



## Physical Activity Policy and Procedures

<b>Policy Number</b>	2009/35
<b>Approved by</b>	Management Committee – 7 December 2010; Director – December 2013; Management Committee - 12 November 2019, Director – September 2020
<b>Last reviewed</b>	December 2010; October 2019, September 2020
<b>Next review due</b>	2024
<b>National Law and Regulations</b>	National Law 167; National Regulations: 168(2)(a)(h); 78
<b>National Quality Standard</b>	Quality Area 2: Children's Health and Safety. Related Areas: Quality Area 1: Program and Practice; Quality Area 3: Physical Environment
<b>EYLF</b>	Learning Outcome 3: Children have a strong sense of wellbeing

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## Policy Statement

Heritage Early Childhood Centre (Heritage) recognises that the promotion of children's enjoyment of movement in their first five years helps not only their physical development, but also their intellectual, emotional and social development. In addition, establishing positive attitudes and habits around physical activity in childhood increases the likelihood they will become active adults and improves long term health outcomes. Evidence shows that inactive children risk obesity, Type 2 diabetes, heart disease and high blood pressure later in life.<sup>1</sup> Research also shows that while children need some 'down time',<sup>2</sup> they are not naturally inactive for long periods of time, and naturally look for adventure and want to explore. In addition, the proliferation of screen-based activities can discourage physical activity, be habit forming from a very early age and negatively affect wellbeing.<sup>3</sup>

Heritage recognises early childhood education and care services are an ideal place to develop good habits in young children and to 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. In view of this, the Heritage policy is to embed physical activity into our curriculum while limiting sedentary screen time, and to educate the Heritage community regarding the value and educational purpose of a healthy lifestyle including physical activity.

### Department of Health Movement Guidelines in the first 5 Years

The Heritage approach to physical activity supports the guidelines set out in The Department of Health's 2017, 'Australian 24-Hour Movement Guidelines for the Early Years (birth-5 years): An Integration of Physical Activity, Sedentary Behaviour, and Sleep'.<sup>4</sup>

In addition, Heritage utilises the guidelines for developing Fundamental Movement Skills (FMO) from the 'Get up and Grow' *Healthy Eating and Physical Activity for Early Childhood Settings – Director's/Coordinator's Book, 2013*.<sup>5</sup>

### Active Play

Heritage educators understand that, for children under 5, 'active play' is the best form of physical activity and the best active play activities allow children to be spontaneous and imaginative. In addition, children who spend more time outdoors will generally be more active and every child should be encouraged to be active, regardless of ability. According to 'Get up and Grow', studies show that active play helps children to:

- Improve the health of their muscles, bones and heart.
- Develop their Fundamental Movement Skills (FMS) and imagination and learn about their bodies (physical literacy).
- Build self-confidence, enabling them to manage their fears, build resilience and increase their ability to cope with stressful situations.
- Enjoy being active and improve mental health and emotion regulation.
- Improve communication skills, including how to solve problems, make decisions and manage risk-taking.
- Learn how to interact, share, take turns and care about others.

### Heritage Gulambany On Country Program (based on Forest School Theory)

Research also demonstrates the benefits to self-esteem, self-efficacy, resilience and social skills when children are immersed in outdoor nature-based experiences.<sup>6</sup> The Heritage approach to physical activity incorporates the pedagogy of outdoor learning and connecting children to the local environment and is embedded in our Philosophy. We believe immersing children in outdoor, nature-based, physical activity and education fosters a sense of community and adventure, encourages exploration and inspires creative

<sup>1</sup> Refer to: References: Department of Health: *A Systematic Review to Update the Australian Physical Activity Guidelines for Children and Young people, 2013*.

<sup>2</sup> Refer to: Sleep, Rest and Relaxation Policy

<sup>3</sup> Refer to: Screen Time Policy

<sup>4</sup> Refer to: The Australian 24-Hour Movement Guidelines, page 7

<sup>5</sup> Refer to: Rationale

<sup>6</sup> Mygind, 2019; Gray, 2011; Triguero-Mas, 2015; Bingley & Milligan, 2004; Lovell & Roe, 2009; Maynard, 2007



minds. Based on Forest School theory,<sup>7</sup> our ‘Gulambany’ on Country Program forms a large part of our children’s physical active play, and involves regular outings ‘beyond the fence’ to explore the surrounding landscape.<sup>8</sup> The landscape, Australian culture and our consultations with a local Aboriginal Elder, strongly influence the design of our indoor and outdoor spaces. We believe this approach is essential for maximising each child’s health and fitness, life skills and resilience, and also develops their respect for maintaining the health and beauty of the environment by connecting them to the natural world.<sup>9</sup>

The Heritage Gulambany On Country Program acknowledges the need for children to take risks and try things they have never tried before. To run free, climb rocks and trees, jump from up high and over/in puddles, to fall and make a mess and to get the occasional scratch or experience a “learning injury” from time to time. Educators realise the fine line between when to intervene and when to allow the child to figure it out for themselves. We are mindful of not passing on our worries and fears and encourage children to foster a sense of awareness while realising the need to be careful by saying “notice how...that log is wet and slippery?”, “Do you feel... stable on that rock/the heat from the fire?”, or help the child to problem solve by prompting with, “What is your plan?”, “What can you use?”

#### Weather Conditions

Experiencing different weather conditions is a part of everyday life and Heritage encourages active play outdoors even during wet or cold weather, and believes it helps to develop resilient dispositions in children. Waterproof clothing is provided during these times. Heritage also recognises that growing up in Australia with extreme and sometimes deceiving UV levels means it is essential to involve children in SunSmart conversations and practices.

#### Individual and Additional Needs

Families are asked on enrolment if their children have any medical conditions or other individual or additional needs, including family or cultural values which need to be taken into account when planning their inclusion in the physical activity program.<sup>10</sup>

#### **Legislative Background**

##### National Quality Standard

This policy meets the requirements of the National Quality Standard, Quality Area 2: Children’s Health and Safety, and Quality Area 3: Physical Environment:

- Healthy eating and physical activity are promoted and appropriate for each child.
- At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
- The service environment is inclusive, promotes competence and supports exploration and play-based learning.
- Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

##### Early Years Learning Framework

This policy links to Outcome 3 of the Early Years Learning Framework (EYLF): Children Have a Strong Sense of Wellbeing. According to the EYLF, “A strong sense of health and wellbeing, supported by good nutrition and an active lifestyle, can provide children with confidence, energy and optimism that will contribute to their ability to concentrate, co-operate and learn”. The EYLF also states that “Participating in their communities strengthens children’s sense of identity and wellbeing” and our Gulambany outdoor learning program links to EYLF Learning Outcome 2: Children are Connected to and Contribute to their World.<sup>11</sup>

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<sup>7</sup> Refer to: References

<sup>8</sup> Refer to: Excursions and Incursions Policy

<sup>9</sup> Refer to: Heritage Philosophy

<sup>10</sup> Refer to: Creating Inclusion and Equity Policy; Communication and Family Involvement Policy; Enrolment and Graduating Rooms Policy

<sup>11</sup> Refer to: Appendix 1: Related National Regulations, National Law and Quality Standards



### Work Health and Safety Legislation

Heritage recognises it has a duty of care to ensure that children are provided with a healthy and safe environment that supports the emotional and physical wellbeing of employees and children (*Work Health and Safety Act 2011*).

### Education and Care Services National Law and National Regulations

Heritage abides by the *Education and Care Services National Law 2010* and *National Regulations 2011*, including the requirements to:

- Ensure that every reasonable precaution is taken to protect enrolled children from harm and hazard likely to cause injury (National Law Section 167).
- Have policies and procedures in relation to providing a child safe environment (Regulation 168(2)(h)).
- Ensure children have access to safe drinking water at all times and are offered food and beverages appropriate to the needs of each child on a regular basis throughout the day (Regulation 78).

To meet these requirements, Heritage ensures all physical activities, both on and off the premises, are provided in a safe environment,<sup>12</sup> are age appropriate and tailored to suit the ability of each child.<sup>13</sup> In addition, children must be appropriately supervised,<sup>14</sup> clothed<sup>15</sup> and protected from UV/sun<sup>16</sup> at all times and encouraged to drink water before, during and after physical activity.<sup>17</sup> All equipment (excluding natural play resources) used in activities must meet Australian Standards, where standards apply, and be set up safely and regularly checked and maintained.<sup>18</sup> Authorisation must be received, and risk assessments undertaken for all excursions and regular outings, balancing safety with the need to allow children to explore risks and develop the ability to make sound supported judgements about risk taking.<sup>19</sup>

### **Definitions**

**Active Play:** Active play includes any activity that involves muscle-based activities and moderate to vigorous bursts of high energy, essential for developing children's social, emotional, cognitive and physical growth and development. Active play experiences help young children develop physical literacy and healthy habits for life. For babies, active play is less intense and includes activities such as reaching out to touch something, rolling over or balancing in a sitting position.

**Adequate Supervision:** A level of supervision that ensures legislative requirements are met in relation to educator-to-child ratios at all times (National Regulations 122, 123 and 357), and that all children, both as individuals and in groups, are within access and sight/hearing of an educator at all times including during toileting, rest and transition routines. In addition, it means employing flexible supervision strategies that meet individual children's needs, including actively supervising each child to protect them from harm and hazard and to promote their learning.

**Active Supervision:** This involves educators being conscious of the physical environment (weather conditions, time of day, natural resources in play areas and play equipment etc.) and being attuned to the needs of individual children and undertaking risk assessments to determine the level of supervision that is required for particular situations. For example, an educator may recognise that a particular activity that involves risk, such as carpentry or water play, requires constant vigilant supervision. Alternatively, if children are participating in low risk activities, the educator can focus their attention on engaging with children. Educators must also balance potential benefits against assessed risks. For example, allowing a child to engage in independent exploration and appropriate risk taking

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<sup>12</sup> Refer to: Work Health and Safety Policy

<sup>13</sup> Refer to: Curriculum and Program Planning Policy; Supporting Children's Individual and Additional Needs Policy

<sup>14</sup> Refer to: Supervision and Water Safety Policy

<sup>15</sup> Refer to: Clothing and Footwear Policy

<sup>16</sup> Refer to: UV/Sun Protection Policy

<sup>17</sup> Refer to: Healthy Eating and Dental Hygiene Policy

<sup>18</sup> Refer to: Work Health and Safety Policy

<sup>19</sup> Refer to: Excursions and Incursions Policy



provides opportunities for the child to make responsible and genuine decisions about their play and develop confidence.<sup>20</sup>

**Fundamental Movement Skills (FMO):** Fundamental Movement Skills are movement patterns that involve various body parts and provide the basis of physical literacy. Fundamental Movement Skills are the foundational movements, or precursor patterns, to the more specialised and complex skills used in play, games and specific sports. Educators need to be aware of what these Fundamental Movement Skills are so they can provide activities to enhance them. The twelve Fundamental Movement Skills are: balancing, running, jumping, catching, hopping, throwing, striking, dodging, galloping, skipping, leaping and kicking.

**Forest School:** A specialised learning approach, developed by early years education pioneers in outdoor learning in Scandinavia, that offers learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment.

**Risk Assessment:** A systematic process of evaluating and mitigating the potential risks that may be involved in a proposed activity.

**Risk-Benefit Assessment:** A tool to support educators to balance the benefits of a proposed activity with any inherent risks identified. The approach is designed to recognise the benefits to children of challenging play experiences.

## Policy Aims

The Heritage Physical Activity Policy aims to:

- Embed physical activity into the daily educational program through active play, both spontaneous and planned, indoors and outdoors, and in designed and natural environments in order to maximise the healthy development and wellbeing of each child in its education and care.
- Communicate with families about the benefits of immersing children in outdoor nature environments and the development of Fundamental Movement Skills in the early years.
- Encourage children and families to make healthy lifestyle choices consistent with national and state guidelines and recommendations.
- Ensure the Heritage community understands the benefits and importance of physical activity and the potential negative effects of sedentary and screen-based activities.
- Ensure all physical activity and active play experiences are safe and inclusive.
- Promote each child's lifelong learning and enjoyment of physical activity and connection to the natural world.

## Scope

It is understood that there is a shared responsibility and accountability between educators and families to consistently implement the Heritage Physical Activity Policy and Procedures.

## Rationale

Heritage recognises it has a duty of care to take all reasonable, practicable steps to provide the Heritage community with a safe and healthy environment that supports their emotional and physical wellbeing. (*Work Health and Safety Act 2011*). In addition, the Heritage Physical Activity Policy and Procedures have been developed to comply with the:

- *Education and Care Services National Law Act (ACT) 2010.*
- *Education and Care Services National Regulations (ACT) 2011.*
- National Quality Standard for Early Childhood Education 2011.<sup>21</sup>
- Early Years Learning Framework for Australia (EYLF).
- Australian Government, Department of Health: Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): An Integration of Physical Activity, Sedentary Behaviour and Sleep, 2017. (See overpage).
- Australian Government, Department of Health: Get Up & Grow: Healthy Eating and Physical Activity Guidelines for Early Childhood Settings, 2009 (updated 2013).

<sup>20</sup> Refer to: References and Further Reading - ACECQA Active Supervision Information Sheet, 2017

<sup>21</sup> Refer to: Appendix 1: Relevant National Law, Regulations and Quality Standards



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

Infants < 1 Year	Toddlers, 1-2 Years	Pre-schoolers, 3-5 Years
<p>A healthy 24 hours includes:</p> <p><u>Physical activity:</u> Being physically active several times in a variety of ways, particularly through interactive floor-based play; more is better. For those not yet mobile, this includes <b>at least 30 minutes of tummy</b> time spread throughout the day while awake.</p> <p><u>Sedentary behaviour:</u> Not being restrained for more than 1 hour at a time (e.g., in a stroller, car seat or high chair).* Screen time is not recommended. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged.</p> <p><u>Sleep:</u> 14 to 17 hours (for those aged 0-3 months) and 12 to 16 hours (for those aged 4-11 months) of good quality sleep, including naps.</p>	<p>A healthy 24 hours includes:</p> <p><u>Physical activity:</u> <b>At least 180 minutes spent in a variety of physical activities</b> including energetic play, spread throughout the day; more is better.</p> <p><u>Sedentary Behaviour:</u> Not being restrained for more than 1 hour at a time (e.g., in a stroller, car seat or high chair) or sitting for extended periods.* For those younger than 2 years, sedentary screen time is not recommended. For those aged 2 years, sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged.</p> <p><u>Sleep:</u> 11 to 14 hours of good quality sleep, including naps, with consistent sleep and wake-up times.</p>	<p>A healthy 24 hours includes:</p> <p><u>Physical activity:</u> <b>At least 180 minutes spent in a variety of physical activities, of which at least 60 minutes is energetic play</b>, spread throughout the day; more is better.</p> <p><u>Sedentary behaviour:</u> Not being restrained for more than 1 hour at a time (e.g., in a stroller or car seat) or sitting for extended periods.* Sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged.</p> <p><u>Sleep:</u> 10 to 13 hours of good quality sleep, which may include a nap, with consistent sleep and wake-up times. For greater health benefits, replace time restrained or sedentary screen time with additional energetic play, while preserving sufficient sleep.</p>
<p><b>*Note:</b> Children at Heritage may be restrained in a stroller on walks, or in a car seat on excursions, for safety reasons only, and will participate in activities on arrival at the destination.</p>		

**Source:** Australian Government, Department of Health, 2017

- The guidelines are relevant to all apparently healthy infants (less than 1 year), toddlers (1–2 years), and pre-schoolers (3–5 years), irrespective of gender, cultural or language background, geographic location, or socio-economic status of the family.
- The guidelines may be appropriate for young children with a diagnosed disability or medical condition however a health professional should be consulted for guidance.



- For greater health benefits, the guidelines suggest replacing time restrained or sedentary screen time with additional energetic play, while preserving sufficient sleep.

## Strategies and Practices

### Creating Inclusion and Equity

- Heritage understands that all children benefit from physical activity regardless of ability and are patient, generous and inclusive towards children who find physical activity challenging or who have additional needs.<sup>22</sup>
- Heritage is respectful of cultural differences and where possible will include traditions and languages into active play games and will work with families from diverse cultures to ensure issues such as body contact and dress are respected.
- Families from diverse cultures are invited to share their culture including, toys, traditions, costumes, dances etc with the Heritage community.

### Active Play in the Daily Program

The Heritage program includes opportunities for children to be physically active every day through a balance of planned and spontaneous active play experiences in indoor and outdoor environments, both on the premises and beyond the fence in the local natural environment.

#### Planned Play (Structured, intentional teaching experiences)

Examples included in the program at Heritage include:

- Guided action games and songs.
- Intentional health, fitness and wellbeing teaching experiences such as guided fitness, yoga, music and dance sessions.
- For older Toddlers and Preschoolers, guided games to promote Fundamental Movement Skills (FMS). See next section.
- Guided obstacle course.
  - From 2 years old, children can learn to follow an obstacle course. Educators may set stations to help children develop various movement skills and encourage children to try an activity they find difficult.
  - Heritage runs an annual fundraising event, Fit-a-thon, based on an obstacle course.
- Guided discovery sessions where educators prompt children to figure out the best way to perform an activity.

#### Spontaneous Free play (Unstructured/Child Initiated)

Heritage educators understand that unstructured free play encourages children to move freely at their own pace and make their own decisions about how to play. Specifically, it allows children to feel comfortable:

- Trying.
- Moving in their natural stop, start pattern.
- Being challenged and adapting to a range of different environments.
- Expressing themselves.
- Taking appropriate risks.

Examples included in the program at Heritage include:

- Unstructured dancing to music and dress-ups.
- Free play in each room or in the outdoor playground and sandpit.
- Free play on excursions, eg, Floriade, Zoo, Botanic Gardens, Black Mountain Peninsular.
- Free play in nature, eg, regular nearby walks 'beyond the fence' as part of the Heritage Gulambany On Country Program.

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<sup>22</sup> Refer to: Creating Inclusion and Equity Policy; Supporting Children's Individual and Additional Needs Policy



### Gulambany On Country Program

Inspired by Forest School theory,<sup>23</sup> the Heritage 'Gulambany' On Country Program involves regular outings 'beyond the fence' into the surrounding landscape in order to immerse children in outdoor, nature-based physical activity and education. We believe this approach is essential for maximising each child's health and fitness, life skills and resilience, and also develops their respect for maintaining the health and beauty of the environment by connecting them to the natural world.<sup>24</sup>

Examples of regular outings include walks around the ANU campus and Lake Burley Griffin, as well as daily visits to the ANU Environment Centre's fruit and vegetable garden.

### Active Transport

- Examples at Heritage include access during free play to bikes and scooters. **Note:** Helmets are compulsory when riding bikes in the ACT and recommended when riding scooters.
  - Helmets must meet Australian/New Zealand Standard AS/NZS 2063:2008 (label on helmet) and be properly fitted and securely fastened, with the chinstrap firmly fastened and not twisted.
  - Helmets must always be replaced after an impact or accident.
  - Helmets will be sprayed occasionally with hairspray to deter headlice. If there is an outbreak, helmets will be put in plastic bags for two weeks to kill all lice.
- Families are encouraged to choose active travel options to and from the service.
  - Space is available undercover outside the front entrance for a limited number of bikes/helmets/trailers/strollers and other active travel equipment while children are at the service. There is also an ANU "lock up your bike" area across the road from Heritage. **Note:** Families leave active travel equipment at the Heritage premises at their own risk.

### Everyday Physical Tasks

- Examples included in the Heritage program include allowing children to participate in gardening, tidying up and setting up activities and meal areas.

### **Meeting the Physical Needs of Children in the Early Years**

Fundamental Movement Skills (FMS) include running, hopping, jumping, skipping, overarm throwing, catching, striking a stationary ball, kicking, catching, underarm throwing etc. These skills are the foundation skills children need to acquire in order to participate in sport and recreational activities throughout their lives.

To support the development of FMS, Heritage educators include daily floor-based play for babies such as tummy time, and progress to the intentional planning of FMS experiences for older toddlers and preschool-aged children, consisting of a warm-up, FMS game and a cool-down. See tables below:

#### **Fundamental Movement Skills Development in Babies, 0-7 Months – Educator Guidelines**

<b>General Guidelines</b>
<ul style="list-style-type: none"> <li>• Newborn babies spend a lot of time sleeping and feeding, however active playing is also important so they can develop their senses, good posture, strength and balance.</li> <li>• In addition, active play encourages babies to interact with others and helps them feel loved and happy.</li> <li>• At birth babies' movements are reflex reactions, and they soon develop control over their leg and arm movements in order to reach for people and toys.</li> <li>• Interaction with care givers/educators is often a newborn's best toy.</li> <li>• It is important to limit the amount of time that babies spend in strollers as this limits their opportunities to develop. Babies may be put in a stroller on walks, or in a</li> </ul>

<sup>23</sup> Refer to: References

<sup>24</sup> Refer to: Heritage Philosophy





car seat on excursions, for safety reasons only, and educators must ensure they participate in activities on arrival at the destination.	
Physical Activity Area	Educator Guidelines
<b>Tummy Time</b>	<ul style="list-style-type: none"> <li>From birth it is important to follow safe sleeping guidelines and put babies on their backs to sleep.<sup>25</sup></li> <li>When awake, babies need to spend some time on their tummy each day to strengthen their neck and back muscles and to learn to take weight on their arms.</li> </ul> <p>Nursery educators:</p> <ul style="list-style-type: none"> <li>Encourage babies to spend at least 5 minutes, three times a day on their tummy.</li> <li>Supervise babies during tummy time.</li> <li>Ensure babies are not hungry or tired when given tummy time.</li> <li>Allow babies who suffer from reflux to be laid on a slight incline if necessary.</li> <li>Interact with babies during tummy time in a calm voice.</li> </ul> <p>Strategies to promote development which may be used by Nursery educators include:</p> <ul style="list-style-type: none"> <li>Putting a rolled towel under a baby's chest may make it easier for them to lift their heads and lean on their arms.</li> <li>Putting bright toys and toys that play music around babies to stimulate them to lift their heads during tummy time.</li> <li>Placing a toy just out of reach of babies.</li> </ul>
<b>Back Play</b>	<p>Strategies that may be employed by Nursery educators to promote development during back play include:</p> <ul style="list-style-type: none"> <li>Suspending toys above babies for them to reach and grasp or kick. <ul style="list-style-type: none"> <li>They should be high contrast (black, red and white) and never small enough to fit completely into a baby's mouth.</li> </ul> </li> <li>Placing babies on their sides to help them to reach for toys.</li> </ul>
<b>Rolling and Pivoting</b>	<p>Babies need to learn to roll from their back onto their tummies and back again. All babies are born with soft mouldable heads and are unable to hold their head in the midline until 4 months of age.</p> <p>Nursery educators:</p> <ul style="list-style-type: none"> <li>Ensure babies do not always have their head turned to the same side when sleeping and spend time on their tummy when awake.</li> </ul> <p>In addition, nursery educators can help development by:</p> <ul style="list-style-type: none"> <li>Helping babies to roll, for example, when going to pick them up, ensuring babies are moved slowly so they have time to respond and use their own muscles.</li> <li>Moving very young babies from their backs onto their side.</li> <li>Placing a toy out of reach to the side and then the front of older babies to help them reach and then roll.</li> </ul>
<b>Supported Sitting</b>	<p><u>By 4 months of age</u> babies want to sit up.</p> <p>Nursery educators can help babies to learn to bend at the hips, sit for a short while and keep their weight forward by:</p> <ul style="list-style-type: none"> <li>Holding them in a sitting position for a few minutes when going to pick them up.</li> </ul>

<sup>25</sup> Refer to: Sleep, Rest and Relaxation Policy



	<ul style="list-style-type: none"> <li>Supporting babies in the sitting position with pillows under close supervision.</li> <li>Suspending toys in front of them at chest height.</li> </ul>
<b>Independent Sitting</b>	<p>Supervision and safety is needed for some time as even when the skill is established, babies can fall backwards.</p> <p>Strategies which nursery educators can use at this stage include:</p> <ul style="list-style-type: none"> <li>Moving pillows away slightly so babies do not lean on them.</li> <li>Sitting in front of babies to encourage them to balance and not to fall backwards.</li> </ul>
<b>Outdoor play</b>	<ul style="list-style-type: none"> <li>Outdoor play is important as it helps babies to feel comfortable in different surroundings, and allows them to experience grass, hearing birds and looking at the sky.</li> <li>Heritage has an outdoor area designed for use only by the babies which includes a sandpit and small play equipment.</li> </ul>

### Fundamental Movement Skills Development for Babies at 7-12 Months – Educator Guidelines

General Guidelines	
	<ul style="list-style-type: none"> <li>Once sitting balance is more established, babies learn to push up from their tummy into sitting.</li> <li>There is some variation in how babies first learn to move on the floor from rolling, creeping and creeping on all fours to bottom shuffling. Generally, babies who are “bottom shufflers” will develop walking skills later than their peers.</li> <li>It is often personality which determines when a baby takes its first steps.</li> <li>Initially babies walk with their arms held high for balance.</li> <li>It is important at this stage to ensure the environment is safe at all times.</li> </ul>
Physical Activity Area	Educator Guidelines
<b>Crawling</b>	<p>Strategies which Nursery educators may use to promote floor movement include:</p> <ul style="list-style-type: none"> <li>Encouraging babies to move into the crawling position by placing toys slightly out of reach.</li> <li>Developing activity plans to encourage crawling such as: <ul style="list-style-type: none"> <li>A crawling circuit made of cushions, furniture, pillows and empty boxes.</li> <li>Catching and chasing bubbles.</li> </ul> </li> </ul>
<b>Pulling to stand</b>	<p>Nursery educators:</p> <ul style="list-style-type: none"> <li>Encourage babies who have gained sitting balance and some floor movement to practise pulling up to stand and standing play by placing interesting toys on low surfaces such as tables.</li> <li>Ensure babies are supervised until they learn to bend their knees and lower themselves to the ground as they can become stuck in standing or fall back down.</li> </ul>
<b>Standing to Play</b>	<p>Nursery educators:</p> <ul style="list-style-type: none"> <li>Provide a variety of surfaces for babies to stand and play at before they start to walk.</li> </ul>
<b>Cruising Circuit</b>	<p>Nursery educators:</p> <ul style="list-style-type: none"> <li>Provide toys that move such as balls and cars to motivate babies to move around - cruising around furniture is an important step before independent walking.</li> </ul>



<b>Walking</b>	<p>Nursery educators:</p> <ul style="list-style-type: none"> <li>• Provide a flat, non-slip surface and enough space for babies to practise walking without being knocked over by other children.</li> <li>• Ensure babies do not spend long periods restrained which limits activity. <b>Note:</b> Heritage does utilise highchairs in the Nursery and older babies who participate in regular outings may only be restrained in a stroller on walks, or in a car seat on excursions, for safety reasons only, and educators ensure they participate in activities on arrival at the destination.</li> <li>• Never allow babies to use equipment such as walkers or jolly jumpers which are considered a safety risk.</li> <li>• Allow babies to use a trolley or toy pram to practise walking, but this should only be for short periods of time, so they learn to walk without support.</li> </ul>
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### Fundamental Movement Skills Development at 1-2 Years – Educator Guidelines

General Guidelines	
<ul style="list-style-type: none"> <li>• Children learn to walk independently between <u>10 and 18 months</u>.</li> <li>• If a child has not learnt to walk independently by <u>18 months</u>, Heritage advises that families should have their child assessed by a health professional such as their family doctor, Therapy ACT or a Maternal and Child Health (MACH) Nurse.<sup>26</sup></li> </ul>	
Physical Activity Area	Educator Guidelines
<b>Independent Walking</b>	<p>It is important to provide a variety of toys and an environment which challenges a child's balance while walking so they develop more control. Nursery and Toddler educators can assist with independent walking and leg muscle development by encouraging children to participate in a variety of physical activities.</p> <p><u>Examples include:</u></p> <ul style="list-style-type: none"> <li>• Carrying a large ball or toy with two hands while walking.</li> <li>• Walking around obstacles.</li> <li>• Walking on a variety of surfaces including slopes, tanbark, grass and soft mats.</li> <li>• Steering trolleys and toy prams around obstacles.</li> <li>• Stepping over very small steps.</li> <li>• Climbing on low play equipment.</li> <li>• Playing games such as pretending to be a "jack in a box".</li> <li>• Rolling a ball to and from an adult.</li> <li>• Dropping small balls or beanbags into a container (to encourage squatting to standing).</li> <li>• Kicking using large balls.</li> <li>• Moving to music and copying simple movements such as hands on heads.</li> <li>• Riding on toddler bikes in circuits.</li> <li>• Playing with bubbles – catching and stepping on them.</li> </ul> <p><u>Toddler educators:</u></p> <ul style="list-style-type: none"> <li>• Recognise differences in ability and ensures every child participates in activities where they can achieve success.</li> <li>• Encourage children and recognise their attempts, eg, "I see you really tried to...", "That was a big effort..." not just their successes, as this helps improve their motivation to participate.</li> </ul>

<sup>26</sup> Refer to: Section on Physical Development Concerns



## Fundamental Movement Skills Development at 2-3 years - Educator Guidelines

General Guidelines	
<ul style="list-style-type: none"> <li>• 2-year-olds are able to:               <ul style="list-style-type: none"> <li>○ Learn to jump</li> <li>○ Attempt to run using fast walking</li> <li>○ Learn to go up and down stairs (two feet per step, with support)</li> <li>○ Ride toddler bikes</li> <li>○ Climb on low playground equipment</li> <li>○ Maintain their sitting balance and come down a slide</li> <li>○ Walk into a ball to kick it</li> <li>○ Throw very short distances</li> <li>○ Begin to understand how to catch a ball</li> </ul> </li> <li>• Toddler educators create numerous opportunities for toddlers to participate in physical activities throughout the day.</li> </ul>	
Physical Activity Area	Educator Guidelines
<b>Structured Activities</b>	<ul style="list-style-type: none"> <li>• Educators may set activities that help children to develop their fundamental motor skills.</li> <li>• Children will be encouraged to visit these activities and offered support when educators observe children finding the activity challenging. Support may involve simply standing close to the child.</li> <li>• Educators are aware of the need for warming up and cooling down before and after active exercise periods.</li> </ul>
<b>Climbing, Coordination and Balance</b>	<p>Children aged 2 can:</p> <ul style="list-style-type: none"> <li>• Walk along a wide (20cm) balance board.</li> <li>• Begin to walk a few steps on a narrow (8cm) beam.</li> <li>• Climb on play equipment, ladders, slides, through tunnels, under chairs, on logs and tree stumps.</li> </ul> <p>Toddler educators ensure:</p> <ul style="list-style-type: none"> <li>• The child has their full attention as this helps the child feel safe to challenge themselves, their bodies, and their play because of the educator's presence, not interference.</li> </ul>
<b>Jumping</b>	Once children are able to clear the ground they can learn to jump across a line and from a low step, low tree stump or log.
<b>Ball Skills</b>	<p>The development of ball skills requires patience and repetitive practise. When teaching ball skills to toddlers, educators must ensure that:</p> <ul style="list-style-type: none"> <li>• Children put their arms out in front of them and look at the ball.</li> <li>• A large soft ball is used so that if children do not succeed in catching the ball, it will not hurt them.</li> <li>• They stand close to the child and make catching as easy as possible as success will increase motivation.</li> </ul> <p>Educators can also help children to learn to throw in a particular direction by setting up a target such as a bucket, hoop or chalk circle on the ground or wall.</p>
<b>Kicking</b>	Initially children will walk into the ball to kick it, and then learn to balance on one leg and kick a stationary ball, and then be able to direct the kick towards a target.



## Fundamental Motor Skills Development at 3-5 years - Educator Guidelines

General Guidelines	
<p>Between the ages of 3-5 years children need to be developing skills in key gross motor areas, called <u>Fundamental Motor Skills</u> or FMS. These include movement, balance and ball skills.</p> <ul style="list-style-type: none"> <li>• Movement skills include running, jumping, hopping and galloping.</li> <li>• Ball skills include catching, throwing, kicking and underarm rolling.</li> </ul>	
Age	Educator Guidelines
3 years old	<p><u>At 3 years old</u>, children can:</p> <ul style="list-style-type: none"> <li>• Climb jungle gyms, ladders, and trees.</li> <li>• Run on toes.</li> <li>• Balance on one leg for a short time.</li> <li>• Kick a ball from a standing position.</li> </ul>
4 years old	<p><u>At 4 years old</u>, children can:</p> <ul style="list-style-type: none"> <li>• Gallop.</li> <li>• Hop forward.</li> <li>• Do one-foot skips.</li> <li>• Throw a ball overarm approximately 3.5m.</li> <li>• Kick a large rolling ball.</li> </ul>
5 years old	<p><u>At 5 years old</u> children begin to display a variety of styles of play, including copying others and making up their own games. They are able to:</p> <ul style="list-style-type: none"> <li>• Run through an obstacle course avoiding objects.</li> <li>• Skip forward.</li> <li>• Maintain balance on a moveable platform.</li> <li>• Throw a ball with direction and force.</li> </ul> <p><u>Note:</u></p> <ul style="list-style-type: none"> <li>• These skills are the foundations required to participate in sport and recreational activities throughout their lives.</li> <li>• The earlier these skills are practised, the more confident children become which increases the likelihood that they will be active, healthy adults.</li> <li>• Failure to develop these skills can be a significant barrier to future wellbeing.</li> <li>• Not all children are naturally active, and some will need to be guided or prompted, such as, “how fast can you...?” or “can you do that with one leg and then the other?”</li> </ul>

## Risk Management Approach

- Although outdoor play may appear risky as children may get bruises and grazes and get dirty and have to deal with heights and negotiate different surfaces etc, Heritage understands that, according to research,<sup>27</sup> this type of experience is essential for building self-confidence and self-belief as children to give them the opportunity to explore freely, to test themselves and learn how to manage risk.
- Safety risks on the Heritage premises are identified and assessed using a Risk Benefit approach and the Risk Matrix in the Work Health and Safety Policy. Risks are mitigated by regular safety checks of buildings, equipment, outdoor play areas and toys. Educators educate children about safe risk taking, teach skills to navigate

<sup>27</sup> Refer to: References: Ellen Beate Hansen Sandseter, 2011

[https://www.researchgate.net/publication/275039981\\_CHILDREN'S\\_RISKY\\_PLAY\\_IN\\_EARLY\\_CHILDHOOD\\_EDUCATION\\_AND\\_CARE](https://www.researchgate.net/publication/275039981_CHILDREN'S_RISKY_PLAY_IN_EARLY_CHILDHOOD_EDUCATION_AND_CARE)



natural environments, and actively supervise children at all times. Educators adapt their supervision and behaviour support strategies depending on the activity, environment and individual needs of each child.<sup>28</sup>

- Experiencing different weather conditions is a part of everyday life and Heritage encourages exploring the outdoors even during wet or cold weather, and believes it helps to develop resilient dispositions in children. Waterproof clothing is provided during these times. Heritage also recognises that growing up in Australia with extreme and sometimes deceiving UV levels means it is essential involve children in SunSmart conversations and practices.
- Heritage ensures a risk assessment is undertaken for each excursion and for regular outings.

#### Regular Outings and Gulambany Program

- Where children may be participating in challenging, higher-risk activities, such as paddling in/near water or playing in bushland as part of the Gulambany Program, Heritage ensures a Risk Benefit Assessment (RBA) is undertaken.
- The aim of using RBAs is to ensure educators take into account the inherent risks while balancing these with the need to allow children the benefits of exploring risks, including gaining confidence, connecting with nature and learning how to make sound judgements about risk taking.
- RBAs for regular outings do not need to be updated unless the circumstances of a regular outing change.<sup>29</sup>

#### **Physical Development Concerns**

If educators are at all concerned about a child's physical development, the procedure is:

- Educators must talk to the Director.
- Director and Team Leader must then discuss concerns with the parent/guardian.

The parent/guardian may then:

- Discuss the concern with their family doctor.
- See a paediatric physiotherapist. Therapy ACT provides physiotherapy drop-in clinics.
  - Refer to: [http://www.communityservices.act.gov.au/therapy\\_act](http://www.communityservices.act.gov.au/therapy_act)
  - Email: [CSD@act.gov.au](mailto:CSD@act.gov.au)
  - Call: 02 6207 5111
- Make an appointment with a Maternal and Child Health (MACH) Nurse on 02 5124 9977.

#### **Summary of Responsibilities**

The Management Committee is responsible for ensuring:

- Healthy eating and physical activity are promoted at the service and appropriate for each child (Quality Area 2).
- The learning environment and educational program supports children and families to make healthy choices for active play both indoors, outdoors and in nature.
- Ongoing information, resources and support is given to educators and families, to assist in the promotion of physical activity.
- Policies and procedures are developed in relation to the health and safety and providing a child safe environment (National Regulation 168).
- At all times, every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury (National Law 167).
- All active play equipment is developmentally appropriate and well maintained.
- At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard (Quality Area 2).

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<sup>28</sup> Refer to: Attachment: Natural Environment Risk Assessment; Active Supervisions in Definitions.

<sup>29</sup> Refer to: Excursions and Incursions Policy



- Fresh drinking water is readily available at all times throughout the day, including at snack/lunch times (Regulation 78(1)(a)).
- Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators (Quality Area 1).
- The service environment is inclusive, promotes competence and supports exploration and play-based learning (Quality Area 3).
- Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments (Quality Area 3).
- Celebrations, fundraising activities and other service events are consistent with the purposes and values of this policy and promote healthy or active lifestyles and advocate for children's wellbeing.

The Director is responsible for ensuring:

- Healthy eating and physical activity are promoted at the service and appropriate for each child (Quality Area 2).
- Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators (Quality Area 1).
- The learning environment and educational program supports children and families to make healthy choices for active play both indoors, outdoors and in nature.
- The service environment is inclusive, promotes competence and supports exploration and play-based learning (Quality Area 3).
- At all times, every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury (National Law 167).
- All active play equipment is developmentally appropriate and well maintained.
- At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard (Quality Area 2).
- Fresh drinking water is readily available at all times throughout the day, including at snack/lunch times (Regulation 78(1)(a)).
- Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments (Quality Area 3).
- Educators are informed of the Physical Activity Policy and Procedures during the induction process, at staff meetings, through training days and through the Educator Handbook and Heritage website.
- Educators are encouraged to attend professional development courses in areas related to physical activity.
- Families are informed on enrolment of the Physical Activity Policy and provided with convenient access to policies and procedures such as via the Heritage website.
- Families are asked on enrolment if their children have any medical issues or individual or additional needs which need to be taken into account for their inclusion in the physical activity program at Heritage.
- Families are invited to share their cultural backgrounds in relation to physical activity, and the requirements of families are accommodated to support children's learning and development, where safe to do so.
- Physical activity/movement guidelines are communicated to families through the Heritage website, Heritage Handbook, newsletter and the noticeboard in the foyer.
- Ongoing information, resources and support is provided to families to assist in the promotion of physical activity, such as providing families with information and ideas on incorporating physical activity at home, displaying posters at the service, encouraging families to take active transport to and from Heritage, and sharing information about community events that promote children's wellbeing through physical activity.
- Space is provided undercover outside the front entrance for bikes/trailers/strollers and other active travel equipment while children are at the service.



- Links are developed with local health services, community organisations and businesses that provide expertise, resources and support active play.
- Celebrations, fundraising activities and other service events are consistent with the purposes and values of this policy and promote healthy or active lifestyles and advocate for children's wellbeing.
- Families are given information on physiotherapy clinics in Canberra as required.
- Families and educators are invited to contribute to reviews of the Physical Activity Policy.

Educators are responsible for ensuring:

- Children are assisted to develop daily habits, understanding and skills that support health and wellbeing.
- Children are supported and encouraged to participate in active play of varying intensity both indoors, outdoors and in nature every day.
- There is an appropriate balance between inactive and active time is each day.
- At all times, reasonable precautions are taken, and adequate supervision provided,<sup>30</sup> to protect all children from harm and hazard (Quality Area 2).
- All active play experiences are play-based, varied, creative, developmentally appropriate and cater to the abilities and interests of each individual child.
- Active play experiences are inclusive of and reflect the diverse cultural backgrounds of our educators, families and community.
- Collaboration with families to provide active play experiences that are inclusive of all children including those with individual and additional needs.
- Children are encouraged to be understanding and accepting of the different physical skills and abilities of other children.
- Opportunities are provided for physical activity during excursions and for active play experiences that encourage children to use their imagination, explore, challenge, extend and test their limits.
- Opportunities for children to practice Fundamental Motor Skills (FMS) are provided and children are given encouragement, positive reinforcement, instruction and role modelling to assist them in developing and refining their FMS.
- As part of the education program, discussions occur about parts of the body and the importance of staying fit and healthy. To further increase children's awareness of the importance of physical activity and keeping fit, programmed activities include cutting and pasting pictures of sports, simple human body projects, and excursions including nature walks.
- Age-appropriate traffic safety education, including pedestrian and passenger safety is provided to both children and parents/guardians at the service.
- They role model to children appropriate physical activity behaviours.
- Fresh drinking water is readily available at all times, and children are reminded to drink regularly throughout the day, including at snack/mealtimes.

Parents/guardians are responsible for:

- Supporting this policy and procedures.
- Encouraging children to exercise by engaging in active play and to utilise active transport to and from the service where possible.
- Discussing appropriate safety practices, and role-modelling this behaviour.
- Ensuring children are appropriately clothed to participate in physical activities and Gulambany on Country program.<sup>31</sup>

## Policy Evaluation

In order to assess whether the values and purposes of this policy have been achieved, the Management Committee will:

- Monitor the implementation, compliance, complaints and incidents in relation to this policy.

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<sup>30</sup> Refer to: Definitions

<sup>31</sup> Refer to: Clothing and Footwear Policy





- Regularly seek feedback from educators, other staff, parents/guardians, children, management and all those in the Heritage community affected by the policy regarding its effectiveness.
- Report on physical activity and screen time goals and achievements in the service's Quality Improvement Plan (QIP) and/or management committee meetings.
- Keep the policy up to date with current legislation, relevant research and best practice.
- Revise the policy and procedures as part of the Heritage policy review cycle, and as required and provide families with opportunities to contribute to the review.
- Notify parents/guardians at least 14 days before making any change to this policy.

## Related Policies

Name	Location
Asthma Policy	Policy and Procedures section in Members Area of website.
Allergy and Anaphylaxis (incl Nut Free) Policy	
Curriculum and Program Planning Policy	
Employment and Staffing (including Students and Volunteers) Policy	Policy and Procedures Manuals in Office, Main Entrance and Staff Programming Room.
Excursions and Incursions Policy	Heritage Family Handbook
Enrolment and Graduating Rooms Policy	
Nutrition and Oral Hygiene Policy	Educator Handbook
Illness and Infectious Diseases Policy	
Medical Conditions Policy	
Screen Time Policy	
Supporting Children's Individual and Additional Needs Policy	
Work Health and Safety Policy	

## References and Further Reading

### Legislative References

**Australian Children's Education and Care Quality Authority (ACECQA). (2018).** *Guide to the National Quality Framework.*

[https://www.acecqa.gov.au/sites/default/files/2018-03/Guide-to-the-NQF\\_0.pdf](https://www.acecqa.gov.au/sites/default/files/2018-03/Guide-to-the-NQF_0.pdf)

**Education and Care Services National Law Act 2011 (ACT).** *Effective: 1 January 2018.*

<http://www.legislation.act.gov.au/a/2011-42/current/pdf/2011-42.pdf>

**Education and Care Services National Regulations 2011 (ACT).** *Current Version 1 Feb 2018.*

<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653>

**Belonging, Being & Becoming – The Early Years Learning Framework for Australia.**

(2009). <http://education.gov.au/early-years-learning-framework>

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**ACT Health.** (n.d.) *Good Habits for Life.*

<https://goodhabitsforlife.act.gov.au/kids-at-play/get-them-moving-active-play>

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**Australian Government Department of Health.** (2013).

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**Australian Government Department of Health.** (2017). *Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): An Integration of Physical Activity, Sedentary Behaviour, and Sleep.*



<http://www.health.gov.au/internet/main/publishing.nsf/Content/health-publth-strateg-phys-act-guidelines>

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<https://www.health.gov.au/internet/main/publishing.nsf/Content/phd-gug-directorscoord>

**Early Learning Association Australia (2014).** *Nutrition and Active Play Policy.*

<https://pineslearning.com.au/wp-content/uploads/2015/03/Policy-8-Nutrition-and-Active-Play.pdf>

**Ellen Beate Hansen Sandseter.** (2011). *Children’s Risky Play in Early Childhood Education and Care.*

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**Healthy Kids.** (2018). *Sample Physical Activity and Screen Time Policy.*

<https://www.healthykids.nsw.gov.au/downloads/file/campaignsprogram/SamplePhysicalActivityandScreenTimePolicy.doc>

**Early Horizons: Volume 6, Issue 1.** (2017). *The Danish Forest School Approach.*

[https://www.asg.com.au/doc/default-source/early-horizons/asg\\_eh\\_2017\\_issue\\_6-1\\_web\\_fa.pdf?sfvrsn=2](https://www.asg.com.au/doc/default-source/early-horizons/asg_eh_2017_issue_6-1_web_fa.pdf?sfvrsn=2)

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**The Heart Foundation.** (n.d.). *Active Families*

<https://www.heartfoundation.org.au/active-living/active-families>

**UNICEF** (n.d.). *A summary of the rights under the Convention on the Rights of the Child.*

[http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

### Useful websites

Kids at Play - Good Habits for Life - <https://goodhabitsforlife.act.gov.au/kids-at-play/>

ACT Health – [www.health.act.gov.au](http://www.health.act.gov.au)

Heart Foundation - [www.heartfoundation.com.au](http://www.heartfoundation.com.au)

National Health and Medical Research Council - <https://www.nhmrc.gov.au/>

Better Health Channel – [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

### Version Control and Change History

Version Number	Approval Date	Approved by	Author and Amendments
1	December 2010	Heritage Management Committee	Author: Julia Charters New Heritage Physical Activity Policy based on government ‘Get up and Grow’ guidelines.
2	December 2013	Director	Updated Rationale and Appendix: Related National Law Regulations and Quality Standards
3	12 November 2019	Heritage Management Committee	Author: Julia Charters Updated to reflect: <ul style="list-style-type: none"> <li>The latest national physical activity guidelines: The Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): An Integration of Physical Activity, Sedentary Behaviour, and Sleep. 2017.</li> <li>The evolution in the Heritage pedagogy and Philosophy to embed outdoor active play in nature into the daily program through the Heritage Gulambany On Country Program (based on Forest School Theory).</li> </ul>



			<p>Added Contents Page.          Added Definitions.          Added Legislative Background.          Added Summary of Responsibilities.          Updated Appendix 1 to reflect updates to Quality Standards.          Added Attachment: Risk Assessment of Natural Environment in and Around Heritage.          Added research evidence from Ellen Beate Hansen Sandseter. (2011). <i>Children's Risky Play in Early Childhood Education and Care</i>.  <a href="https://www.researchgate.net/publication/275039981_CHILDREN'S_RISKY_PLAY_IN_EARLY_CHILDOOD_EDUCATION_AND_CARE">https://www.researchgate.net/publication/275039981_CHILDREN'S_RISKY_PLAY_IN_EARLY_CHILDOOD_EDUCATION_AND_CARE</a></p>
4	September 2020	Director	<p>Added Risk assessment on Natural Environment in and around Heritage and Research evidence from Ellen Beate Hansen Sandseter to support our risk management strategy. Updated PDF on website</p>



## Appendix 1: Relevant National Law, Regulations and Quality Standards

### National Regulation 168

- (2) Policies and procedures are required in relation to the following—
- (a) Health and safety
  - (h) Providing a child safe environment

### National Law Section 167: Offence relating to protection of children from harm and hazards

- (1) The approved provider of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.
- (2) A nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.

### National Regulation 78

- (1) The approved provider of an education and care service must ensure that children being educated and cared for by the service--
- (a) have access to safe drinking water at all times; and
  - (b) are offered food and beverages appropriate to the needs of each child on a regular basis throughout the day.
- (2) A nominated supervisor of an education and care service must ensure that children being educated and cared for by the service--
- (a) have access to safe drinking water at all times; and
  - (b) are offered food and beverages on a regular basis throughout the day.

### **National Quality Standard**

#### Quality Area 2: Children's Health and Safety

Element 2.1.3. Healthy lifestyle. Healthy eating and physical activity are promoted and appropriate for each child.

Standard 2.2. Safety. Each child is protected.

Element 2.2.1. Supervision. At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

### **Related Quality Areas**

#### Quality Area 1: Educational Program and Practice

Standard 1.1: Program. The educational program enhances each child's learning and development.

Element 1.1.1. Approved learning framework. Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

Element 1.1.2. Child-centred. Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

Element 1.1.3. Program learning opportunities. All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.

#### Quality Area 3: Physical Environment

Standard 3.2. Use. The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Element 3.2.1. Inclusive environment. Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

Element 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.



**Appendix 2: Natural Environment in and Around Heritage: Risk Assessment**

ACTIVITY	Benefit Assessment	Possible hazards/risks	Preliminary Risk Assessment (Consequence /Likelihood)	Measures in Place/ Additional Measures	Children’s Voice	Risk with measures in place	Outcome Benefit/\ Risk L/M/H
<p><b>Natural environment In and around Heritage</b></p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>• Appreciation and respect for the land of the Ngonawal people.</li> <li>• Social interactions with nature, make materials and recycling products.</li> <li>• Life skills of learning appropriate behaviour in natural bush settings.</li> <li>• Learn to be creative with nature - encouraging open ended play.</li> <li>• The understanding of the world without purposely made</li> </ul>	<ul style="list-style-type: none"> <li>• Children slipping when area are wet on uneven natural surfaces such as mud, rocks or logs etc.</li> <li>• Children falling when balancing on natural objects such as logs or rocks etc.</li> <li>• Children not moving carefully over natural obstacles.</li> <li>• Injury from natural object eg. sticks</li> </ul>	<p>Moderate</p>	<p>Discuss, teach, and remind children what to think about and consider when interacting with natural environments.</p> <p>Teach children to practice their skills with safety considerations.</p> <p>Encouraging “safe risk” taking where children can practice their skills.</p> <p>Supervision and reflection with children about what they are doing (say what you see, ask a question) to help them understand safe risks and prevent injury.</p>	<p>This changes regularly with new conversations with children</p>	<p>Low</p>	<p>Benefits outweigh risk</p>

Appendix 2: Natural Environment in and Around Heritage: Risk Assessment

ACTIVITY	Benefit Assessment	Possible hazards/risks	Preliminary Risk Assessment (Consequence /Likelihood)	Measures in Place/ Additional Measures	Children’s Voice	Risk with measures in place	Outcome Benefit/\ Risk L/M/H
	plastic toys/equipment. <ul style="list-style-type: none"> <li>• Children learning to conduct self-risk assessments before performing actions</li> <li>• Educators determining the difference between a risk and hazard</li> </ul>			Educators conduct safety sweep of all areas throughout the day identifying any potentials risks and eliminating hazards. Educators research and receive training about risk assessments in natural environments including hazard identification  Educator’s researched Theorists to back up their approach to the risk of having a natural environment with natural and recycled loose parts. “People freely admit they are afraid of accidents in play and want to minimize risk. Yet playgrounds that offer genuine risk tend to have fewer accidents than			

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				traditional playgrounds. Give children risk and they rise to it; they learn how to handle it. Give them sanitized play spaces, and children often are less conscious of risk and have accidents, or take outlandish risks for the sheer excitement of it all” (Almon, 2009)			

Risk Matrix												
							Consequence					
								Insignificant	Minor	Moderate	Major	Catastrophic
Likelihood	Almost certain	Moderate	High	High	Extreme	Extreme						
	Likely	Moderate	Moderate	High	Extreme	Extreme						
	Possible	Low	Moderate	High	High	Extreme						
	Unlikely	Low	Low	Moderate	High	High						
	Rare	Low	Low	Low	Moderate	High						