



Physical activity and screen time procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1.3	Regulation 101 Regulation 155 Regulation 156	Leading and Operating Department Preschool Guidelines

Pre-reading and reference documents

[Recommendations from](#) Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): *An Integration of Physical Activity, Sedentary Behaviour, and Sleep.*



For healthy growth and development in preschool children (3–5 years)

- Preschool children 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;
- Preschool children should not be restrained for more than 1 hour at a time (e.g. in a stroller or car seat) or sit for extended periods.
- Sedentary screen time should be no more than 1 hour in total throughout the 24-hour period.

When preschool children are sedentary, caregivers are encouraged to engage with them through activities such as reading, singing, puzzles and storytelling.

- NSW Health *Munch & Move* program resources available on the Healthy Kids website 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-publth-strateg-phys-act-guidelines#npa050>
- SunSmart NSW – www.sunsmartnsw.com.au
- Kidsafe – www.kidsafe.com.au

Related procedures	
Staff roles and responsibilities	
School principal	<p>The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self- assessment.
Preschool educators	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • this procedure is stored in the preschool, and made accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • details of this procedure are reviewed and documented.
Procedure	
Learning Experiences	<ul style="list-style-type: none"> • 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 daily intentional Fundamental Movement Skills (FMS) experiences to support children’s physical activity and their FMS development. • 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 play experiences are designed to encourage children to

	<p>explore, challenge, extend and test their limits.</p> <ul style="list-style-type: none"> • 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 opportunities for learning about the importance and benefits of being physically active and involve children in the planning of active play experiences. • Actively role model to children appropriate physical activity behaviours. • Encourage children to consume water before, during and after active play experiences. • Provide opportunities for physical activity during excursions (eg. walking excursions promoting physical activity and safe active travel).
<p>Active play environment</p>	<ul style="list-style-type: none"> • 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 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. • Invite and engage families and the wider community to participate in promoting physical activity with the children. • 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. • 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.

Physical Activity	<ul style="list-style-type: none"> • Engage in professional development topics related to promoting physical activity and limiting screen time for example <i>Munch & Move</i> training. • 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. • Ensure any fundraising promotes healthy or active lifestyles and advocates for children's wellbeing.
Limited screen time	<ul style="list-style-type: none"> • 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 screentime in their lives and support them in making healthy choices about their use of screentime for both education and recreation. • 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.
Communication	<ul style="list-style-type: none"> • Provide a copy of the <i>Physical Activity and Screen Time Procedure</i> in the folder in the Lismore South Public School Ngulliboo Jarjums Preschool office and request that any details of children's additional needs in relation to physical activity participation be provided to the service at Meet and Greet meetings. • Encourage families to give insight of their personal cultural backgrounds and physical activity patterns so that Preschool staff can best accommodate and provide for their child's individual needs. • 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. This information may be provided to families in a variety of ways including fact sheets, newsletters, noticeboards, during orientation, information sessions and informal discussion.

Record of procedure's review

Date of review and who was involved

22/6/23 Anna Clemesha, Maree Guy, Larissa Polak

Key changes made and reason/s why

New template

Record of communication of significant changes to relevant stakeholders

Displayed in classroom and uploaded to class dojo for family contributions.

Copy and paste a new table to record each occasion the procedure is reviewed.