

Physical Activity Policy



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Warning - Ensure you are using the latest version of this policy.			
DCC Network/All Organisation Information/DCC Policies/Quality Area 2 – Children’s Health & Safety			

1. Policy Statement

River Region Early Education recognises the importance of physical activity for all children and adults in promoting physical and mental health and developing gross motor skills and physical confidence. The organisation is committed to:

- Promoting children’s physical activity by integrating a range of intentional and spontaneous active play learning experiences in daily routines and educational program and practice,
- Supporting families to promote children’s physical activity, and
- Promoting physical activity within the organisation to contribute to employee health and wellbeing and set an example to families and children.

2. Rationale

This policy gives guidance to employees on expectations around physical activity and to educators and educational leaders on appropriate age-based physical activity types and durations and the limitation on activities that can be deterrents to physical movement.

3. Scope

This policy applies to all employees, including part-time, full-time and casual employees.

4. Responsibilities

It is the responsibility of the General Manager to:

- Promote a culture that values positive physical activity and its benefits to children and adults; and
- Approve strategies to promote employee physical activity, such as walking to work, participating in sport, or fundraising through physical activities.

It is the responsibility of nominated supervisors and educational leaders to:

- Integrate the Australian Government (Department of Health and Aged Care) 24-hour Movement Guidelines for the Early Years into educational program and practice,
- Monitor the implementation of the guidelines,
- Consult with families and resource agencies on providing physical experiences that reflect diverse backgrounds and abilities, and
- Provide resources to families that provide guidance on being active and limiting sedentary time.

It is the responsibility of educators to:

Physical Activity Policy

- Familiarise themselves with the Australian Government (Department of Health and Aged Care) 24-hour Movement Guidelines for the Early Years and how it applies to daily practice and programming,
- Ensure a balance of physically active and sedentary experiences throughout each child's day that complies with the guidelines for their age group and integrates educational activities while children are inactive,
- Plan for daily intentional Fundamental Movement Skills (FMS) experiences to support children's physical activity and their FMS development,
- Listen to children's suggestions on what physical activities they would like to participate in and, where appropriate, incorporate them into programs and routines,
- Encourage and support children to undertake and participate in new and familiar physical activities, including setting up of equipment where appropriate and respecting the range of physical abilities of other children,
- Promote physical activity as enjoyable and not as a competition, and
- Set up indoor and outdoor areas in a manner that promotes and encourages safe physical play for all age groups and developmental abilities in their service.

It is the responsibility of employees to:

- Monitor and maintain their own physical wellbeing, including participating in workplace strategies to promote and improve physical health.

5. Definitions

Physically active play - Activity that involves moderate to vigorous bursts of high energy relevant to a child's age and stage of development. Activities often incorporate the use of gross motor skills, such as running, balancing, jumping, and throwing or, for babies, reaching out to touch something, rolling over or balancing in a sitting position.

Fundamental Movement Skills (FMS) – A specific set of gross motor skills that involve different body parts. These skills are the building blocks for more complex skills that children will learn throughout their lives and help children take part in games, sports, and recreational activities.

6. Guidelines

River Region Early Education bases planning for physical activity and sedentary behaviours on the Australian Government (Department of Health and Aged Care) 24-hour Movement Guidelines for the Early Years and in line with the Early Years Learning Framework

We support children to learn to use increasingly complex motor skills and movement patterns to combine gross and fine movement and balance skills, spatial awareness and problem-solving skills.

We support the development of children's physical skill set by:

- providing babies with encouragement and safe areas to practice rolling over, sitting, crawling, standing, and walking,
- providing regular opportunities for outdoor play,
- providing experiences for children that draw on elements of dance, dramatic play, and creative movement, and
- talking with children about the human body and how important physical activity is for an individual's health and wellbeing.

Physical Activity Policy

We help children grow healthy and develop good habits for life by:

- limiting the time they spend sitting or lying down, except when sleeping,
- avoiding sedentary screen-based activities, and
- spending quiet time with children reading, storytelling, doing puzzles or doing other activities that support their development.

7. Procedure

See *Educator Handbook – NQS2.22EH Physical Activity Procedures*

8. Relevant Legislation, Regulations and Standards

Legislation	
Education and Care Services National Regulation	
155	Interactions with children
National Quality Standards	
1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
5.1.2	The dignity and rights of every child are maintained.
5.2.1	Children are supported to collaborate, learn from, and help each other.
Child Safe Standards	
2	Children participate in decisions affecting them and are taken seriously
4	Equity is upheld and diverse needs are taken into account
8	Physical and online environments minimise the opportunity for abuse or other kinds of harm to occur
Early Years Learning Framework	
Learning Outcomes	
3	Children have a strong sense of wellbeing
4	Children are confident and involved learners
Principles	
	Respect for diversity
Practices	
	Responsiveness to children
	Play-based learning and intentionality

9. Related Documents

Doc #	Document Title
NQS2.22A	Munch & Move Active Play Audit Tool
NQS2.22EH	Physical Activity Procedures (Educator Handbook)

10. Document Control

Doc #	Doc Title	Version	Approved	Next Review
NQS2.22	Physical Activity and Recreation Promotion Policy	1	Feb 2020	February 2023
NQS2.22	Physical Activity Policy	2	Sept 2023	September 2026
NQS2.22	Physical Activity Policy (Minor change due to name change and removal of procedures to the Educator Handbook)	2a	Jan 2024	September 2026