



Sun Smart Policy & Procedure

Department Policy Reference: Please note, this policy and procedure appendix must be read in conjunction with and compliments the Department's inclement weather and sun protection, and related policies and documents, and should be referenced collectively.

*Please ensure your policy states sun protection is used **during the daily sun protection times or whenever UV levels are 3 or higher**. If you can't check the daily sun protection times, please use sun protection from mid-August to the end of April. Please do not only use sun protection during Terms 1 and 4 as this will not be sufficient at protecting children and staff from UV.*

This policy applies to all service events on and off-site.

Rationale

The sun's ultraviolet (UV) radiation can't be seen or felt. Whatever the weather, it's important for people of all skin types to use sun protection whenever UV levels are three or higher.

Too much of the sun's UV can cause sunburn, skin and eye damage and skin cancer. Australia has one of the highest rates of skin cancer in the world, with 2 in 3 Australians developing some form of skin cancer before age 70. Infants and toddlers up to four years of age are particularly vulnerable to UV damage due to lower levels of melanin and a thinner stratum corneum (the outermost layer of skin). UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life.

By teaching sensible sun protection habits from an early age and implementing sun protection measures, early childhood services can play a significant role in reducing skin cancer risk.

Purpose

This Sun Smart policy provides guidelines to:

- Ensure all children, educators and staff are protected from over-exposure to UV radiation;
- Ensure the outdoor environment provides shade for children, educators and staff;
- Ensure children are encouraged and supported to develop independent sun protection skills;
- Support duty of care and regulatory requirements; and
- Support appropriate Occupational Health & Safety strategies to minimise UV risk and associated harms for educators, staff and visitors.

Legislation and Standards

- [Occupational Health and Safety Act](#) (2004)
- [Children's Services Act 1996](#)
- [Children's Services Regulations 2009](#)



- [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](#)

Part 4.2: Children’s health and safety	
Reg 100	Risk assessment must be conducted before excursions
Part 4.3: Physical Environment	
Reg 113	Outdoor space: natural environment
Reg 114	Outdoor space: shade
Part 4.7: Leadership and service management	
Reg 168 (2)(a)(ii)	Policies and procedures: Sun protection
Reg 170	Policies and procedures to be followed
Reg 171	Policies and procedures to be kept available
Reg 172	Notification of change to policies or procedures

Procedures

- To assist with the implementation of this policy, educators and children are encouraged to access and display the local sun protection times (available from the Sun Smart widget on the service’s website, the free Sun Smart app or at sunsmart.com.au). *The sun protection times are a forecast from the Bureau of Meteorology for the time of day UV levels are expected to reach 3 and above.*
- The sun protection measures listed below are used for all outdoor activities **during the daily local sun protection times.**

Environment

Seek shade

- Management makes sure there are enough 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.
- In consultation with the service’s committee, shade provision is considered in future plans and upgrades.
- A shade assessment is conducted regularly to determine the current availability and quality of shade.
- Children who do not have appropriate hats or outdoor clothing are asked to stay inside.

Behaviours

Slip on sun-protective clothing

- Children wear loose-fitting clothing that covers as much skin as possible. Clothing made from cool, densely woven fabric is recommended. Families are asked to choose tops with elbow-length sleeves, higher necklines (or collars) and knee-length or longer style shorts, skirts and dresses for their child. If a child is wearing a singlet top or shoestring dress, they will be asked to choose a t-shirt/shirt to wear over this before going outdoors.

Slap on a sun protective hat

- All children and educators must wear hats that protect their face, neck and ears (legionnaire, broad-brimmed or bucket style). Caps and visors are not considered a suitable alternative.
- Children without a sun protective hat are provided with a spare hat where possible. These are washed after each use to minimise the risk of headlice or spread of infection.

Slop on sunscreen

- Families are highly encouraged to applied SPF 30 (or higher) sunscreen to their child prior to arriving at kindergarten (water-resistant is preferred due to regular opportunities for water play).
- SPF30 (or higher) water-resistant sunscreen is supplied by the kindergarten and/or families (in the case of medical conditions or allergies). Sunscreen is applied in accordance with the manufacturer's directions (applied at least 20 minutes before going outdoors) and every two hours.
- To help develop independent skills ready for school, children from three years of age are given opportunities to apply their own sunscreen under supervision of staff and are encouraged to do so.
- Sunscreen is stored in a supervised, cool place, out of the sun. The expiry date is monitored.
- Families with children who have naturally very dark skin are encouraged to discuss their vitamin D requirements with their GP or paediatrician.

Slide on sunglasses (if practical)

- Children may 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

- Sun protection is incorporated into the learning program.
- The Sun Smart policy is reinforced by educators and through children's activities and displays.
- Families are provided with information about sun protection through the family handbook, termly newsletters, noticeboards and the kindergartens website.

When enrolling their child, families are:

- Informed of the service's Sun Smart policy;
- Asked to provide a suitable sun protective hat, covering clothing and sunscreen for their child;
- Required to give permission for educators to apply sunscreen to their child; and
- Encouraged to use Sun Smart measures themselves when at the service.

WHS

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; and
- Seek shade whenever possible.

Monitoring and review

- All staff, including leadership and educators, monitor and review the effectiveness of the Sun Smart policy and revise the policy when required (at least once every three years) by completing a policy review and membership renewal with Sun Smart at sunsmart.com.au.
- The Sun Smart policy is available to staff, families and visitors.

Please note: Certain health conditions and medications mean some people are more sensitive to UV radiation and need to use sun protection at all times regardless of the UV levels. Please make sure your policy includes the particular needs of these children and staff at your service. For further information visit [Risk factors for skin cancer](#) .

Related Reference Documents:

- [Belonging, Being and Becoming – The Early Years Learning Framework](#) (July 2009)

- [Get Up & Grow: Healthy eating and physical activity for early childhood](#) (Section 2) 2009
- [Australian Professional Standards for Teachers](#) (AITSL) – Standard 4.4 and 7.2
- ARPANSA [Radiation Protection Standard for Occupational Exposure to Ultraviolet Radiation](#) (2006)
- Safe Work Australia: [Guide on exposure to solar ultraviolet radiation \(UVR\)](#) (2019)
- AS 4174:2018 Knitted and woven shade fabrics
- AS/NZS 1067.1:2016, Eye and face protection - Sunglasses and fashion spectacles
- AS 4399:2020, Sun protective clothing - Evaluation and classification
- AS/NZS 2604:2012 Sunscreen products - Evaluation and classification
- Australian Government Therapeutics Goods Administration (TGA) – Australian regulatory guidelines for sunscreens: [4. Labelling and advertising – directions for use of the product](#)
- AS/NZS 4685.0:2017, Playground equipment and surfacing - Development, installation, inspection, maintenance and operation.6.2.1 *General considerations*, 6.3.9 *Shade and sun protection*, Appendix A *Shade and sun protection*

[National Quality Standards](#)

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

Sources:

Department for Education related policies and procedures as listed above
 South Port Kindergarten children (children’s voice/consultation where appropriate)
 South Port Kindergarten families and community users
 South Port Kindergarten qualified teachers and educators / staff team
 South Port Kindergarten Governing Council

QA 1	Educational program and practice
S 1.1 Program	The Educational program 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 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
S 1.2 Practice	Educators facilitate and extend each child’s learning and development.
E 1.2.2	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
E 1.2.3	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
QA 2	Children’s health and safety
S 2.1 Health	Each child’s health and physical activity is supported and promoted
E 2.1.1	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
E 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
E 2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
S 2.2 Safety	Each Child is protected

E 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA 3	Physical environment
S 3.1 Design	The design of the facilities is appropriate for the operations of a service
E 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
S 3.2 Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
E 3.2.1	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.
QA 5	Relationships with children
S 5.2 Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
E 5.2.1 Collaborative learning	Children are supported to collaborate, learn from and help each other.
QA 6	Collaborative partnerships with families and communities
S 6.1 Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
E 6.1.2	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
E 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
S 6.2 Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
QA 7	Governance and Leadership
S 7.1 Governance	Governance supports the operations of a quality service.
E 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service

Approved by Governing Council: 07/12/2022
Chairperson: Louise Mallabar

Approved by Director: Marissa Neeb

Next review date: December 2023

