolding</b>	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Quality Area 2: Children's Health and Safety		
2.1	<b>Health</b>	Each child's health and physical activity is supported and promoted.
2.1.3	<b>Healthy Lifestyle</b>	Healthy eating and physical activity are promoted and appropriate for each child.
2.2.1	<b>Supervision</b>	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Quality Area 3: Physical Environment		
3.1	<b>Design</b>	The design of the facilities is appropriate for the operation of a service.
3.2	<b>Use</b>	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Quality Area 4: Staffing Arrangements		
4.2.2	<b>Professionalism</b>	Management, educators and staff are collaborative, respectful and ethical.
Quality Area 5: Relationships with Children		
5.1.1	<b>Relationships between educators and children</b>	Respectful and equitable relationships are maintained with each child.



#### Quality Area 6: Collaborative Partnerships with Families and Communities

6.1.2	<b>Parent views are respected</b>	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and well-being.
6.1.3	<b>Families are supported</b>	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	<b>Collaborative partnerships</b>	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

#### Quality Area 7: Governance and Leadership

7.1.2	<b>Management systems</b>	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.2.1	<b>Continuous improvement</b>	There is an effective self-assessment and quality improvement process in place.

#### Education and Care Services National Regulations

##### Children (Education and Care Services) National Law NSW

<b>155</b>	Interaction with children
<b>156</b>	Relationships in groups
<b>181-184</b>	Confidentiality and storage of records
<b>727</b>	Confidentiality of records kept by approved provider

#### RELATED POLICIES

Technology Media Policy



## PURPOSE

Busy Kids Child Care aims to promote children's participation in a range of safe active play learning experiences through providing a positive active play environment which reflects cultural and family values. We aim to promote lifelong learning and enjoyment of physical activity, encouraging communication with families about physical activity, gross motor and fundamental movement skills development, limiting screen time and sedentary behaviour.

## SCOPE

This policy applies to children, families, staff, management and visitors of the service.

## IMPLEMENTATION

Management/Nominated Supervisor/ Responsible Person will:

- Provide opportunities and encourage all educators to engage in professional development topics related to promoting physical activity and limiting screen time for example *Munch & Move* training.
- Provide opportunities for educators to undertake professional development to maintain and enhance their knowledge about early childhood physical activity.
- Ensure the Service privacy and confidentiality policy is adhered to at all times by Educators
- Support educators to provide active play experiences that encourage children to explore, challenge, extend and test their limits.
- Encourage educators to provide opportunities for learning about the importance and benefits of being physically active, and involve children in the planning of active play experiences.
- Encourage educators to actively role model to children appropriate physical activity behaviours.
- Encourage children and educators to consume water before, during and after active play experiences.
- Invite and engage families and the wider community to participate in promoting physical activity with the children.
- Provide families with information and ideas on incorporating physical activity at home, including sharing information about community events that promote children's wellbeing through physical activity.

**Encourage communication with families about physical activity, gross motor and fundamental movement skills development and limiting screen time and sedentary behaviour**

- Provide a copy of the *Physical Activity and Screen Time Policy* to all families during orientation to the service.
- Request that any details of children's additional needs in relation to physical activity participation be provided to the service.
- Encourage families to share with the service links between cultural backgrounds and physical activity.



Educators will:

**Promote children's participation in a range of safe active play learning experiences**

- Provide opportunities for children to be active every day through a balance of planned and spontaneous active play experiences (including everyday physical tasks), in the indoor and outdoor environments.
- Plan regular intentional Fundamental Movement Skills (FMS) experiences to support children's physical activity and their FMS development. This includes daily floor-based play for babies – tummy time, and the intentional planning of FMS experiences for older toddlers and preschool-aged children that consists of a warm-up, FMS game and a cool-down.
- Foster the development of a range of FMS - including running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling.
- Ensure active play experiences are play based, varied, creative, developmentally appropriate and cater to the abilities and interests of each individual child
- Ensure all active play experiences are safe by providing an appropriate environment - ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.
- Encourage children's participation in physical activity of varying intensity (eg. lighter through to vigorous activity).
- Provide space, time and resources for children to revisit and practice FMS and engage in active play.

**Provide a positive active play environment which reflects cultural and family values**

- Positively encourage children to participate in a range of active play experiences.
- Provide children with ongoing encouragement and positive reinforcement.
- Provide positive instruction, role modelling of the correct FMS and constructive feedback to children to assist them in developing and refining their FMS.
- Plan active play experiences that are inclusive of and reflect the diverse cultural backgrounds of our educators, families and community.
- Work in collaboration with families and other professionals to provide active play experiences that are inclusive of all children including those with additional needs.
- Promote physical activity for everyone to participate in a fun experience and not for competition.
- Encourage children and families to choose active travel options to and from the service and provide safe storage of active travel equipment while children are in care at the service.
- Encourage children to be understanding and accepting of the different physical skills and abilities of other children.
- Educators to role model appropriate physical activity behaviours



#### **Promote lifelong learning and enjoyment of physical activity**

- Offer a range of active play learning experiences.
- Encourage children to be as active as possible during daily active play times.
- Encourage all children to participate in active play experiences to the best of their ability.
- Provide opportunities for children to engage in discovery learning about the importance of being physically active and reducing screen time as part of their learning experiences.
- Assist children to develop daily habits, understanding and skills that support health and wellbeing.

#### **Limit time children spend engaging in screen time (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service**

- Limit the amount of time spent on screens.
- Endeavour to limit experiences involving screen use to those which have an educational component – including movement.
- Discuss with children the role of screen time in their lives and support them in making healthy choices about their use of screen time for both education and recreation.
- Educators to role model appropriate screen behaviours to the children.
- Encourage the promotion of productive sedentary experiences for rest and relaxation.
- Ensure that an appropriate balance between inactive and active time is maintained each day.
- Under no circumstances is the screen to be used as a reward or to manage challenging behaviours.
- Ensure that children under two years of age are not provided with screen based activities, such as watching television and DVDs or playing computer games.
- Comply with current legislation and Service policies

#### **Source**

- Education and Care Services National Regulations
- National Quality Standard
- Early Years Learning Framework
- NSW Health *Munch & Move* program resources available on the Healthy Kids website [www.healthykids.nsw.gov.au](http://www.healthykids.nsw.gov.au)
- *Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years)* – <http://www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-phys-act-guidelines#npa050>
- SunSmart NSW – [www.sunsmartnsw.com.au](http://www.sunsmartnsw.com.au)
- Kidsafe – [www.kidsafe.com.au](http://www.kidsafe.com.au)
- Revised National Quality Standard- 2018



#### Review

Date Reviewed	Modifications	Next Policy Review Date
August 2017	New Format and policy created with updated information	October 2018
October 2017	Updated the National Quality Standard references to comply with revised standard	October 2018
September 2018	Updated wording within the Purpose to support relevance and interpretation  Included more detailed information on limiting screen time and screen time behaviour – <i>ref Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 years)</i>	September 2019
February 2019	Added <i>Educators to role model appropriate physical activity behaviours</i> . Pg 4.	September 2019
September 2019	Sources checked for currency  Minor changes to grammar	September 2020

Signature of Director: \_\_\_\_\_

Busy Kids Child Care