

Stanton Road Primary School
Sun Safety Policy

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1.0 Introduction

This policy has been produced using the Wirral Children and Young People's Department guidance document on Safety in the Sun (HE/ECS/056) May 2006, which has been based in guidance provided by the Cancer Research UK Sunsmart Campaign.

2.0 Rationale: Why is sun protection important to children and young people?

Skin cancer is one of the most common cancers in the UK and the number of cases is rising at an alarming rate. The good news is that the majority of these cases could be prevented. Most skin cancers are caused by UV radiation from the sun. If we protect ourselves from the sun, then we can reduce our risk. This is particularly important for children and young people, whose skin is more delicate and more easily damaged.

Sunburn in childhood could double the risk of skin cancer. The damage is not always immediately apparent because skin cancer can take years to develop. We get around 80% of our sun exposure by the age of 21 and much of this exposure occurs when we are at school. In the summer months, the hottest time of the day occurs during the school hours of 11.00 am-3.00pm. Therefore, at Stanton Road Primary School, we feel we have a responsibility to ensure that our pupils are protected from the harmful effects of the sun as much as possible during the school day.

3.0 The Sunsmart Campaign

Sunsmart is the national skin cancer prevention campaign run by Cancer Research UK. The schools initiative is part of a broader campaign communicating skin cancer prevention messages to the general public. The five key messages are:

- Stay in the shade 11-3
- Make sure you never burn
- Always cover up – wear a T-shirt, a wide brimmed hat and UV sunglasses
- Remember children burn more easily
- Then use factor 15+ sunscreen

4.0 Education

The long term plan for PSHE ensures that the key sun safety messages are incorporated into the curriculum and communicated to children. Further opportunities exist to reinforce these messages in other curriculum areas, such as outdoor PE, Inspire topics eg Seaside/holidays etc. The pupils are actively encouraged to drink plenty of water throughout the school day and in particular during lunchtimes and PE lessons. Staff and pupils attend an assembly presented by representatives from St John's Hospice, which reinforces the Key Messages around sun protection; these key messages continue to be reinforced through themed assemblies. The school provides an annual letter to parents/carers informing them of the school's policy on appropriate clothing, including the wearing of sun hats and sunglasses and the use of sunscreen.

5.0 Protection – Provision of Shade/clothing/use of sunscreen

During the summer months, the pupils are permitted to use the school field for PE, lunchtimes and break times. Activities which take place at lunchtimes, such as football clubs, are designed as "short bursts", rather than prolonged activities.

Trees planted on the field provide shaded areas for pupils. The caretaker also erects gazebos as additional shade during the summer months.

Children are encouraged to wear appropriate sunhats and UV protective sunglasses and school uniform (which does not permit “strappy” tops).

The letter to parents/carers, asks them to apply sunscreen to their children before they begin school and to provide a bottle of (factor 15+) sunscreen for their child. The bottle must be clearly labelled with the child’s name. Staff encourage pupils to apply the sunscreen themselves and supervise during this application, but **do not** apply sunscreen to children.

6.0 Timetabling

The school has taken into consideration timetabling for events, which take place during the summer months, such as outdoor PE, Sports Day, summer fair and the outdoor learning environment for Foundation Stage pupils. Where possible, these will be organised to take advantage of the shade provided and the Key messages around sun protection will be promoted. Timetabling for PE will take into consideration the 11-3 factor.

7.0 Other Considerations – Pupils with allergies

The school acknowledges that some pupils may be allergic to some sunscreens. The letter to parents/carers will suggest, but cannot enforce, the provision of hypo-allergenic products. Where parents/carers have concerns that their child may have an allergic reaction to sunscreens (including coming into contact with those used by other children) they should contact their child’s teacher.

The summer months may also trigger other allergies, such as hay fever, prickly heat and asthma attacks. Parents/carers should inform their child’s teacher if they have concerns, and provision can be made to keep children indoors/off the school field, if appropriate. Staff on duty will be informed of issues relating to specific pupils, who will be closely monitored and treated in line with the school’s first aid and medicines policy.

8.0 Educational Visits

The school policy on sun protection should also apply when pupils are on educational visits. Letters for trips which take place in the summer term, will provide parents/carers with an indication of how long the pupils are likely to spend outdoors, and recommend the provision of appropriate clothing and sunscreen.

9.0 Rights Respecting Schools

Stanton Road is a Rights Respecting Schools. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others. Our children learn about rights through the United Nations Convention on the Rights of the Child (UNCRC). They are taught that with rights comes respectful, responsible behaviour. We believe that learning should be fun and that by encouraging respect for each other and valuing opportunities available we all grow and learn together.

UNICEF is the world’s leading organisation working for children and their rights. In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child (UNCRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential. The convention sets out the rights of children in 54 articles . These basic rights encompass survival, protection, development and participation. The UNCRC is underpinned by four principles:

- Non-discrimination;
- Commitment to the best interests of the child;
- A right to life, survival and development;
- Respect for the views of the child.

With regard to this sun safety policy, the article which is most relevant is:

Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Through the implementation of this policy we will ensure children at Stanton Road Primary School are receiving and respecting all the Rights of the Child.

10.0 Monitoring and Evaluation

It is the responsibility of the PSHE subject leader to monitor the implementation of the policy and to evaluate its impact in collaboration with the SLT and the Governors' Safeguarding Committee.

11.0 Policy Review

This policy will be reviewed annually. Any amendments will be presented to Governors as appropriate every 2 years

Policy last reviewed January 2019

Date for next Policy review: January 2021

12.0 Appendices

- Appendix A- Letter to Parents/Carers
- Appendix B- Audit Checklist
- Appendix C- PSHE Longterm Plan
- Appendix D- Sun Smart Poster

Appendix A- Sun Safety Letter to Parents/Carers

Date:

Dear Parent or Guardian,

Now the summer term has started, I wanted to write and remind you about our **sun protection policy**. We have developed this with the help of parents, teachers and pupils to ensure that we can all enjoy the sun safely over the coming months.

The sun's rays are particularly strong over the summer and they can damage children's skin. This may not seem like a problem right now, but it can lead to **skin cancer** in later life. Your child's health and well-being are very important to us, which is why we have decided to:

- ☑ Increase the amount of school time spent learning about sun protection.
- ☑ Provide more shade in the playground.
- ☑ Encourage pupils to wear hats and t-shirts when outside.
- ☑ Encourage pupils to use at least SPF 15 sunscreen in summer months.

Your support is very important if our new policies are going to work. You can help by:

- ☑ Talking to your child about the importance of sun protection at home.
- ☑ Sending your child to school with a wide-brimmed hat.
- ☑ Returning the sunscreen permission slip at the bottom of school trip letters home.

Together I hope we can have a very happy and safe term to come!

All the best,

Mrs E Neal
Head Teacher

Appendix B- Policy Audit Tool

Sun Protection Policy Checklist for Primary Schools

EDUCATION

It is important to raise awareness of why we need sun protection if you want to encourage pupils to change the way they behave in the sun.

Sun Safety Strategy	In Place	Planned soon	Not Planned	Comments
Sun protection and the dangers of sunbed use are incorporated into the curriculum for all ages.	√			
All teachers and staff are made aware of this policy and the importance of sun protection within the school environment.	√			
Sun protection is actively promoted to pupils in other ways at significant points of the school year including before and during summer and prior to summer holidays (e.g. assemblies, workshops, talks).	√			
Parents are informed of the importance of sun protection through information sent home in a letter informing them of the sun protection policy (see the parent letter template in these guidelines).	√			

PROTECTION /Shade

Consider sun protection when planning all outdoor activities from April to September (the sun is at its strongest at this time of year).

Sun Safety Strategy	In Place	Planned soon	Not Planned	Comments
Fundraising for trees and shade structures.	√			
Seats and equipment are moved to shady areas.	√			
Organised activities make use of the shade available.	√			

CLOTHING

Sun Safety Strategy	In Place	Planned soon	Not Planned	Comments
Pupils are encouraged to wear wide-brimmed (or legionnaire style) hats when outside.	√			
Pupils are encouraged to wear tops that cover their shoulders (vests and strappy tops are discouraged).	√			
School uniform tops and hats offer suitable sun protection.	√			
Pupils are allowed to wear UV protective sunglasses.	√			

SUNSCREEN

Sunscreen should be used for covering exposed areas of skin when shade may be unavailable and protective clothing is not practical e.g. during outdoor swimming, PE lessons and school excursions. Choose a sunscreen with an SPF of at least 15 which is also labelled broad spectrum to protect from UVA and UVB rays and ensure that sunscreen is applied regularly and generously.

Sun Safety Strategy	In Place	Planned soon	Not Planned	Comments
Letters are sent home asking for parental permission for teachers to supervise application of sunscreen.	√			
At least SPF 15 sunscreen is used in school and is applied generously and regularly. For the average person, this means two teaspoonfuls for the head, arms and neck or two tablespoonfuls if in a swimming costume.	√			
Sunscreen is reapplied regularly, by pupils, as it can be easily washed, rubbed or sweated off	√			
Each pupil has their own labelled bottle of sunscreen.	√			
There is a school stock of sunscreen for pupils who forget their own.	√			
The school provides sunscreen free of charge for all pupils.	√			

Appendix C- PSHE Long Term Plan

Cycle A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seal Links	New Beginnings	Getting on/ Falling out Say No to Bullying	Going for Goals	Good to be Me	Relationships and Changes	Changes
Core Theme	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World
Topic Title	SETTLING IN	CARING FOR OTHERS	KEEPING SAFE	KEEPING HEALTHY	FRIENDS AND FAMILY	RULES AND ROLES
Year 1&2	<ol style="list-style-type: none"> Devising a Class Charter Getting to know each other Making Choices Happy Playtimes/sun safety 2x Circle Time Sessions	<ol style="list-style-type: none"> Getting on/falling out Managing feelings and behaviour Anti-bullying- what is bullying? Definitions and impact Asking for Help (who to approach) 2x Circle Time sessions	<ol style="list-style-type: none"> Hazards in the home- (Water, fire, electricity, sharp objects etc) Medicines/Household Substances Road Safety Feeling Safe Sun safety (real and imaginary hazards) 2x Circle Time Sessions	<ol style="list-style-type: none"> Keeping Clean Growing and Changing (human life cycle) Looking after our teeth Staying Healthy- (diet, exercise, good hygiene, rest/sleep/sun safety etc) 2x Circle time sessions	<ol style="list-style-type: none"> What makes my friends special? What makes my family special? Different kinds of families Families around the world 2x Circle Time Sessions	<ol style="list-style-type: none"> Why do we have rules? (link to fair/unfair) Knowing the difference between right and wrong What are my rights? What are my responsibilities? 2x Circle Time Sessions
Year 3&4	<ol style="list-style-type: none"> Devising a Class Charter Gifts and Talents Expressing feelings and opinions Working Co-operatively 2x Class Council Sessions	<ol style="list-style-type: none"> What makes a good friend? (peer pressure linked to expectations and behaviour) Falling out- managing feelings - loneliness, anger, loss etc Anti-bullying - difference between teasing and bullying What to do in an emergency/e-safety 2x Class Council Sessions	<ol style="list-style-type: none"> Why do people take risks?- sun safety Effects and risks of smoking Effects and risks of drinking alcohol Keeping safe in my local area- anti-social behaviour 2x Class Council Sessions	<ol style="list-style-type: none"> Feelings- exploring feelings linked to life changes and events Growing and Changing- differences- males and female Staying Healthy- importance of hygiene on health-linked to avoiding spread of disease etc Staying Healthy 2- Importance of making healthy lifestyle choices Sun safety 2x Class Council Sessions	<ol style="list-style-type: none"> What makes me different? What makes me special? Meeting someone new- first impressions Hiding and showing our feelings inc loss, bereavement Standing up for myself/self confidence 2x Class Council Meetings	<ol style="list-style-type: none"> Jobs at home and in school- taking responsibility Having a say in our school community- class & school council Voluntary, community and pressure groups Doing our bit- Eco project; saving energy, recycling, reducing pollution etc 2x Class Council Sessions
Year 5&6	<ol style="list-style-type: none"> Devising a Class Charter Gifts and Talents Expressing feelings and opinions Positive Role Models 2x Class Council Sessions	<ol style="list-style-type: none"> Different Types of Friends (inc Facebook friends linked to e-safety) Managing Feelings /Conflict Resolution Anti-bullying- responding to risky/negative relationships Basic First Aid 	<ol style="list-style-type: none"> Why do people take risks? - peer pressure Sun safety Legal and illegal drugs Attitudes to alcohol Keeping safe in my local area- saying no to gangs and knives 2x Class Council Sessions	<ol style="list-style-type: none"> Puberty- male and female changes Puberty and hygiene Dealing with puberty- linked to feelings and emotions and relationships Identifying different influences on health and wellbeing Sun safety 2x Class Council Sessions	<ol style="list-style-type: none"> Exploring differences of opinion/viewpoints Exploring stereotypes and prejudice Managing uncomfortable feelings- embarrassment, jealousy etc Respect for equality and diversity in relationships 2x Class Council Sessions	<ol style="list-style-type: none"> Anti-social behaviour and impact on crime Rules, laws and the court system Investigating charity organisations around the world Doing our bit- Charity project/fund raising ideas for Local, National or Global causes

Cycle B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seal Links	New Beginnings	Getting on/ Falling out Say No to Bullying	Going for Goals	Good to be Me	Relationships Changes	Changes
Core Theme	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World
Topic Title	DON'T WORRY, BE HAPPY	SPECIAL PEOPLE	MONEY MATTERS	GROWING UP	MAKING CHOICES	WHO LIKES CHOCOLATE?
Year 1&2	1. Devising a Class Charter 2. Thoughts, feelings and behaviour in the classroom 3. Thoughts feelings and behaviour in the playground- sun safety 4. Why I enjoy coming to school 2x Circle time sessions	1. Special People in our lives 2. People who help us- job roles in society 3. Who keeps us safe?- inc strategies to support children if they feel unsafe (stranger danger/refusing lifts etc) 4. Anti-bullying- kind and unkind behaviour 2x Circle time sessions	1. What does it mean to be rich or poor? 2. Why do we need money? 3. Wants and needs- Can I afford it? 4. Keeping money safe 2x Circle time sessions	1. What do I want to be when I grow up? 2. Physical changes- naming body parts 3. Emotional changes- changing our behaviour 4. Preparing for the future 2x Circle time sessions	1. Likes and dislikes 2. Kind and unkind behaviour 3. Taking turns and sharing 4. Taking risks and staying safe inc sun safety 2x Circle Time sessions	1. Special day foods and celebrations- treats 2. Where does chocolate come from? 3. How much chocolate do we eat? 4. Fair trade principles 2x Circle time sessions
Year 3&4	1. Devising a Class Charter 2. How do negative feelings affect our health? 3. How do positive feelings affect our health? 4. What is emotional health and wellbeing? What does it mean to me? 2x Class Council Sessions	1. Who takes care of us?- Explore roles of families and people in society (inc how they keep us safe) MDSAs- sun safety 2. Challenging gender stereotypes- (jobs people do) 3. Showing respect for others/being polite 4. Anti-bullying- recognising bullying behaviour 2x Class Council sessions	1. Family expenses 2. Planning and budgeting 3. Keeping track of my money 4. Save or spend? Decision making 2x Class Council sessions	1. Wishes, hopes and dreams 2. Positive changes in our lives 3. Dealing with unwelcome change 4. Body changes- external human life cycle 2x Class Council sessions	1. Fair and unfair 2. Moral dilemmas- impact of decisions- regrets etc- sun safety 3. Expressing an opinion- backed up with reasons 4. Impact of lifestyle choices 2x Class Council Sessions	1. The real cost of chocolate- fair trade 2. Consumer power 3. Media and information (advertising) 4. Recognising and challenging stereotypes 2x Class Council sessions
Year 5&6	1. Devising a Class Charter 2. How does our behaviour affect others? 3. How can we manage our behaviour? 4. Positive Role Models 2x Class Council Sessions	1. Special people in our community- national, religious and ethnic identities in the UK 2. Attitudes inc racism and other discrimination 3. Recognising and challenging prejudice 4. Anti-bullying- strategies to challenge bullying/bystander 2x class council sessions	1. Earning Money 2. Lending and borrowing money 3. Deductions and expenses 4. What is wealth and poverty? 2x Class Council sessions	1. Puberty and reproduction 2. Conception and pregnancy 3. What does it mean to be a parent? 4. Different kinds of family structures 2x Class Council sessions Sun safety	1. Why do some people choose to break the law? 2. Why do some people choose an unhealthy lifestyle? 3. Moral dilemmas- creating own problem pages 4. Giving the best advice 2x Class Council sessions	1. Rich and Poor Nations/World Trade 2. Food Shortages and Hunger 3. Fairness and responsibility 4. Act local, think global- environmental awareness/climate change and sustainability 2x Class Council sessions



BE SUN SMART



Put on a Shirt



Put on Sunscreen



Wear a Hat



Wear Sunglasses



Stay in the Shade



**SHARE THE SUN SAFE STORY
WITH YOUR CHILD**