



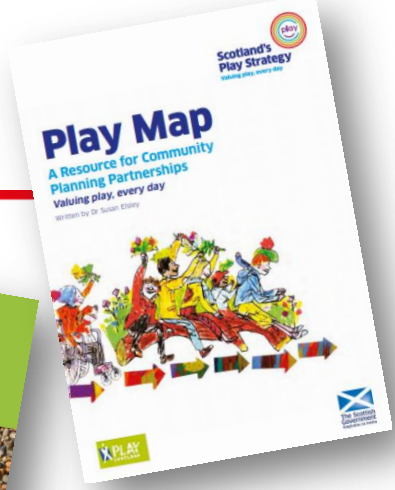
**Scotland's
Play Strategy**
Valuing play, every day

Getting it Right for Play – how strategic planning is delivering the child's right to play in Scotland

Marguerite Hunter Blair
Play Scotland

#playeveryday





Risk and adventure
Connecting with nature

Permission and opportunities to play

Spaces and places

Inclusive
Accessible

Making children's right to play a reality
#playeveryday



Scotland's National Play Strategy 2013

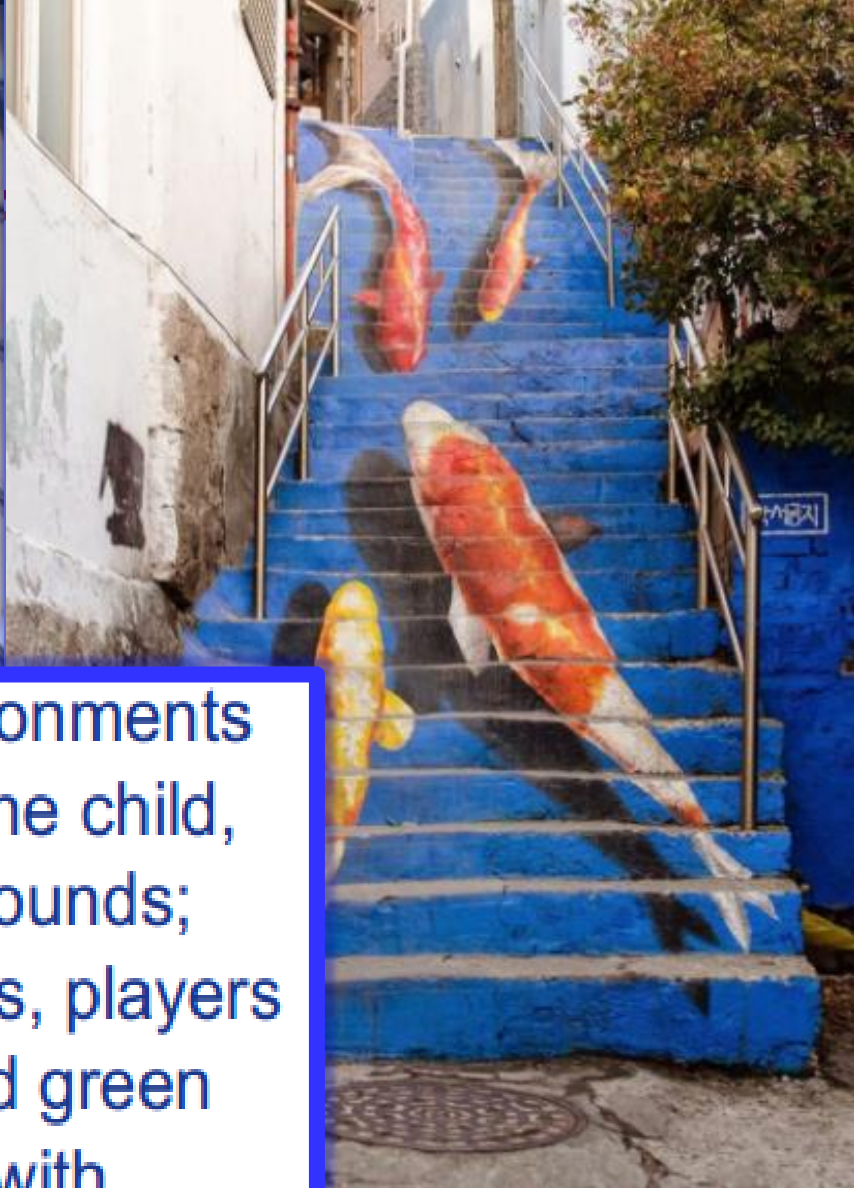
- Values play as a life-enhancing daily experience at home, school and in the community
- All children and young people should have sufficient space, time and access to play
- We must enable ALL children and young people to realise their right to play



UN General Comment 17 on Article 31

Governments have obligations to
'respect, protect and fulfil' children's right to rest,
leisure, play, cultural life and the arts by
'legislation, planning and budgets'
for children's **optimal health and wellbeing**

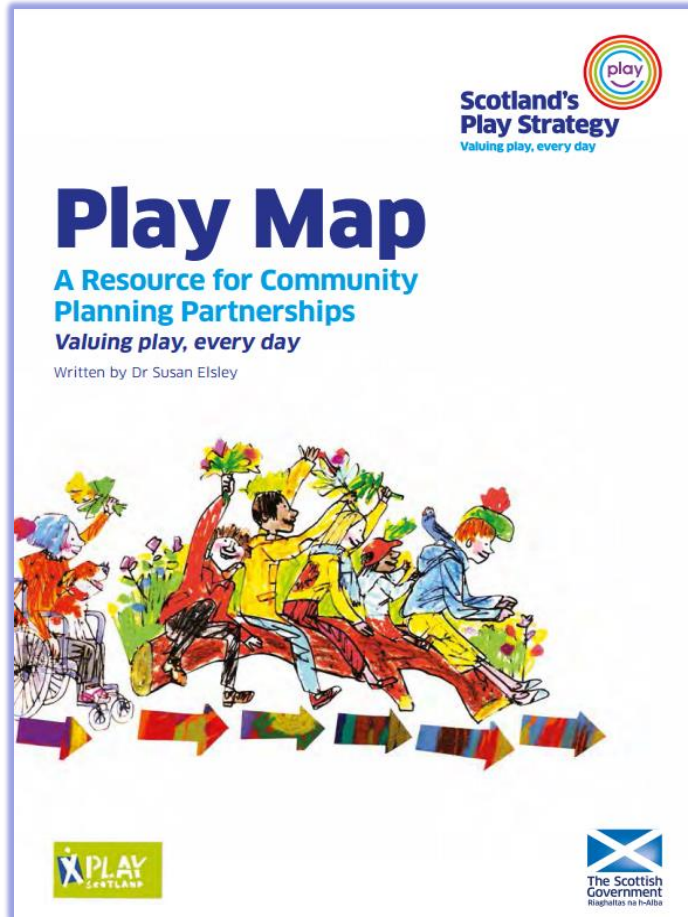




A priority on the creation of environments which promote the wellbeing of the child, including: inclusive parks, playgrounds; zones with priority for pedestrians, players and bikers; access to landscaped green areas, open spaces and nature, with affordable transport; road safety measures. (UN Committee on the Rights of the Child, 2013GC)



Play Map to support the child's right to play



Vision for child friendly communities

‘Wherever they live, children and young people of all ages, abilities and interests, should be able **to play in a variety of ways, in high quality spaces, within sight of their homes** or within easy walking distance, **where they feel safe** whether or not they are accompanied by adults’



Getting it Right for Play - locally

“Planning for play requires a comprehensive approach with collaboration across sectors and policy areas...including those dealing with children, such as **health** and **education** and also those concerned with **housing, architecture, parks, transport, environment** and **planning** ... all of which have a significant impact on children’s play opportunities.”



Staged, consistent process

- Engage with children, young people and families
- Engage with CPP and cross sector officers
- Identify priorities for the CPP
- Avoid duplication of processes
- Establish base line and methods of evaluation of impact (case studies)
- Support, advise and signpost to examples of best practice nationally
- Fit the process to individual CPPs



Identifying the issues with children & yp

HAVE YOUR SAY ON PLAY!

What would make playing in your area better or more fun?

Go outside the lines! It's fun!

NAME:
AGE:

Where is your favourite place to play?
Tell us about it.

Draw! Write! Scribble!

Is there anything that gets in the way of playing?

ARTICLE 31
of the UN Convention on the Rights of the child says
'Every child has the right to play'

Treasure



Inspired by Theresa Casey's scribble sheet resources



Barriers to children playing out



- Traffic
- Parental anxiety leads to children's fears
- Public attitudes to children playing in the street
- Perceived anti-social behaviour and street use



Playday Survey Our Streets Too!



High level strategic Play Forum established



How can play meet outcomes in your community...?



Picture courtesy of Aberdeen Play Forum



What do we need to do– priority statements

- What needs to be done in each of the ‘domains’ – cross reference with what we have done well/what we need to do better
- What more could we all do to support parents, carers and families effectively through play?
- Reinforced focus on children whose article 31 rights require ‘particular attention’ – intersectionality – consider inclusion and accessibility
- Play could be more strongly embedded within key qualifications – real opportunities to improve the training available to key staff
- Small, everyday actions could make the most difference
- More we could do to maximise use of local assets (e.g. playgrounds)



GiRfP TOOLKIT 8 Indicators measured by 4 Tools

The play sufficiency or 'play-friendliness' of an area assessed by participation, satisfaction, access and quality of places to play

Involving children, parents and carers and communities

Assessing attitudes to children's outdoor play

Use of risk-benefit approach to assessing play spaces and provision

Evidence of multi-agency and multi-disciplinary working to achieve improvements in play opportunities



School grounds open to the community

Maximising use of community resources

What have we done?

15 School playgrounds in Dundee are now open to the community – August 2017

- 'Key messages' signage and bins
- Fact sheets
- Review – Head Teachers, Regeneration Staff, Parent Councils, Community Safety

What difference have we made?

- **Improved partnership working**
- **Increased playing out - case study**
 - 53% pupils used playground outwith school hours
 - Parents reported their child has asked to go out and play more



Play in the wider community

Outcome: Outdoor play is prioritised within public planning

What difference have we made?

- **Improved relationships with partners**



Pilot projects in communities, working with Community Safety Officers, local people, elected officials, and environmental services

Positive signage and removal of “No ball games” signs



Play Together on Pedals



**Building confident families
through play on pedals
project across communities**

The Toolbox for child friendly communities

Assessment tools

- Getting it Right for Play Toolkit (Play Scotland)
- Place Standard Toolkit (NHS Health Scotland, SG, ADS)

Guidance and resources

- Play Map: for Community Planning Partnerships
- Loose Parts and Play Rangers Toolkits
- Playing in School Grounds – Outside School Hours
- Free to Play: creating accessible, inclusive play spaces
- Managing Risk in Play Provision- Health and Safety Regulator
- My World Outdoors-Care providers regulator

Evidence base

- Power of Play (Play Scotland)
- Play Return (Children's Play Policy Forum)
- Logic Model for Play-outcomes and evaluation model





The Place Standard Vision for Play

A Scotland where..

- Children play, explore and relax outdoors in streets, parks, green places, open spaces, and have contact with nature in their everyday lives.
- The presence of children outdoors is welcomed, supported and valued by parents, and the wider community.
- Neighbourhoods are well maintained, safe, appealing... and have a strong sense of community.



Getting it Right for Every Community

- From a needs-focused approach - defining a community by problems that generally require outside expertise and resources to "fix."
- To an 'assets focussed' approach
- **Communities are built on the capacities and assets of the people and the place**



Planning for play - planning to include everyone

If a place is great for an 8 year old and an 80 year old then it will be great for all people...

We have to stop building cities as if everyone is 30 years old and athletic .. (and a car driver..... Tim Gill suggests)

(Gil Penalosa former mayor of Bogota)

Adrift in the City without a Map

As a society we have a responsibility to provide an inclusive built environment - better for all of us

Children with ASD - research in Sweden suggests up to 15yrs difference in lifespan

(Keith McAllister, Lecturer in Architecture, Queen's University Belfast)



We know how to change the way children can use streets

- ✓ Home zones
- ✓ Traffic calming schemes
- ✓ Street play



Clarissa Brooks
age 10

Bird houses
dens

Grow more
Grass/flowers

"It's not safe to go out on our own because we live next to a main road. I would like to climb trees, build dens and have fun" Gary, aged 12



Help children create their own play spaces-junk wanted!



Child friendly planning

- **Plan for play and include the unusual suspects**
- **Agree and implement actions needed to support families, schools and communities**
- **Focus tests of change on children whose article 31 rights require 'particular attention'**
- **Ensure training about importance of play is embedded in key qualifications & CPD training**
- **Identify the SMALL everyday actions that can make the most difference and cost very little**
- **Do more to maximise LOCAL assets : play parks, playgrounds, school grounds out of school hours, green spaces, open spaces, CARPARKS**





What would our towns and cities look like if we put children at the heart of them?





Time
Risky
Nature
connections

Permission to Play
Play Everyday!

Inclusive
accessible
Space