

## Policy 2: PORT PIRIE WEST CHILDREN'S CENTRE's Sun protection and Hot Weather Policy

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

### Purpose

Our Sun Protection/Hot Weather policy has been developed to ensure all children, employees and visitors attending our service are protected from UV.

This 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 WH&S strategies to minimise UV risk and associated harms for educators, staff and visitors.

### Background

The sun's ultraviolet (UV) radiation can't be seen or felt and is most intense during the middle of the day. 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 two in three 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.

### Legislation and Standards

[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 daily local UV rating.

The sun protection times are a forecast from the Bureau of Meteorology for the time of day UV levels are forecast to reach three and above.

## Sun protection times

UV levels vary across Australia and throughout the year. This listing highlights when UV is typically three and above in South Australia. There may be times UV levels are three and above outside these periods, so the UV rating should be continually monitored.

August to end of April.

- Extra care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.

The sun protection measures listed are used for all outdoor activities **during the daily local sun protection times**.

A combination of sun protection measures are considered when planning all outdoor activities such as excursions and water play.

### 1. Seek shade

- 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.
- Play activities will be set up in the shade and moved throughout the day to take advantage of shade patterns.
- 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.
- 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.

### 2. Slip on sun-protective clothing

- Children are required to 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.

### 3. Slap on a hat

- All children and educators 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.
- Children without a sun protective hat are provided with a spare if available.

### 4. Slop on sunscreen

- SPF30 (or higher) broad-spectrum, water-resistant sunscreen is supplied by the service and/or families.
- Sunscreen is applied in accordance with the manufacturer's directions (which state to apply at least 20 minutes before going outdoors and reapply every two hours (or after sweating, towel drying or swimming)).
- 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 and the expiry date is monitored.
- Where children have allergies or [sensitivities to sunscreen](#), parents are asked to provide an alternative sunscreen or children are encouraged to play in the shade.
- Cancer Council recommends a [usage test](#) before applying a new sunscreen.

### 5. Slide on sunglasses [if practical]

- 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

- Sun protection is incorporated into the learning and development program.
- The SunSmart policy is reinforced by educators and through children's activities and displays.
- Educators are encouraged to complete Cancer Council's free [Generation SunSmart](#) online learning modules.
- Children are encouraged to be involved in initiatives to promote and model sun protection measures at the service including taking leadership roles in managing sun protection e.g. accessing daily UV levels and sun protection times, hat reminders and management of sunscreen.

## Engaging children, educators, staff and families

- Educators, staff and families are provided with information about sun protection through family newsletters, service handbook, noticeboards and the service's website.
- When enrolling their child, families are:
  - informed of the service's Sun Protection and Hot Weather 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 SunSmart measures themselves when at the service.

## WH&S

As part of WH&S 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 management and educators, monitor and review the effectiveness of the Sun Protection and Hot Weather policy and revise the policy when required (at least once every two years) by completing a policy review.
- Sun Protection and Hot Weather policy updates and requirements will be made available to educators, staff, families and visitors.

## Hot weather

- Children and educators will go inside if the temperature is over 36°C or will use their discretion about the time spent outside.
- As we have effective cooling systems which are regularly maintained, the Centre will remain open for normal operating hours in hot weather. In the event of a power failure, families may choose to collect their child/ren early, or if this is not possible, water play and other suitable activities will be provided.

## Next policy review: September 2024

*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 [Cancer Council Australia's website](#).*

## Relevant documents / links

- [Belonging, Being and Becoming – The Early Years Learning Framework](#) (July 2009)
- [Australian Professional Standards for Teachers](#) (APST) – 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/NZS 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)

<b>QA 1</b>	<b>Educational program and practice</b>
<b>S 1.1 Program</b>	<b>The Educational program enhances each child's learning and development.</b>
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.
<b>S 1.2 Practice</b>	<b>Educators facilitate and extend each child's learning and development.</b>
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.
<b>QA 2</b>	<b>Children's health and safety</b>
<b>S 2.1 Health</b>	<b>Each child's health and physical activity is supported and promoted</b>
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.
<b>S 2.2 Safety</b>	<b>Each Child is protected</b>
E 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
<b>QA 3</b>	<b>Physical environment</b>
<b>S 3.1 Design</b>	<b>The design of the facilities is appropriate for the operations of a service</b>
E 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
<b>S 3.2 Use</b>	<b>The service environment is inclusive, promotes competence and supports exploration and play-based learning.</b>
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.
<b>QA 5</b>	<b>Relationships with children</b>
<b>S 5.2 Relationships between children</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships</b>
E 5.2.1 Collaborative learning	Children are supported to collaborate, learn from and help each other.
<b>QA 6</b>	<b>Collaborative partnerships with families and communities</b>
<b>S 6.1 Supportive relationships with families</b>	<b>Respectful relationships with families are developed and maintained and families are supported in their parenting role.</b>
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.
<b>S 6.2 Collaborative partnerships</b>	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>
<b>QA 7</b>	<b>Governance and Leadership</b>
<b>S 7.1 Governance</b>	<b>Governance supports the operations of a quality service.</b>
E 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service