

# NUTRITION, ORAL HEALTH AND ACTIVE PLAY

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## QUALITY AREA 2

Working in partnership with Cancer Council Victoria and Dental Health Services Victoria, ELAA has aligned this policy to the key policies and guidelines of the Healthy Early Childhood Services Achievement Program and Smiles 4 Miles program.

## PURPOSE

Boronia K-12 College ELC acknowledges the importance of healthy eating, oral health and physical activity and its contribution to good health and overall wellbeing.

This policy provides guidelines to:

- promote a healthy lifestyle and support children, staff, educators and families at the service to eat nutritious food, maintain oral health and participate in physical activity and active play
- ensure national and state guidelines and recommendations about nutrition, oral health and physical activity are met
- ensure that the dietary, developmental and cultural needs of children and families are taken into consideration when planning menus and implementing nutrition, oral health and active play activities
- ensure the safe storage and preparation of food.

## POLICY STATEMENT

### 1. VALUES

Boronia K-12 College ELC is committed to:

- creating policies and practices that promote a healthy lifestyle and ensure national and state guidelines and recommendations about safe food preparation, nutrition, oral health and physical activity are met
- ensuring the buildings, grounds and facilities enable healthy eating, oral health and active play
- creating a culture in which all community members are respectfully supported to eat healthily, maintain good oral health and be active
- providing children with formal and informal opportunities to learn about food, nutrition, oral health and health messages about physical activity
- ensuring staff and educators have access to resources and support for their own healthy eating, oral health and physical activity
- engaging families, the service community and expert organisations in the promotion and implementation of healthy eating, oral health and active play initiatives.

### Scope

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of Boronia K-12 College ELC, including during offsite excursions and activities.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
<b>R</b> indicates legislation requirement, and should not be deleted					
Ensuring that the service environment and educational program supports children and families to make healthy choices for eating, oral health and active play ( <i>refer to Definitions</i> )	<b>R</b>	√	√		
Embedding opportunities to learn about healthy eating and oral health and the importance of physical activity in the educational program, throughout the year	<b>R</b>	√	√		
Ensuring that age-appropriate adult-guided and child-initiated active play is planned on a daily basis across all age groups		√	√		√
Discussing healthy eating choices with children and introducing the concept of ‘sometimes’ and everyday foods and drinks		√	√	√	√
Providing a variety of cooking and food experiences that support children to develop food literacy and positive habits relating to food		√	√		√
Role-modelling positive eating, drinking and physical activity behaviours, promoting a healthy relationship with food and interacting with children at meals times		√	√	√	√
Providing a positive eating environment and sitting and interacting with children at mealtimes		√	√		√
Providing adequate supervision ( <i>refer to Definitions</i> ) for all children at all times, including at mealtimes	<b>R</b>	<b>R</b>	√		√
Encouraging children to be independent at snack/mealtimes e.g. opening lunchboxes, pouring drinks, self-feeding, serving and using utensils in a culturally-sensitive way		√	√		√
Ensuring that cultural and religious practices/requirements of families are accommodated to support children’s learning and development	<b>R</b>	√	√		
Providing ongoing information, resources and support to families, to assist in the promotion of optimum health, including oral health and active play, for young children ( <i>refer to Sources</i> )	<b>R</b>	√	√		
Recognising families, educators and staff as role models and encouraging them to bring/use foods and drinks that are in line with the service’s <i>Nutrition, Oral Health and Active Play Policy</i>	<b>R</b>	√			
Providing and promoting healthy, nutritious food for snacks/meals, including fruits and vegetables in line with the service’s <i>Nutrition, Oral Health and Active Play policy</i> , where	<b>R</b>	√		√	

applicable, and discouraging sometimes/discretionary food options					
Ensuring the implementation of adequate health and hygiene procedures, and safe practices for handling, preparing and storing food, to minimise risks to children being educated and cared for by the service ( <i>Regulation 77</i> ) (refer to <i>Hygiene Policy and Food Safety Policy</i> )	R	√	√		√
Ensuring measures are in place to prevent cross-contamination of any food given to children with diagnosed food allergies and/or diabetes (refer to <i>Anaphylaxis Policy, Asthma Policy, Diabetes Policy and Food Safety Policy</i> )	R	√	√		√
Ensuring that all ECT, educators/staff are aware of, and plan for, the dietary needs of all children	R	R			
Ensuring that all educators/staff are aware of a child's food allergies and/or other medical conditions on enrolment or on initial diagnosis	R	R			
Providing details of specific nutritional/dietary requirements, including the need to accommodate cultural or religious practices or food allergies, on their child's enrolment form, and discussing these with the nominated supervisor prior to the child's commencement at the service, and if requirements change over time (refer to <i>Anaphylaxis Policy, Asthma Policy and Diabetes Policy</i> )				√	
Communicating regularly with ECT, educators/staff regarding children's specific nutritional requirements and dietary needs, including food preferences				√	
Ensuring that fresh drinking water (preferably tap water) is readily available at all times, indoors and outdoors, and reminding children to drink water throughout the day, including at snack/lunch times ( <i>Regulation 78(1)(a)</i> ) (Only tap water and plain milk are encouraged.)	R	√	√		√
Ensuring that children can readily access their own clearly labelled drink containers (where this is a service practice)		√	√	√	√
Ensuring that best practices are followed in relation to bottle feeding and sipper cups as outlined in the NHMRC Infant Feeding Guidelines (delete if not applicable)	√	√	√		√
Ensuring oral hygiene practices are undertaken at the service where appropriate	√	√	√		√
Providing opportunities for children to learn about, and develop skills for oral health through the educational program, including age-appropriate tooth brushing		√	√	√	√
Ensuring that food and drinks are available to children at frequent and regular intervals throughout the day ( <i>Regulation 78(1)(b)</i> )	R	√			
Providing food and drinks at regular intervals, and encouraging children to actively participate in, and enjoy, snack/mealtimes without feeling rushed		√	√		√
Ensuring educators and staff are supported to access a range of resources and professional development to increase their	√	√			

capacity to promote healthy eating, oral health and active play initiatives for children					
Registering and engaging the service with the Achievement Program ( <i>refer to Sources</i> )	√	√			
Providing families with information and strategies to promote healthy eating, oral health and active play and how to access relevant services (including local dental clinics)	√	√	√		
Developing links with local and regional health services, community organisations and businesses that provide expertise, resources and support for healthy eating, oral health and active play	√	√	√		
Ensuring that food and drinks are not used as an incentive or reward	√	√	√		√
Ensuring staff and educators are supported by having healthy food options in the staff room, for staff meetings and for professional learning (if applicable)	√	√			
Ensuring that discretionary food and drinks do not appear in any sponsorship, fundraising or marketing activities	√	√			
Considering this policy when organising excursions, service events and any sponsorship or marketing opportunities	√	√	√		
Ensuring celebrations and other service events promote healthy food options and limit discretionary options	√	√			
Developing and reviewing guidelines for celebrations, fundraising activities and other service events in consultation with educators, staff, parents/guardians and families to focus on healthy alternatives	<b>R</b>	√			
Ensuring the layout of the grounds and buildings is inclusive of the diversity and abilities of all children and encourages physical activity and movement	<b>R</b>	√			
Ensuring recommendations about physical activity and screen time from the Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 Years) are met	<b>R</b>	√	√		
Ensuring children are not sedentary or inactive for more than 1 hour at a time, with the exception of sleeping		√	√		√
Supporting children to develop collaboration skills during play		√	√		√
Ensuring that children are taught how to use equipment safely	<b>R</b>	√	√		√
Planning and providing active play and movement experiences that are age-appropriate, inclusive of diversity and abilities and support children to develop fundamental movement skills		√	√		√
Considering opportunities for children to be physically active indoors, particularly in adverse weather conditions		√	√		√
Dressing their child/ren so they can engage safely in active play		√	√	√	√
Ensuring service facilities and equipment enable active travel and road safety for children, staff, educators and families	<b>R</b>	√			

Supporting, promoting and encouraging active travel to and from the service ( <i>Regulations 100 -102</i> )	√	√	√	√	√
Providing age-appropriate traffic safety education, including pedestrian and passenger safety to both children and parents/guardians at the service	R	√	√		
Using and promoting local parks, bike paths and recreation facilities, where appropriate, to encourage physical activity.	√	√	√		
Ensuring there is a suitable space for breastfeeding and storage of breast milk is available (delete is not applicable)	R	√			
Ensuring space and facilities are available to allow staff and educators to store and prepare healthy food safely	R	√			
Ensuring healthy eating, oral health and active play information and policy requirements are included in the educator and staff induction	R	√			
Ensuring educators and staff are supported to be physically active and minimise sedentary behaviour, both inside and outside of work hours	R	√			
Supporting students and volunteers to comply with this policy while at the service	R	√			
<b>Where food is provided at the service:</b>					
Ensuring the provision of nutritionally-balanced and culturally-sensitive meals, in line with the Australian Dietary Guidelines and Infant Feeding Guidelines, as required	R	√			
Ensuring that staff who are responsible for menu planning participate in regular nutrition and safe food handling training, and are kept up to date with current research, knowledge and best practice	R	√			
Ensuring that food and drink provided by the service is nutritious, varied, adequate in quantity and appropriate to children's growth and development, and meets any specific cultural, religious or health needs ( <i>Regulation 79(1)</i> )	R	√			
Ensuring the service menu has been assessed by the Healthy Eating Advisory Service's FoodChecker tool and meets the criteria determined	R	√			
Ensuring that a weekly menu is displayed in a location accessible to parents/guardians, and that it accurately describes the food and drinks to be provided by the service each day ( <i>Regulation 80(1)</i> )	R	√			
Displaying menus, sharing recipes and encouraging feedback about the food provided at the service.	R	√			

## LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Early Childhood Australia Code of Ethics
- Information Privacy Act 2000 (Vic)

- National Quality Standard, Quality Area 2: Children Health and Safety and Quality Area 7: Governance and Leadership
- Occupational Health and Safety Act 2004 (Vic)
- Privacy Act 1988 (Cth)
- United Nations Convention on the Rights of the Child
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The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: [www.legislation.vic.gov.au](http://www.legislation.vic.gov.au)
- Commonwealth Legislation – Federal Register of Legislation: [www.legislation.gov.au](http://www.legislation.gov.au)

## 2. DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the Definitions file of the PolicyWorks catalogue.

**Co-playing:** When two or more children and/or an adult and child(ren) engage in play together, communicating about their actions, about the content, or interacting in any way.

**Co-viewing:** Occurs as two or more people view the same content together, promoting opportunity for conversation and communication about the content they are viewing.

**Digital citizenship:** Citizenship in digital contexts recognises that young children are active participants in their communities now and into the future

**Digital communication platforms:** video teleconferencing software program such as Zoom, Goggle Classroom, Microsoft Teams, Webex Meetings, Skype

**Digital contexts:** involve both actual access to digital technologies and the ways in which people think about and value the use of digital technologies in their lives.

**Digital data:** Information that is transmitted digitally, including (but not limited to) text, audio, images and video.

**Digital documentation:** Recording and analysing children’s engagement and learning using digital tools. This can include photos, text and video and may be communicated via an online platform.

**Digital literacy:** The ability to identify and use technology confidently, creatively and critically to meet the demands and challenges of living, learning and working with digital technologies like internet platforms, social media, and mobile devices.

**Digital technology:** Microprocessors or small ‘chips’ that convert information into numbers, digital technology enables large amounts of data to be stored and shared so that it can be accessed, created and used by people anywhere, at any time. Digital technologies are frequently networked or connected, enabling people to share, communicate, store, retrieve and manipulate digital data for education, entertainment, recreational, organisational and work purposes. There many types of digital technologies used by people in daily life include computers, tablets, smart televisions, smartphones and smart watches

**eSafety Commissioner:** Australia’s national independent regulator for online safety. purpose is to help safeguard Australians at risk from online harms and to promote safer, more positive online experiences

**Filtering:** Software designed to automatically sort incoming emails into folders, block access to certain web pages, etc., according to present rules or conditions.

**Interactive media:** refers to digital and analog materials, including software programs, applications (apps), broadcast and streaming media, some children’s television programming, e-books, the Internet, and other forms of content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults.

**Screen time:** A general term that includes any time a child engages with an electronic screen, including (but not limited to) watching television, engaging with educational games or creating digital books.

**Sedentary behaviour:** Sitting or lying down; awake but relatively inactive or stationary.

**Self-regulation:** The capacity for children (and adults) to regulate their behaviour in response to their emotions and thinking.

**Technology:** The development of new objects or tools by people that help them in their lives. Three broad types of technology are mechanical technology (e.g. wheels, blocks, levers, gears); analogue technology (e.g. film-based photography, drawing, painting); and digital technology (e.g. mobile phones and computers).

**Wearable technologies:** Digital technologies that can be worn, e.g. watches, fitness tracking devices, jewellery and clothes made with electronic textiles.

### 3. SOURCES

- Early Childhood Australia Statement on young children and digital technology: <http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2018/10/Digital-policy-statement.pdf>
- Early Year Learning and Development Framework: <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>
- eSafety Commissioner: <https://www.esafety.gov.au/>
- eSafety's professional learning modules: <https://www.esafety.gov.au/educators/training-for-professionals/early-years>
- Online Safety Agreement: <https://www.esafety.gov.au/educators/early-years-program/online-safety-agreement>
- The eSafety Guide: <https://www.esafety.gov.au/key-issues/esafety-guide>
- The Playing IT Safe Framework and Alignment: <https://playingitsafe.org.au/>
- Victorian Early Years Learning and Development Framework: <https://www.acecqa.gov.au/nqf/national-law-regulations/approved-learning-frameworks>

### 4. RELATED POLICIES

- Child Safe Environment and Wellbeing
- Compliments and Complaints
- Curriculum Development
- Enrolment and Orientation
- Inclusion and Equity
- Information Communication Technology
- Interactions with Children
- Occupational Health and Safety
- Privacy and Confidentiality
- Supervision of Children

### AUTHORISATION

This policy was adopted by the Approved Provider of Boronia K-12 College ELC on 29/07/2024

### REVIEW DATE: JUNE 2025

### ATTACHMENT 1. DIGITAL COMMUNICATION PLATFORM SAFETY GUIDELINES

Using digital communication platform can be a great way for children to learn and explore, but it can also put them at risk. It is important for early childhood teacher and educators to understand the risks associated with children using the internet. The eSafety Commissioner provides early years professional learning and resources to help services in keeping children while safe online: [www.esafety.gov.au](http://www.esafety.gov.au)

Prior to using a digital communication platform:

- Educators to complete eSafety learning module (*refer to Sources*)
- Educators to email digital communication platform guidelines and gain written consent from families

- Educators be familiar with using digital communication platform and its functions

#### Guidelines for educators

1. Be the host and have full control throughout the session
2. Two staff to be present online at all times
3. Dress appropriately and ensure background is presentable and professional
4. Ensure the use of the "waiting room" function so to monitor attendees
5. Decline or remove unauthorised participants immediately
6. Follow *Child Safe Environment and Wellbeing and Code of Conduct Policy* at all times
7. Use the services digital communication platform at all times with families (no personal accounts)
8. Use different meeting ID each session to reduce hacking attempts

#### Guidelines for families

1. The educator is the host of the [inset name of the digital commutation platform] session and will have control of the meeting throughout the session
2. All participants must join with the child's first and last name for identification purposes
3. A parent/guardian to be present online at all times
4. All participants to dress appropriately
5. Unauthorised participants will be immediately by removed by the host
6. Keep private information for 1:1 discussion with the educator. If you wish to speak about a private matter, you can contact the educator via email or call to make a time to discuss the matter
7. We ask families not to record, take photos during [inset name of the digital commutation platform] sessions or share [inset name of the digital commutation platform] links with others
8. We encourage families to read the eSafety Commissioner's [Online safety for under 5's booklet](#) with their child/ren as part of our commitment to keep children safe while online

#### Consent

I [parent's full name] consent [insert child's full name] to participate in [inset name of the digital commutation platform] with Boronia K-12 College ELC Educators. I have read, understood and will adhere to the above guidelines.

Signature: \_\_\_\_\_