

Intereach Children's Services

Physical Activity and Screen Time

Procedure



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| Applies to: | Intereach Family Day Care (FDC) and Intereach Out of School Hours (OOSH) | | | |
| Policy | NQS Two: Children's Health and Safety Policy | | | |
| Version: | 2.0 | Date approved: | 22/8/2022 | Next review date: 22/8/2025 |

1. Objective

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. Intereach Children's Services promotes children's physical activity by supporting the development of their gross motor skills and fostering the development of their fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences. Intereach Children's Services supports limiting the amount of time children spend engaging in screen time and sedentary behaviour for recreational purposes and aim to promote children's physical activity through positive, respectful and reciprocal relationships.

The objective of this procedure is to promote physical activity in children and limit screen time by:

- promoting children's participation in a range of safe active play learning experiences;
- providing a positive active play environment, which reflects cultural and family values;
- promoting lifelong learning and enjoyment of physical activity;
- limiting time spent engaging in screen time (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service; and,
- encouraging communication with families about physical activity, gross motor and fundamental movement skills development and limiting screen time and sedentary behaviour.

2. Responsibilities

It is the responsibility of the Nominated supervisors and the Coordination Unit to:

- support staff and educators to participate in professional development topics related to promoting physical activity and limiting small screen time to enable the delivery of a physical activity and small screen time education;
- 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;
- regularly communicate with educators and families and provide information, support and advice on physical activity, gross motor and fundamental movement skills development, everyday physical tasks, active transport and limiting screen time and sedentary behaviour. Wherever possible this information is to be available to families in their home language;
- support educators to provide active play experiences that encourage children to explore, challenge, extend and test their limits;

- request that any details of children's additional needs in relation to physical activity participation be provided to the service;
- share the *Physical Activity and Screen Time Procedure* with the whole service community (staff, educators and families) with opportunities to provide feedback, suggestions and input;
- participate in the 'Munch and Move' (FDC) or 'Eat Smart, Play Smart' (OOSH) program;
- review the *Physical Activity and Screen Time Procedure* every two years; and,
- establish partnerships with relevant organisations and health professionals to support physical activity practices, where appropriate.

It is the responsibility of Educators to:

- 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;
- provide opportunities for children to engage in discovery learning about the importance of being physically active and reducing small screen time as part of their learning experiences;
- promote physical activity for everyone to participate in a fun experience and not for competition;
- communicate regularly with families and provide information, support and advice on physical activity, gross motor and fundamental movement skills development, everyday physical tasks, active transport and limiting screen time and sedentary behaviour.
- 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; and,
- in addition, FDC is committed to implementing the physical activity and electronic media messages that support the Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 years);

3. Procedure

3.1 Physical activity and active play

- Children are provided with opportunities 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.
- Active play experiences are play based, varied, creative, and developmentally appropriate and cater to the abilities and interests of each individual child.
- An appropriate safe environment is provided for all active play experiences ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.
- Children are positively encouraged to participate in range of active play experiences and physical activities. Role model to children appropriate physical activity behaviours.
- Children are encouraged to consume water before, during and after active play experiences.
- Children are provided with opportunities for physical activity during excursions (eg. walking excursions promoting physical activity and safe active travel).
- Children are provided with ongoing encouragement and positive reinforcement.

- Families are encouraged to share with the service links between cultural backgrounds and physical activity and to provide details of children's additional needs in relation to physical activity participation.
- Families and the wider community are invited and encouraged to participate in promoting physical activity with the children.
- Children are encouraged to understand and accept the different physical skills and abilities of other children.
- Children are encouraged to be as active as possible during daily active play times.
- Children are assisted in developing daily habits, understanding and skills that support health and wellbeing.
- At FDC educators will engage in physical activities, particularly, through supervised floor-based activities for infants (birth to one year) for healthy development.
 - For those not yet mobile, 30 minutes of tummy time is encouraged.
 - Toddlers (1 to 3 years) and pre-schoolers (3 to 5 years) are encouraged to be physically active every day for at least three hours, spread throughout the day. For pre-schoolers at least 60 minutes should be energetic play.
 - Infants, toddlers and pre-schoolers are not restrained or kept inactive for more than one hour at a time, with the exception of sleeping. When toddlers and pre-schoolers are sedentary the caregiver is encouraged to engage with them,

3.1.1 Fundamental Movement Skills (FMS)

- Daily intentional Fundamental Movement Skills (FMS) experiences are planned 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;
- Range of development FMS activities are fostered, including running, galloping, hopping, jumping, leaping, side sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling.
- Children are provided with positive instruction and role modelling of the correct FMS and constructive feedback are given to children to assist them in developing and refining their FMS.
- Children are provided with space, time, and resources to revisit and practice FMS and engage in active play.

3.2 Small screen time

- The following key messages about electronic media as outlined below are implemented within all services:
 - screen time is not recommended for children younger than 2 years; and,
 - for children 2 to 5 years, screen time should be no more than 1 hour in total throughout the 24-hour period.
- The amount of time spent on screens will be limited;
 - to experiences involving screen that have an educational component – including movement;
 - to encourage the promotion of productive sedentary experiences for rest and relaxation; and,

- to ensure that an appropriate balance between inactive and active time is maintained each day.
- The role of screen time in their lives are discussed with children and they are supported in making healthy choices about their use of screen time for both education and recreation.
- Appropriate screen behaviours are modelled to the children.
- Under no circumstances is the screen to be used as a reward or to manage challenging behaviours.

3.3 Online Safety

- Safety and wellbeing of online environment are promoted while minimising the opportunity for children and young people to be harmed.
- Risks in the online and physical environments are Identified and mitigated without compromising a child's right to privacy, access to information, social connections and learning opportunities.
- Age-appropriate ways to use the online platform are facilitated and acceptable use of devices are monitored.
- Children are engaged in conversation that will assist them in keeping safe when using digital technologies such as smart devices, toys, game consoles and computers.
- Key messages on the following are explained to children during conversation regarding online safety;
 - Being kind;
 - Being safe;
 - Asking for help; and,
 - Making good choices.
- Simple set of rules are developed in collaboration with the children on using online platforms.

4. National Quality Framework

| Standard | Concept | Description |
|-----------------|-----------------------------------|--|
| 2.1 | Health | Each child's health and physical activity is supported and promoted |
| 2.1.1 | Wellbeing and comfort | Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation |
| 2.1.2 | Health practices and procedures | Effective illness and injury management and hygiene practices are promoted and implemented |
| 2.1.3 | Healthy lifestyle | Healthy eating and physical activity are promoted and appropriate for each child |
| 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 |
| 2.2.2 | Incident and emergency management | Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented |

| 5. Context | |
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| 5.1 Standards or other external requirements | <p>Australian Children's Education and Care Quality Authority (ACECQA). National Quality Standards 2018. – Quality Areas 1, 2, 3, 5, 6, and 7</p> <p>Early Years Learning Frameworks- Learning Outcome 3 – Children have a strong sense of wellbeing</p> <p>Child Safe Standards Victoria</p> <p>Child Safe Standards NSW.</p> <p>Principles – Secure, respectful, reciprocal relationships, Partnerships with families, High expectations and equity, Ongoing learning and reflective practice.</p> <p>Practices – Learning environments, Intentional teaching, Learning through play, Responsiveness to children, Assessment for learning.</p> <p>Department of Health - Australian 24-Hour Movement Guidelines</p> <p>NSW Health Munch & Move program resources available on the Healthy Kids website www.healthykids.nsw.gov.au</p> <p>Kidsafe – www.kidsafe.com.au</p> <p>Move and play everyday - National Physical Activity Recommendations for Children 0-5 Years</p> <p>The Department of Health - National Physical Activity and Sedentary Behaviour, and Sleep Recommendations for Children (Birth to 5 years)</p> <p>Eat Smart, Play Smart</p> <p>Australian Dietary Guidelines</p> |
| 5.2 Legislation or other requirements | <p>Education and Care Services National Regulations consolidated 2018</p> <p>Part 4.2- Children's Health and Safety 97 Division 1- Health, safety and wellbeing of children- Regulations 77</p> <p>Part 4.3- Physical Environment</p> <p>Education and Care Services National Law Act 2010</p> |
| 5.3 Internal documents | <p>Intereach Child Safe Policy</p> <p>Children's Health and Safety Policy</p> |

| 6. Document control | | | |
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| Version | Date approved | Approved by | Next review date |
| 1.0 | October 2019 | R. Phillips - Acting Senior Manager, Children and Family Services | October 2022 |
| 2.0 | 22/08/2022 | M.Tai – General Manager Operations | 22/08/2025 |