



**Scotland's
Play Strategy**

Valuing play, every day

Play Map

**A Resource for Community
Planning Partnerships**

Valuing play, every day

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FOREWORD

All of our children and young people should have the opportunity to play every day. Improving opportunities and removing barriers is central to how we can realise our ambitions for play which are set out in Scotland's National Play Strategy for Scotland. We know the benefits of play both to the wellbeing of our children and to the community, from improved social and learning skills and better health outcomes to enriched community cohesion.

We all need to value play - every day - as a life enhancing experience for all our bairns. Delivering opportunities and support for play at home, in nursery, school and in the community needs perceptive, collaborative planning around the design and creation of time, places and spaces for children and families to play.

This Play Map is a great resource designed to help Community Planning Partnerships plan for play. I hope that Community Planning Partnerships will find it useful in helping them to provide play opportunities across Scotland.

Aileen Campbell
Minister for Children and Young People

1. CPPs SUPPORTING PLAY IN COMMUNITIES

The Play Map has been developed to support Community Planning Partnerships (CPPs) build play into their strategic plans. It will help CPPs deliver on their objectives to support the wellbeing of children, young people and their families across communities:

- **Supporting play at home** – so that all children and young people have plentiful play opportunities appropriate to their age, stage, needs and preferences
- **Supporting play in nurseries and schools (and other early learning and childcare settings)** – so that children and young people have high quality play opportunities every day, particularly outdoors
- **Supporting play in communities** – so that children and young people have sufficient time and space for playing and are welcomed in their communities
- **Ensuring positive support for play** – through commitment to play across all sectors and services and within communities.

The Play Map aims to support CPPs to:

- **Commit to principles** which support a child's right to play
- **Provide leadership** through developing strategic priorities and appointing Play Champions
- **Listen to children, young people, families, and communities** so that their views inform CPPs
- **Map existing provision and explore gaps** in current services and opportunities
- **Consider effective approaches** to developing play in communities and share effective practice
- **Review play's contribution** to CPPs locality plans.



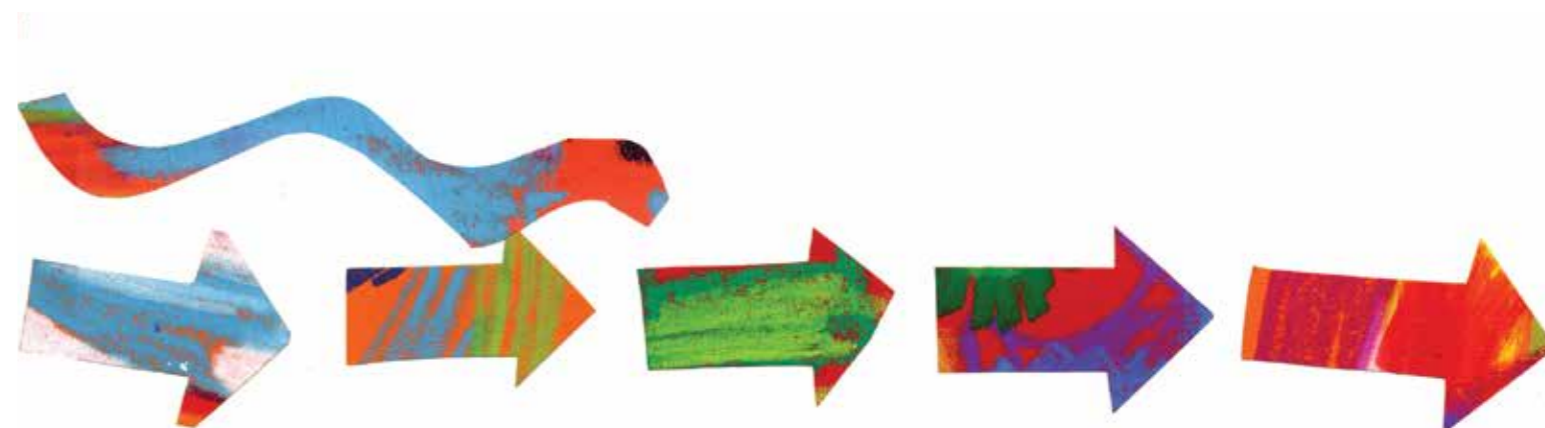
The Scottish Government has recognised the fundamental value of play by developing the first national **Play Strategy for Scotland**¹. The Play Strategy emphasises the valuable role of CPPs in supporting play provision, spaces and opportunities.

The Play Map also supports the aims of the **statutory guidance for Community Learning and Development (CLD)**² and its focus on:

- development and active citizenship
- building stronger, more resilient, supportive, influential and inclusive 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, Play Scotland



2. PLAY IS IMPORTANT

Play is very important for CPPs.

In every community, each service with responsibilities for children, young people and their families has an interest in play because they are committed to supporting children and young people's wellbeing.

The evidence clearly shows the benefits of making sure that children and young people have high quality play opportunities (see *Play Scotland's Getting it Right for Play: The Power of Play: An Evidence Base*³).

Play has a crucial role in contributing to tackling inequalities in the areas of health and wellbeing, learning, employment and the economy. It is central to many areas of current policy and legislation including:

- *The Early Years Framework* and the *Early Years Collaborative's* Key Change themes including Play
- *The Children and Young People's (Scotland) Act 2015* and the implementation of *Getting it right for every child (GIRFEC)*
- *Curriculum for Excellence* and the *Scottish Attainment Challenge*
- *The Community Empowerment (Scotland) Act 2015* and the provisions relating to CPPs
- *Equally Well* and *Good Places Better Health*
- *Achieving our Potential* and the *Child Poverty Strategy for Scotland*
- Planning and place making policy and guidance such as *Designing Streets*.

The Play Strategy for Scotland: the Scottish Government's Vision

We want Scotland to be the best place to grow up. A nation which values play as a life-enhancing daily experience for all our children and young people; in their homes, nurseries, schools and communities.



Scotland's first national Play Strategy will contribute directly to all of our *National Outcomes* and specifically to ensure our *children* have the best start in life and are ready to succeed, and our *young people* are successful learners, confident individuals, effective contributors and responsible citizens.

Why is play important

Children's play is crucial to Scotland's wellbeing; socially, economically and environmentally. Our people are our greatest resource and the early years of life set the pattern for children's future development. Play can contribute to tackling inequalities by being proactive in meeting the needs of all children and their families by providing spaces and opportunities that are accessible, inclusive and of sufficient quality.

A child's right to play

Play is a child's right as outlined in Article 31 of the UN Convention on the Rights of the Child (UNCRC).⁴

In 2013, the UN issued a General Comment on Article 31 of the Convention, clarifying that this means that governments have obligations to 'promote, protect and fulfil' children's right to play by means of appropriate 'legislation, planning and budgets'.⁵



3. TAKING ACTION ON PLAY

There are 3 actions that CPPs can undertake to support their commitment to play:

ACTION 1: UPHOLD PRINCIPLES UNDERPINNING A COMMITMENT TO PLAY

ACTION 2: UNDERTAKE MAPPING OF PLAY PROVISION AND OPPORTUNITIES IN COMMUNITIES

ACTION 3: EMBED PLAY IN CPP ACTIVITIES

These **actions** build upon the existing work of CPPs.



ACTION 1: UPHOLD PRINCIPLES UNDERPINNING A COMMITMENT TO PLAY

CPPs commit to a set of principles to guide their decisions about play which include the following:

1.1) CPPs ensure that their activities are underpinned by a commitment to children's right to play

Is a commitment to children's rights explicit in the CPPs approach to supporting children, young people and families' wellbeing?

- the UNCRC, specifically Article 31 on a child's right to play
- the UN Convention on the Rights of People with Disabilities (UNCRPD), specifically Article 7: Children with Disabilities⁶.

1.2) CPPs review their play provision and assess it using the Community Learning and Development principles

Are there mechanisms in place to ensure that children, young people, and their families are engaged in line with the CLD principles?

- *empowerment* - increasing the ability of individuals and groups to influence matters affecting them and their communities
- *participation* - supporting people to take part in decision-making
- *inclusion, equality of opportunity and anti-discrimination* - recognising some people need additional support to overcome the barriers they face
- *self-determination* - supporting the right of people to make their own choices
- *partnership* - ensuring resources, varied skills and capabilities are used effectively.

1.3) CPPs ensure that all aspects of play are inclusive so that all children and young people can take part

How is inclusion mainstreamed so that no child is left out of play opportunities and spaces?

What are the barriers to making play available to children and young people regardless of where they live, their home circumstances, their age, disability and other factors?

Resources:

Play Scotland: Getting it Right for Play Toolkit⁷

1.4) CPPs ensure that children, young people and families participate in the development of the CPP play priorities

How do children and young people, families and communities contribute to the development of play priorities?

Are there opportunities for children and young people's views and experiences to be taken into account?

Resources:

Play Scotland: Getting it Right for Play Toolkit

Scottish Government (2012) Community Learning and Development Guidance

Blundell, J., Capability Scotland and the Centre for Research on Families and Relationships (2015), Empowered & Effective Decision Making⁷

1.5) CPPs take account of the benefits as well as the risks of play

How does the CPP ensure that its responsibilities in relation to risk are proportionate to the benefits of play?

Does the CPP incorporate child-friendly community assessment processes and indicators into its existing practice?

Resources:

Health and Safety Executive (2012) Children's Play and Leisure: Promoting a Balanced Approach⁹

UK Play Safety Forum, Managing Risk in Play and Risk Benefit Assessment Tools¹⁰

Play Scotland: Getting it Right for Play Toolkit

ACTION 2: UNDERTAKE MAPPING OF PLAY PROVISION AND OPPORTUNITIES IN COMMUNITIES

CPPs undertake mapping of children's provision, opportunities and spaces for play in their communities to identify what they do already, what they do well and where there are gaps.

Play usually applies to a range of places and provision. The following points are structured around the **Play Strategy** domains of home, nurseries, schools, and communities. This applies to all early learning and childcare settings including out of school care, childminding and family centres.

In each of these areas CPPs should consider:

What is our good practice?

How do we address barriers to inclusive play?

How could we develop what we do?



2.1) CPPs make sure that children and young people have access to play opportunities in and around their homes:

Examples:

Good quality accessible play spaces are available where children live

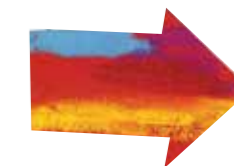
Information is available to parents and carers about the importance of play at different stages of development.

2.2) CPPs make sure that children have access to play opportunities in nurseries and schools:

Examples:

High quality indoor and outdoor play opportunities are available every day in nurseries and schools (and other early learning and childcare settings)

Access to playgrounds out of school hours is supported and encouraged.



2.3) CPPs make sure children have access to sufficient play provision, spaces and opportunities in their communities:

Examples:

Approaches to planning and place making ensure that community play spaces are sufficient, challenging and accessible with opportunities for contact with nature.

Traffic speeds are restricted through appropriate schemes (e.g. 20's Plenty and use of Home Zones).

Resources:

Play Scotland: Getting it Right for Play Toolkit

Scottish Planning Policy¹¹

2.4) CPPs demonstrate their positive support for play:

Examples:

Each CPP partner maps its organisation's current role and contributions to play and identifies gaps.

Play Champions are appointed by CPPs, championing the importance of play across services and within communities

Children and young people's views are sought, listened to and taken into account in developing play opportunities.

2.5) CPPs consider how play contributes to agreed outcomes:

Which of the CPP outcomes does play apply to?

What are the CPP indicators?

What evidence does the CPP have?

How is progress benchmarked?

Examples:

The CPP maps where play currently sits within CPP locality plans

The CPP develops new outcomes for play where there are gaps

The CPP develops effective monitoring and evaluation processes and identifies effective practice.

Resources:

Play Scotland: Getting it Right for Play Toolkit



ACTION 3: EMBED PLAY IN CPP ACTIVITIES

CPPs ensure that play is reflected across CPP activities and is linked to commitments to children and young people's wellbeing.

3.1) CPPs develop a strategic statement outlining their commitment to play

CPPs develop a **strategic statement** which outlines what the CPP will do in relation to play. A **strategic statement** could include:

- What does the CPP currently provide in relation to play?
- What principles underpin the CPP's commitment to play?
- What does the CPP want to do in the future?
- How will the CPP ensure that its commitment includes all relevant partners?
- How will the CPP review and measure what it does?

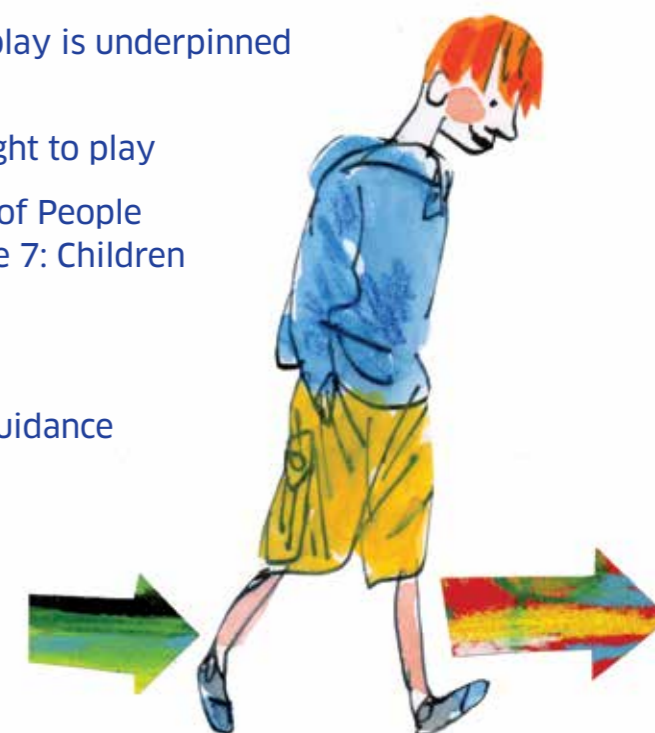
3.2) CPPs champion children and young people's play

CPPs identify **CPP Play Champions** to champion play for children, young people and families in the CPP structures and more widely. Play Champions could be:

- in a CPP leadership position (e.g. the chair of the CPP or a thematic group)
- from a range of CPP partners with a commitment to working across sectors
- community representatives (including children and young people) who input into the CPP.

Play Champions ensure that the CPPs work on play is underpinned by approaches which support:

- the UNCRC, specifically Article 31, a child's right to play
- the United Nations Convention on the Rights of People with Disabilities (UNCRPD), specifically Article 7: Children with Disabilities
- the Play Strategy for Scotland
- the Community Learning and Development Guidance
- principles of inclusion, non-discrimination, equality of opportunity and participation
- national policy priorities supporting children and young people's wellbeing.



3.3) CPPs undertake regular and systematic reviews of the delivery of play linked to the CPPs outcomes

CPPs consider how to **review their strategic priorities for play** in order to measure progress. A formal review could:

- take place annually or more frequently, taking into account the decision making structures of the CPP and the development of locality plans
- identify how to measure play activities, linked to CPP outcomes as part of ongoing activities

Resources:

Inspiring Scotland: Go Play Outcome and Evaluation Model¹²



4. DELIVERING PLAY FOR COMMUNITIES

Examples of effective practice:

- **Community access to school playgrounds**

CPPs consider how to increase community access to school playgrounds out of school hours. They ensure that the design of high quality school grounds in new-build schools is consistent with the Grounds for Learning *Good School Playground Guide*.¹³

- **Positive about play**

CPPs provide leadership on positive public messages about play, including, for example, the removal of anti-play messages (e.g. no ball games signs) and profiling of community 'we support play' messages.

- **Supporting outdoor play**

CPPs support children and young people's outdoor play by removing barriers to street play and developing the use of Play Rangers in local parks and other provision. See Inspiring Scotland's *Play Ranger Toolkit* for examples.¹⁴

- **Measuring improvements in play**

CPPs work towards the Play Sufficiency principle, based on the *Getting it Right for Play Toolkit* to enable benchmarking across Scotland and from which improvements in play can be measured.

- **Place making**

CPPs ensure that local place making includes design of spaces where play is happening in order to support children, young people and families' wellbeing, in line with *Creating Places*¹⁵ and *Designing Streets*¹⁶.



5. POLICY IN SCOTLAND: SUPPORTING PLAY

How we can help

Contact Play Scotland for advice, training, information and resources including the *Getting it Right for Play Toolkit*.

Play Scotland: info@playscotland.org or 0131 440 0456.

1. The Scottish Government (2013) Play Strategy for Scotland: Our Action Plan
<http://www.gov.scot/Resource/0043/00437132.pdf>
2. The Scottish Government (2011) Strategic Guidance for Community Learning and Development
<http://www.gov.scot/Publications/2012/06/2208>
3. Play Scotland (2012) Getting it Right for Play: The Power of Play: An Evidence Base
<http://www.playscotland.org/getting-it-right-for-play>
4. United Nations Convention on the Rights of the Child (UNCRC)
<http://www.unicef.org/crc/>
5. Committee on the Rights of the Child, General comment No. 17 (2013) on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (art. 31)
http://tbinternet.ohchr.org/_layouts/treatybodyexternal/TBSearch.aspx?Lang=en&TreatyID=5&DocTypeID=11
6. United Nations Convention on the Rights of People with Disabilities (UNCRPD)
<http://www.un.org/disabilities/default.asp?id=267>
7. Play Scotland (2012) Getting it Right for Play Toolkit: A toolkit to assess and improve local play opportunities
<http://www.playscotland.org/getting-it-right-for-play/>
8. Blundell, J., Capability Scotland and the Centre for Research on Families and Relationships (2015) Empowered & Effective Decision Making
<http://www.capability-scotland.org.uk/what-can-i-do-for-capability/policy-campaigns/current-research/empowered-and-effective-decision-making/>
9. Health and Safety Executive (2012) Children's Play and Leisure: Promoting a Balanced Approach
<http://www.hse.gov.uk/entertainment/childrens-play-july-2012.pdf>
10. UK Play Safety Forum (2013) Managing Risk in Play and Risk Benefit Assessment Tools
<http://www.playscotland.org/resources/managing-risk-play-provision>
11. The Scottish Government (2014) Scottish Planning Policy
<http://www.gov.scot/Resource/0045/00453827.pdf>
12. Inspiring Scotland, Go Play Outcome and Evaluation Model
<http://www.inspiringScotland.org.uk/media/1551/GoPlayOEF.pdf>
13. Grounds for Learning, The Good School Playground Guide
<http://www.itl.org.uk/pdf/LTL-Scottish-Good-Playground1386257083.pdf>
14. Inspiring Scotland (2015) Scotland's Play Ranger Toolkit
<http://www.inspiringScotland.org.uk/media/38774/Play-Ranger-Toolkit-March-15.pdf>
15. Creating Places
<http://www.creatingplacescotland.org>
16. Designing Streets
<http://www.creatingplacescotland.org/designing-streets>



The Play Strategy Implementation Group (PSIG), led by the Scottish Government and made up of representatives of statutory bodies, local authorities, third sector organisations and funders, works together to support and monitor the implementation of the Play Strategy for Scotland: Our Action Plan <http://www.scotland.gov.uk/Resource/0043/00437132.pdf>.

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