

# Sample SunSmart policy for OSHC services



OSHC services are welcome to copy this SunSmart policy directly and use it as their own or copy parts from it and add them to your existing policy.

Please note: To comply with SunSmart guidelines, please ensure your policy states sun protection is used **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** (when Victoria's UV levels are typically above three). Please do not just use sun protection during Terms 1 and 4. Only using sun protection during these terms means children and staff will not be protected from UV when they need to be

## < Service Name >'s SunSmart policy

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

### Purpose

This SunSmart 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 OHS strategies to minimise UV risk and associated harms for educators, staff and visitors.

### Background

Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. UV damage accumulated during childhood and adolescence is associated with an increased risk of skin cancer later in life.

### 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 school's website, the free [SunSmart app](#), or at [sunsmart.com.au](#) or [myuv.com.au](#).
- The sun protection measures listed are used for all outdoor activities during the **daily local sun protection times** (whenever UV levels are 3 or higher), typically from mid-August to the end of April in Victoria

### 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.
- The availability of shade is considered when planning all outdoor activities and excursions.
- 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.

### 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 shorts and skirts are best. 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. Rash vests or t-shirts are used for outdoor swimming and water activities.

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

- All children and educators are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad-brimmed or bucket hats. Baseball or peak caps and visors are not considered a suitable alternative.



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

- Children must provide their own SPF30 (or higher) broad-spectrum, water-resistant sunscreen and/or the service supplies SPF 30 (or higher) broad-spectrum, water-resistant sunscreen for staff and children's use.
- Sunscreen is applied at least 20 minutes before going outdoors and reapplied every two hours or more frequently if sweating or swimming.
- Strategies are in place to remind children to apply sunscreen before going outdoors (e.g. reminder notices, sunscreen monitors, sunscreen buddies).

#### 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)

- Display the SunSmart policy for parents/carers and discuss it with the children.
- Regularly reinforce SunSmart behaviour through correspondence with families via the notice board and displays, and through children and staff activities.
- Ensure information about the SunSmart policy is included in parent handbooks and other important documentation sent to families.

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

- Educators, staff and families are provided with information on sun protection 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;
  - encouraged to use SunSmart measures themselves when at the service.
- 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** (QA 1, 2, 4, 5, 6, 7)

- All staff, including management and educators, 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](http://sunsmart.com.au).
- SunSmart policy updates and requirements will be made available to educators, staff, families and visitors.

Next policy review: .....

#### **Relevant documents / links**

- [My Time, Our Place: Framework for School Age Care in Australia](#) (2011)
- [Victorian Early Years Learning and Development Framework](#) (VEYLDF) (May 2016)
- [National Quality Standards](#)
- DET [Building Quality Standards Handbook](#) (BQSH): Section 8.5.5 Shade Areas
- DET [Guidelines for School Playgrounds](#) –Playground safety management: Section 3.2.5 (2012)
- DET [Outdoor activities](#)
- [Get Up & Grow: Healthy eating and physical activity for early childhood](#) (Section 2) 2009
- Victorian Institute of Teaching (VIT) [The Victorian Teaching Profession Code of Conduct](#) - Principle 3.2
- [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: [Guidance Note – Sun protection for outdoor workers](#) (2016)
- AS 4685.1: 2014 Playground equipment and surfacing – General safety requirements and test methods

#### **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](#)

|                    |                                         |
|--------------------|-----------------------------------------|
| Reg 100            | Risk assessment for excursions          |
| Reg 113            | Outdoor space: natural environment      |
| Reg 114            | Outdoor space: shade                    |
| Reg 168 (2)(a)(ii) | Policies and procedures: Sun protection |

### [National Quality Standard -](#)

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.     |

Last updated: February 2017  
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