



Preschool screen time and children procedure

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
2.1 3.2	Regulation 105	Communication Devices and Associated Services Policy
Pre-reading and reference documents		
National Physical Activity Recommendations for Children Birth to 5 Years		
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 (This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool)	<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 storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers being actively involved in the review of this procedure, as required, or at least annually ensuring the details of this procedure’s review are documented. 	

Procedure	
Rationale	<p>The increasing prevalence of overweight and obesity in childhood reflects the levels of physical activity and sedentary behaviour of entire communities. Developing healthy habits associated with being physically active sets the foundation for good habits in later life and can impact on immediate and long-term health outcomes. Early childhood education and care services are an ideal place to develop good habits in young children and 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 house.</p>
Service Commitment	<p>Sefton Infants Preschool seeks to promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence of their fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences. Our service also supports limiting the amount of time children spend engaging in screen time and sedentary behaviour for recreational purposes. Our service is committed to a journey of continuous improvement, striving for quality service provision under the National Quality Framework. We will ensure key physical activity messages within <i>Munch & Move</i> are embedded into our curriculum.</p> <p>Furthermore, Sefton Infants Preschool recognises the importance of supporting families to promote children's physical activity through positive, respectful and reciprocal relationships.</p>
This procedure aims to:	<ol style="list-style-type: none"> 1. Promote children's participation in a range of safe active play learning experiences. 2. Provide a positive active play environment which reflects cultural and family values. 3. Promote lifelong learning and enjoyment of physical activity. 4. Limit time spent engaging in screen time (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service. 5. Encourage communication with families about physical activity, gross motor and fundamental movement skills development and limiting screen time and sedentary behaviour.
Our strategies to implementing this procedure include:	<ol style="list-style-type: none"> 1. Promote children's participation in a range of safe active play 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. This includes the intentional planning of FMS experiences for preschool-aged children that consists of a warm-up, FMS game and a cool-down.

- 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.
- Support educators to provide active play experiences that encourage children to explore, challenge, extend and test their limits.
- 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.
- Encourage educators to provide opportunities for learning about the importance and benefits of being physically active, and involve children in the planning of active play experiences.
- Encourage educators to actively role model to children appropriate physical activity behaviours.
- Encourage children and educators 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).
- Provide opportunities for educators to undertake regular professional development to maintain and enhance their knowledge about early childhood physical activity.
- Participating in age-appropriate sport activities with Sefton Infants School, including a gymnastics program, as part of movement experiences and transition to school activities.

2. Provide a positive active play environment which reflects cultural and family values

- 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 our 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 to be understanding and accepting of the different physical skills and abilities of others.
- 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.

3. Promote lifelong learning and enjoyment of physical activity

- Provide opportunities and encourage all educators to engage in professional development topics related to promoting physical activity and limiting small screen time for example *Munch & Move* 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 small screen time as part of their learning experiences.
- Assist children to develop daily habits, understanding and skills that support health and wellbeing.

4. Limit time children spend engaging in screen time (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service

- Limit the amount of time spent on screens, and endeavour to limit experiences involving screen use to those which have an educational component – including movement.
- Discuss with children the role of screen time in their lives and support them in making healthy choices about their use of screen time for both education and recreation.
- Encourage educators to model appropriate screen behaviours to the children.
- Encourage the promotion of productive sedentary experiences for rest and relaxation.
- Ensure that an appropriate balance between active and passive time

	<p>is maintained each day.</p> <ul style="list-style-type: none"> • Screen-based activities are not to be used as a reward or to manage challenging behaviours. <p>5. Encourage communication with families about physical activity, gross motor and fundamental movement skills development and limiting screen time and sedentary behaviour</p> <ul style="list-style-type: none"> • Request that any details of children’s additional needs in relation to physical activity participation be provided to the service. • Encourage families to share with the service links between cultural backgrounds and physical activity. • Communicate regularly with families and provide information, support and advice on physical activity, gross motor and fundamental movement skills development, everyday physical tasks and limiting screen time and sedentary behaviour. This information may be provided to families in a variety of ways including factsheets, newsletters, noticeboards, during orientation, information sessions and informal discussion. • Aspects of movement and physical skills included in student assessment and reporting to parents via Class Dojo and half-yearly EYLF progress reports.
<p>Monitoring and Review</p>	<ul style="list-style-type: none"> • Report on active play/physical activity and screen time goals and achievements in the service’s Quality Improvement Plan (QIP) where appropriate, annual reports or management committee meetings. • Review the <i>Physical Activity and Screen Time Policy</i> every year. • Provide families with opportunities to contribute to the review of this procedure.
<p>National Physical Activity Recommendations for Children Birth to 5 Years</p>	<p>Our preschool follows the National Physical Activity Recommendations for Children.</p> <ol style="list-style-type: none"> 1. Pre-schoolers (4 to 5 years of age) should be physically active every day for at least three hours, spread throughout the day. 2. Pre-schoolers (4 to 5 years of age) should not be sedentary, restrained, or kept inactive, for more than one hour at a time, with the exception of sleeping. 3. For children 4 to 5 years of age, sitting and watching television and the use of other electronic media (DVDs, computer and other electronic games) should be limited to less than 1 hour per day.

Record of procedure's review
Date of review and who was involved
18 September 2023 – Sharna Labbe, Deana Talevska, Alex Arancibia and May Meesorn-iam
Key changes made and reason/s why
Updates to note inclusion of physical activity and movement skills in assessment and reporting to parents.
Record of communication of significant changes to relevant stakeholders
Preschool staff informed of updated procedures 24.10.2023 at weekly meeting SIS staff made aware of updated procedures 24.10.2023 at whole school administration meeting Families sent link via Class Dojo to updated procedures on school website 24.10.2023. Hard copies of procedures also made available to parents 24.10.2023.
Due date of review
End Term 3 2024 – 27 September 2024