



Policies and Procedures

Active play and physical activity

Purpose

The educators, staff and management acknowledge the importance of active play and physical activity behaviours that contribute to good health and overall wellbeing. Physical activity helps improve confidence and self-esteem and develops healthier social, cognitive, and emotional skills. It also builds strength, concentration, and coordination.

This policy confirms our commitment to:

- encourage children to engage in a range of child-initiated and adult-guided physical activities within the educational program.
- promote the importance of a healthy lifestyle, which includes being physically active every day.

As a centre that promotes the health and wellbeing of children, staff, families, and community, we ensure active play and physical activity is embedded through learning, policies, creating a safe and healthy physical and social environment.

Policy statement

Background

Active play is about moving, being and doing. Children may engage in active play by themselves or with other children. Active play uses large muscles and provides children with a range of physical, emotional, and social benefits. Outdoor play is very important as it helps develop gross motor and fundamental movement skills. Active play also helps develop a strong and healthy body, builds skills, creates feelings of wellbeing, and helps protect from disease.

Whole service engagement

It is recognised that every member of the service impacts on the children's health and can contribute to creating an environment that promotes active play and physical activity. All members of our service, including educators, staff, children, families, and volunteers will be supported to meet this policy.

Definitions

Active play covers a range of activities including climbing, throwing, jumping, running, lifting, pushing, and pulling appropriately sized objects, sweeping, raking, digging, and being active to music, movement, and games.

Child-initiated active play is developed by the child through exploration of the environment, equipment, and games.

Adult-guided active play encourages children's physical development through promoting movement skills in a non-competitive environment.

Physical activity includes sport, incidental exercise, and many forms of recreation.



Procedures

Healthy policies

- Educators, staff, families, and children are active participants in the development and implementation of the whole service active play policy and are encouraged to promote and support active play initiatives in the service.
- Educators, staff, and families are provided with information about policy requirements.

Healthy physical environment

Active play

- Outdoor play equipment is adaptable and moveable, to encourage change and to challenge children.
- Active play experiences are inclusive of the diversity and abilities of all children.
- Suitable areas have been set up, so children are able to participate in active play and physical activity in all types of weather.
- The service seeks to ensure that fundraising focuses on healthy and active options.

Screen time

- Screen based activities, such as watching DVDs or playing computer games, are not available to children under two years of age.
- Screen time is limited for toddlers and preschoolers (aged two to five years).
- Active play is promoted instead of offering screen time.
- No TV time is used as part of our daily educational routines.
- The time children spend being seated or inactive, other than during meal or naptime, is limited.
- Educators engage with children about the content of what they are viewing and respond to their reactions.

Screen based activities do not exceed the recommendations in the [For infants, toddlers and preschoolers \(birth to 5 years\) | Australian Government Department of Health and Aged Care](#)

Active travel

- Active travel, such as walking, riding a bike, or scooting to and from the service is encouraged for educators, staff, children, and families.
- The service aims to identify and address barriers for active travel within the local environment.
- Space is provided at the service for children to leave active travel equipment.

Healthy Physical environment

- As role models, educators, staff, and families are encouraged to actively engage with children in active play and physical activity.
- The layout of buildings and grounds and equipment encourages physical activity and movement all day and is inclusive of all children.
- Facilities support active travel and road safety for children, staff, educators, and families.



Learning and skills

- Educators and staff involve children in planning for active play and physical activity experiences both indoors and outdoors.
- Child-initiated and adult-guided active play and physical activity experiences, which challenge and encourage children to explore, extend and test limits, are planned, and provided daily as part of the educational plan.
- Opportunities to learn about the importance of active play and physical activity are embedded in the educational program through discussion, group games, stories, music, and movement.
- Staff routinely identify opportunities to engage children, educate and promote appropriate physical activity skills and active play.
- Road safety education is incorporated into the educational program.
- The service engages in walking excursions within the local community that promote physical activity and safe active travel.
- Educators are supported to access resources, tools, and professional learning to enhance their knowledge and capacity to engage in adult-guided active play and physical activity with children.
- Educators are to teach and promote the safe use of all equipment and experiences.

Animal fun

Animal fun is a unique program designed to improve physical skills for young children. It has been developed by a team of Psychologist, physiotherapists, and occupational therapist from Curtin University.

Acacia is implementing Animal fun program in our children's program which.

- Provide children with a fun way to practice and improve their gross and fine motor skills.
- Help children to develop the basic building blocks of balance, muscles strength and control as these skills form the basis of more complex movements required in sports and other activities.
- Encourage children to participate in a fun and social way with their family, friends, and educators.

The National Physical Activity Recommendations for Children 0 to 5 years ¹

- For healthy development in infants (birth to one year), physical activity – particularly floor-based play in safe environments – should be encouraged from birth.
- Toddlers (one to three years) and pre-schoolers (three to five years) should be physically active every day for at least three hours, spread throughout the day.
- For children two to five years of age, sitting and watching television and the use of other electronic media (DVDs, computer, and electronic games) should be limited to less than one hour per day.
- Children younger than two years of age should not spend any time watching television or using other electronic media (DVDs, computer, and other electronic games).
- Infants, toddlers, and pre-schoolers should not be sedentary, restrained or kept inactive, for more than one hour at a time – except for sleeping.



Engaging children, educators, staff, and families

- Educators, staff, children, and families are key partners in developing a healthy and active physical environment.
- Educators and staff engage children in developing active play initiatives through discussions and idea sharing.
- Educators, staff, and families are provided with information, ideas, and practical strategies on a regular basis to support active play in the service and at home.
- Families' experiences, expertise and interests are drawn upon to support active play initiatives.
- Families and children from culturally diverse backgrounds are engaged to ensure cultural values and expectations about physical activity are respected.
- A sense of fair play and courtesy among children is encouraged to promote a friendly playing environment.
- Educators act as positive role models of physically active behaviour.

- All physical activity sessions must be adequately supervised by educators.
- Program plans incorporate a variety of adult guided outdoor and indoor active play experiences such as dance, drama, moving to music, climbing and active games daily.
- Educators will vary activity sessions to incorporate aspects of endurance, flexibility, and strength.
- In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities.
- Educators to utilise surrounding community grounds and park facilities.
- Invite families to attend and participate in physical activity experiences with their children where appropriate.
- Educators to plan regular outing to support active play.
- Incursions will be planned to support active play such as, sporting clinics, music, and movement,
- Gardening and maintenance of outdoor environment

Community partnerships

- Physical activity and movement information is provided to families and the wider community, such as information about minimising sedentary behaviour and strategies for increasing physical activity.
- Partnerships are established with relevant organisations and health professionals to support physical activity and movement practices where appropriate.
- Local parks, bike paths and recreation facilities are used and promoted where appropriate to encourage physical activity.



Related legislation and policies

<https://www.acecqa.gov.au/sites/default/files/2023-03/Guide-to-the-NQF-March-2023>

Service policies this may link to:

- Educational program
- Behaviour guidance
- Use of ICT
- Staff health and wellbeing
- Child Safe environments

References

- Family Law Act 1975
- [For infants, toddlers, and preschoolers \(birth to 5 years\) | Australian Government Department of Health and Aged Care](#)
- <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-3-physical-environment>

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