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 Out of School Hours Care (OSHC) 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 children and young people (5 to 17 years)- An Integration of Physical Activity, Sedentary Behaviour* into our curriculum.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
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		
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.
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.
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		
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 LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration
S. 162A	Child protection training
S. 162B	Child safety training
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 Protection Policy	Professional Development Policy
Child Safe Environment Policy	Respect for Children Policy
Code of Conduct Policy	Safe Use of Digital Technologies and Online
Educational Program Policy	Environments Policy
Family Communication Policy	Sun Safety Policy
Incident, Injury, Trauma and Illness Policy	Supervision 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. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions.

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. All decisions relating to physical activity experiences, environments and equipment are guided by the paramount consideration of children's safety, wellbeing and best interests.

Our OSHC Service will ensure key physical activity messages within the Live Life Well @ School (or similar in your state/territory) are embedded in the daily program supporting the Physical activity and exercise guidelines for all Australians- for children and young people (5 to 17 years)

Our Service will ensure key physical activity messages within the 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?

OSHC Services need to support planned physical activity and child initiated free play.

'*Being physically active is good for children's health, as well as being a great way for them to make friends and develop physical and social skills. Physical activity strengthens children's bones, muscles,*

hearts and lungs and improves children's coordination, balance, posture and flexibility.' Eat Smart, Play Smart (2020).

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* and are advised on how and where the policy can be accessed
- ensure risk assessments will consider both the potential risks and developmental benefits of physical activity experiences, supporting children to engage in age-appropriate challenge while maintaining safety
- ensure educators, staff, students and volunteers apply child safety and child protection training to physical activities contexts including supervision during active play, physical contact, and use of equipment
- ensure physical activity experiences and the arrangement of indoor and outdoor environments will support the active supervision, clear sightlines, and educator's ability to anticipate and respond to risk
- ensure all educators and staff adhere to the *Sun Safety Policy* and that playground surfaces and equipment meet Australian Standards and guidelines
- encourage educators to 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* and *Live Life well @ School* training
- reflect on our OSHC 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
- liaise with local Aboriginal and Torres Strait Islander communities to seek advice about traditional children's games and dances that would be appropriate for use in the service
- ensure equitable access is provided to support children with additional needs through individual support or inclusion plans developed in consultation with families and relevant professionals

- 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, STAFF, STUDENTS AND VOLUNTEERS WILL:

- maintain active supervision at all times during physical activity experiences, including positioning themselves to observe children, anticipating risk and respond promptly to hazards, behaviours and incidents
- apply the paramount consideration of children's safety, wellbeing and best interests when planning, facilitating and adapting physical activity experiences
- follow child safe practices at all times during physical activity experiences including maintaining appropriate professional boundaries, respectful physical contact, and ensuring children's dignity, privacy and comfort is upheld
- ensure no child is left unsupervised, isolated or excluded in physical activity experiences
- participate in mandatory child safety training and apply this knowledge to physical activity contexts including supervision, use of equipment and interactions with children
- 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
- any use of digital technologies will be intentional, purposeful and documented within the educational program, demonstrating how it supports children's learning, movement and wellbeing
- 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- 5 TO 17 YEARS

Being active every day has many social, emotional, intellectual and health benefits. All children and Young People (5 to 17 years) should get the right mix of physical activity, inactivity and sleep in each

24-hour period.

Physical activity

- Children and young people should spend 60 minutes or more of moderate to vigorous physical activity per day involving mainly aerobic activities
- Activities may include- football, basketball, bike riding, scooter riding, swimming, dancing
- Provide opportunities for several hours of a variety of light physical activities
- Include activities that are vigorous, as well as those that strengthen muscle and bone at least 3 days per week
- activities such as – running, swinging on monkey bars, climbing, yoga, sit ups, push ups are good muscle strengthening activities
- light physical activities throughout the day are encouraged- such as walking to school, playing handball, helping around the house

Sedentary behaviour

- Screen time should be limited to no more than 2 hours per day
- Children should avoid sitting for long periods

Sleep

- 9-11 hours for children aged 5-13 years, with consistent sleep and wake up times

Source: Australian Government. Department of Health and Aged Care. *Physical activity and exercise guidelines for all Australians. For children and young people (5 to 17 years). (2021)*

CONTINUOUS IMPROVEMENT/REFLECTION

The *Physical Activity Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to ACECQA guidance, legislation, Australian Government health recommendations or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

SOURCES

Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework*
Australian Government. Department of Health, Disability and Ageing. (2021). *Physical activity and exercise guidelines for Australians. For children and young people (5 to 17 years).*
Children (Education and Care Services) National Law (NSW)
Early Childhood Australia. (2025). *Statement on young children and digital technologies.*
Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011
Education and Care Services National Regulations (NSW) (2025) (For NSW services only)
NSW Government NSW Health. (2025) Live Life Well @ school.
NSW Government Health. *Good for kids good for life*

REVIEW

POLICY REVIEWED BY	Melina Strangio	Educational Leader	07/05/26
POLICY REVIEWED	MAY 2026	NEXT REVIEW DATE	MAY 2027
VERSION NUMBER	V3.01.26		
MODIFICATIONS	• annual policy review • additional information added re: paramount consideration of children's safety, best interests and wellbeing; risk assessments; supervision and use of digital technology • condensed additional dot points related to use of screen time • sources checked for currency and updated as required		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
APRIL 2024	• annual policy review • added content from *Educational Program Policy* 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	APRIL 2025
JANUARY 2023	• annual policy maintenance • minor formatting edits within text • hyperlinks checked and repaired as required • continuous improvement/reflection section added ink to Western Australian Education and Care Services National Regulations added in 'Sources'	JANUARY 2024
JUNE 2022	• draft policy created	JANUARY 2023