



Sun Protection and Heat Policy

Purpose

This SunSmart policy provides guidelines to:

- Ensure all children, educators, students and families have some UV exposure for vitamin D.
- Ensure all children, educators, students and families are well protected from too much UV exposure by using a combination of sun protection measures during the daily local sun protection times (issued whenever UV levels are 3 and above).
- Ensure the outdoor environment is sun safe and provides shade for children, educators, students and families.
- Ensure children are encouraged and supported to develop independent sun protection skills.
- Support duty of care and regulatory requirements.
- Support appropriate OHS strategies to minimise UV risk and associated harms for educators, students and families

Background

A balance of ultraviolet radiation (UV) exposure is important for health.

Too much of the sun's UV can cause sunburn, skin and eye damage and skin cancer. Exposure to the sun's UV during childhood and adolescence is associated with an increased risk of skin cancer in later life. Too little UV from the sun can lead to low vitamin D levels.

Vitamin D is essential for healthy bones and muscles, and for general health.

Legislation and Standards

Occupational Health and Safety Act 2004

Children's Services Act 2011

Children's Services Regulations 2010

Child Wellbeing and Safety Act 2005 (Vic) (Part 2: Principles for children)

Education and Care Services National Law Act 2010: Section 167: Protection from harm and hazards

Education and Care Services National Regulations 2011

Req 100

Risk assessment for excursions

Req 113	Outdoor space: natural
Req 114	Outdoor space: shade
Req 168	Policies and procedures: Sun

Procedures (QA 1, 2, 4, 6, 7)

To assist with the implementation of this policy, educators and children are encouraged to access the daily local sun protection times via the SunSmart widget on the service's website, the free SunSmart app or at sunsmart.com.au. - www.arpana.gov.au/uvindex/realtime/mel_rt.htm

The sun protection measures listed below are used for all outdoor activities during the daily local sun protection times (issued whenever UV levels are 3 and above), typically from September to the end of April in Victoria.

Where possible, active, outdoor sun safe play is encouraged throughout the day.

Sun Smart practices consider the special needs of infants.

If the UV level reaches 3 and above :-

Cuddly Bear educators and management will remind children to seek shade or make the choice to have restricted play shaded areas only including indoor and outdoor play. This also will take place with current temperatures reach extreme temperatures.

All babies under 12 months are kept out of direct sun during the sun protection times (when UV levels are three and above).

Healthy physical environment

1. Seek shade (QA 1, 2, 3, 4, 5, 6)

Management makes sure there is a sufficient number of shelters and trees providing shade in the outdoor area particularly in high-use areas.

The availability of shade is considered when planning all outdoor activities. Children are encouraged to choose and use available areas of shade when outside.

Children who do not have appropriate hats or outdoor clothing are asked to choose a shady play space or a suitable area protected from the sun.

A shade assessment is conducted regularly to determine the current availability and quality of shade.

Healthy social environment

2. Slip on sun protective clothing (QA 1, 2, 4, 5)

Children are required to wear loose-fitting clothing that covers as much skin as possible. Clothing made from cool, densely woven fabric is recommended. Tops with elbow-length sleeves, and if possible, collars and knee-length or longer style shorts and skirts are best. If a child is not wearing sun-safe clothing (e.g. a singlet top or shoestring dress) they will be required to choose a t-shirt/shirt to wear over the top or underneath their clothing before going outdoors.

3. *Slap on a hat* (QA 1, 2, 4, 5)

All children are required to wear hats that protect their face, neck and ears (legionnaire, broad-brimmed or bucket style). Peak caps and visors are not considered a suitable alternative.

4. *Slop on sunscreen* (QA 1, 2, 4, 5)

SPF30 (or higher) broad-spectrum, water-resistant sunscreen is supplied by the service and/or families.

Sunscreen is applied at least 20 minutes (where possible) before going outdoors and reapplied every TWO hours.

To help develop independent skills ready for school, children from 3 years of age are given opportunities and encouraged to apply their own sunscreen under supervision of staff.

5. *Slide on sunglasses [if practical]* (QA 1, 2, 4, 5)

Where practical, children are encouraged to wear close fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

Learning and skills (QA 1, 2, 4, 5, 6)

Sun protection and vitamin D are incorporated into the learning and development program.

The SunSmart policy is reinforced through educator and children's activities and displays.

Engaging children, educators, staff and families (QA 2, 3, 4, 3, 6, 7)

Educators, staff and families are provided with information on sun protection and vitamin D through family newsletters, service handbook, noticeboards and the service's website.

When enrolling their child, families are:

- informed of the service's SunSmart policy
- asked to provide a suitable sun protective hat, covering clothing and sunscreen for their child
- Children receive a personalised sun smart approved hat as a enrolment gift.
- Required to give permission for educators to apply sunscreen to their child
- encouraged to use SunSmart measures themselves when at the service.
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As part of OHS UV risk controls and role-modelling, educators, staff and visitors:

- wear a suitable sun protective hat, covering clothing and, if practical, sunglasses
- apply sunscreen
- seek shade whenever possible.

Monitoring and review (QA 1, 2, 4, 5, 6, 7)

- Management, educators and staff monitor and review the effectiveness of the SunSmart policy and revise the policy when required (at least once every

three years) by completing a policy review and membership renewal with SunSmart at sunsmart.com.au.

SunSmart policy updates and requirements will be made available to educators, staff, families and visitors.

Sample – http://www.arpansa.gov.au/uvindex/realtime/mel_rt.htm

What the UV levels mean

The UV level can be related to ultraviolet radiation exposure as follows:

Reviewed February with assistance and guidance from Sun Smart Victoria.

Next policy review: Jan 2020

Relevant documents / links

National Early Years Learning Framework (EYLF)

Victorian Early Years Learning and Development Framework (VEYLDF)

Building Quality Standards Handbook (BQSH): Section 8.5.5 Shade Areas (Oct 2011)

Get Up & Grow: Healthy eating and physical activity for early childhood (Section 2) 2009

Radiation Protection Standard for Occupational Exposure to Ultraviolet Radiation (2006)

Safe Work Australia: Guidance Note for the Protection of Workers from the Ultraviolet Radiation in Sunlight (2008)

AS 4685.1: 2014 Playground equipment and surfacing – General safety requirements and test methods

National Quality Standards

Quality Area (QA) / Standard (S) / Element (E)

QA 1	Educational program and practice
S 1.1	An approved Learning Framework informs the development of a curriculum that enhances each child's learning and development.
E 1.1.1	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.
E 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
E 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
E 1.1.5	Every child is supported to participate in the program.
E 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world.
S 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.
E 1.2.2	Educators respond to children's ideas and play and use intentional

	teaching to scaffold and extend each child's learning.
QA 2	Children's health and safety
S 2.1	Each child's health is promoted.
E 2.1.1	Each child's health needs are supported.
S 2.3	Each child is protected.
E 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
QA 3	Physical environment
S 3.1	The design and location of the premises is appropriate for the operation of a service.
E 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
E 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
E 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
S 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.
E 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
QA 4	Staffing arrangements
S 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.
E 4.2.1	Professional standards guide practice, interactions and relationships.
QA 5	Relationships with children
S 5.1	Respectful and equitable relationships are developed and maintained with each child.
E 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
E 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
QA 6	Collaborative partnerships with families and communities
S 6.1	Respectful and supportive relationships with families are developed and maintained.
E 6.1.1	There is an effective enrolment and orientation process for families.
E 6.1.3	Current information about the service is available to families.
S 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.
E 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
S 6.3	The service collaborates with other organisations and service providers

	to enhance children's learning and wellbeing.
E 6.3.1	Links with relevant community and support agencies are established and maintained.
QA 7	Leadership and service management
S 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.
E 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
S 7.3	Administrative systems enable the effective management of a quality service.
E 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.