



Possibilities for more and better play

UNCRC - Making the right to play real for
parents and children

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Context for Play in Scotland 2022

- National Play Strategy review – delivering recommendations
- Building on “Get into Summer 2021” and investing £10 million for Summer 2022 Holiday Programme
- Planning for Play and Place – NPF4, Open Space Strategies and Play Sufficiency Assessments, the Place Principle, ‘20 minute neighbourhoods – liveable neighbourhoods’, Place Standard Tools for children and young people, Free Transport for under 22s
- Outdoor Play and Learning – ELC
- Play Scotland Play Pedagogy Award
- PHS-Developing a Mental Health Indicator for Play
- UK Statement-Including Disabled Children in Play Provision
- Planning for IPA 2023 World Conference in Glasgow
- Scottish Government £60 million investment in Play Park Renewal and National Play Principles



UN General Comment 17 **Article 31** (2013)

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' to **ensure their optimal
health and wellbeing'**

Scotland's **Play Strategy** vision (2013)

Life-enhancing **daily play experiences** for every child

Planning (Scotland) Act 2019

Statutory Duty on Play Sufficiency and Children's Participation

UNCRC (Incorporation) (Scotland) Bill (2021)

incorporate the UNCRC into Scots law **"fully and directly"**
SG will publish and review a **Children's Rights Scheme**





**All rights have equal status, there is no hierarchy of rights,
and you can't enjoy one without the other**



Children need play to survive and thrive!

Play and Placemaking are social justice issues

Underlying inequalities in use of green and open spaces remain and may have widened during the pandemic. Interventions to increase use of green and open space should ensure a focus on

disadvantaged groups - The third S&SR Environment and Spaces Group Report:

COVID-19 Green and Open Space Use in Spring 2021 (Wave 3) Priorities for pandemic recovery August 2021 Glasgow University



Review of Scotland's Play Strategy

Play in a COVID 19 context

8 recommendations

- Ensure the inclusion of all children and young people
- Listen to children and young people and act on what they say
- Sustain and support play provision through adequate funding
- Maintain a focus on playful learning and play in school
- Refresh the Play Strategy and ensure national and local leadership supports a child's right to play
- Renew and develop the national and local commitment to outdoor play
- Ensure cross sectoral and inter professional approaches to play are in place
- Strengthen the play sector nationally and locally



Free-range children need to play freely and have

more street play and playful communities

a higher priority in the public realm

more time, permission, space, resources to play

play- benefits from the transformation of vacant and derelict land

their voices taken account of in planning, including authentic
co production and co design in placemaking



£60m investment in Play Parks – National Principles

Principle 1: **Children, young people, and families** are best placed to inform what quality play looks like to them, and **should therefore be involved throughout the process**, from the review of parks through to helping design the renewal of individual play parks. This is in line with Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) which sets out that every child who is capable of forming his or her own views has the right to express those views freely. The views of children, young people and families provide valuable insight into how they interact with parks and facilities.

Principle 2: All children have the right to play under the UNCRC Article 31. **Access to play should be as wide-reaching and inclusive as possible**, ensuring that children, young people, and families have easy local access to play spaces where they feel safe and comfortable to use them. Inclusiveness looks different for everyone, so **meaningful engagement with the children** who will be using your play parks is fundamental.



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£60m investment in Play Parks – National Principles

Principle 3: Play parks and spaces should seek to bring together local communities, children and young people of all ages and abilities, creating a greater sense of place and cohesion. The design and renewal of play parks should be done in a way that best meets the **social and environmental needs of communities and its children and young people.**

Principle 4: The renewal programme will be strengthened by **sharing and learning from best practice** and making use of existing national resources. There are several other tools that can help local authorities to take a strategic and evidence-based approach to the design and renewal of their local play parks. **Tools such as Play Value Assessments**, an internal audit and inventory of play parks, and existing legislation and standards can provide a helpful basis for prioritising work.
Getting it Right for Play Toolkit: To assess and improve local play opportunities - Play Scotland



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Planning (Scotland) Act 2019

MSP Monica Lennon Amendment 227 (to second stage Planning Scotland Bill) – Play Sufficiency Assessment

- Play is vital to children's physical and mental health as well as to the building of social networks and a sense of community.
- Amendment 227 highlights the importance of that space and will allow councils and the Government to be held to account if the space is reduced or if we see that not every child has access to a space to play.
- The right to play is embedded in the UNCRC. Amendment 227 is therefore completely in keeping with Scottish Government commitments to incorporate those principles into domestic law.



Draft Play Sufficiency Assessment Regulations

Planning (Scotland) Act 2019

- identify and map play opportunities:
 - a) play spaces specifically for play;
 - b) play spaces within areas of open space and not specifically for play
- describe the play opportunities for all ages of children

Analysing the data
– locality approach:

Statements on

- Quality
- Quantity
- Accessibility

Engage:

It is key to consult children, their parents and carers when preparing the Play Sufficiency Assessments



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Draft NPF4 contains new policies that:

- **Promote spaces for play**, which recognises that providing quality opportunities for children of all ages to play will benefit their physical and cognitive development and uphold their right to engage in play and recreational activities
- **Protect existing blue/green infrastructure**, outdoor sports facilities and children's outdoor play provision



Consultation on both draft NPF4 and draft
PSA Regulations closes on 31 March 2022
www.transformingplanning.scot/planning-reform/consultation



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Co-creating Place Standard Tools for Children & Young People

for SG, Public Health Scotland and Architecture Design
Scotland to be launched 2022

1. Where I go and what I do
2. How I care/How I feel
3. How I get there
4. What I need to live well



Quality of Place (Where I go and what I do)

- Play and other things we do in our free time
- Meeting and talking with other local children and trusted adults
- Streets, parks and other outdoor places
- Schools and people who take care of others
- Nature (trees, wild animals, birds and plants)

Self-efficacy (How I feel)

- Feeling safe (in <place name>)
- Feeling proud and a part of <place name>

Stewardship (How I care)

- Having our say and being listened to
- Fixing things and keeping <place name> clean and looking nice

Movement (How I get there)

- Buses, Trains (and other ways of getting places)
- Traffic and Parking
- Walking and cycling (in <place name>)

Community context (What I need to live well)

- Work, shops and local jobs
- Homes, friends, and other people who live near you (who you might or might not know)

Suggested uses for Place Standard Tools for Children and Young People

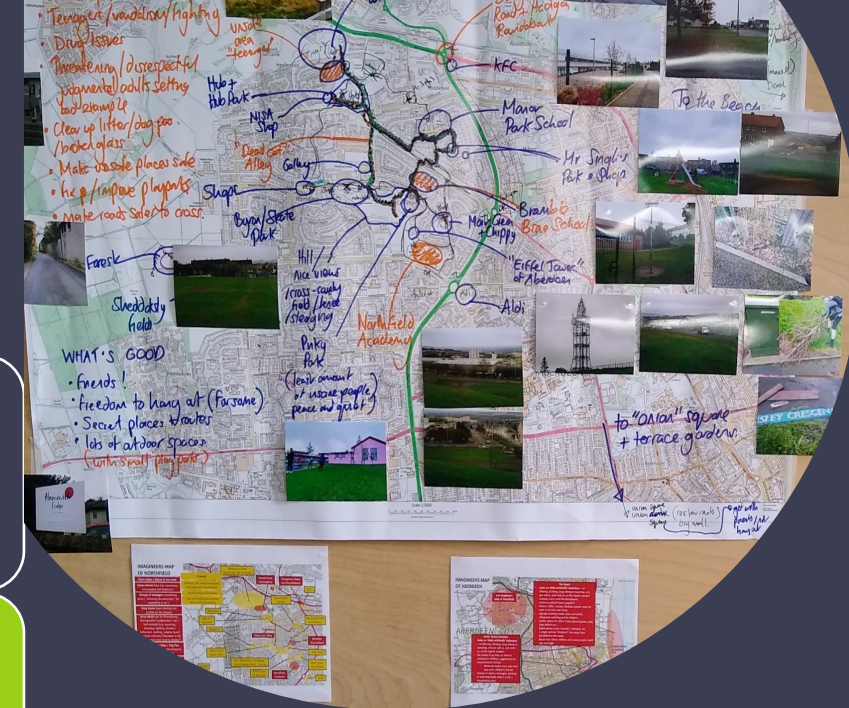
Starting point for co-designed safe routes
to school or active travel strategy

Springboard for discussion about community
and different viewpoints of different people

Live opportunity for rights-based discussion

Starting point for children and young people
to respond to consultations

eg Play Sufficiency Assessments for local development plans



The Children's Wood Glasgow

More and better play for everyone in the community

- Space to play
- Forest Schools
- 26 local schools & nursery schools using the land for outdoor learning and play
- Teacher training
- Community gardening & bee keeping
- Mental health workshops
- Community storytelling/drama



Get into Summer supporting more play and better play

Play Scotland co-creation and action research projects

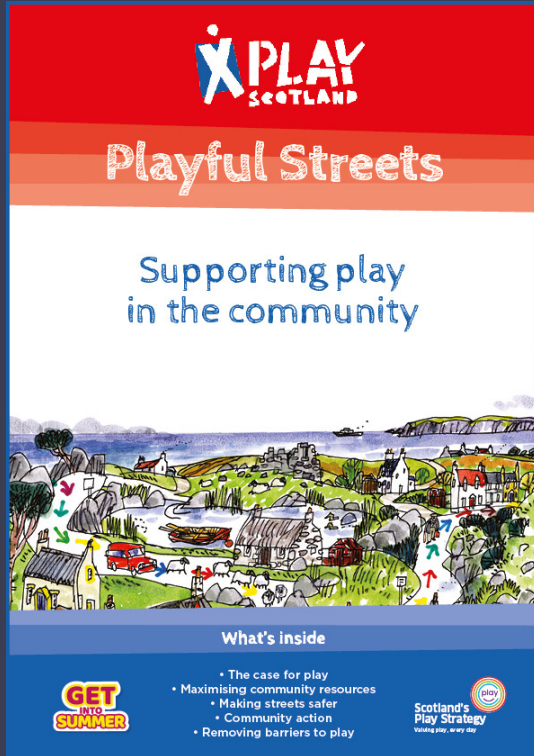
- Play Well Outdoors Packs
- Playful Streets Project
- Play Well Podcast and Film Series
- Intergenerational Play Project
- Better Breaks, Better Transitions
- Outdoor Stay, Play and Learn Sessions



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Playful Streets: Supporting Play in the Community



- Toolkit to show effective practice and improve
- children and young people's play opportunities
- the environment for everyone.
- App will reach 1 in 7 (56,000) children in Scotland



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UK Play Safety Forum and the Children's Play Policy Forum



Including Disabled Children in Play Provision

JOINT CHILDREN'S PLAY POLICY FORUM
AND UK PLAY SAFETY FORUM POSITION
STATEMENT

IMAGES:

PLAY SCOTLAND

LEARNING THROUGH LANDSCAPES

MAE MURRAY FOUNDATION

HAGS

Children's Play Policy Forum and UK Play Safety Forum

Joint Children's Play Policy Forum and
UK Play Safety Forum Position Statement

Including Disabled Children in Play Provision

Introduction

All children need and have a right to play. Play is vital for children's health, wellbeing and happiness – particularly for children facing barriers like discrimination and exclusion.

The beauty of play is that every child can play in their own way, at their own pace, following their needs, wishes, instincts and imagination. Through play children explore and learn about the world around them.

Play can involve a wide range of different experiences including social, physical, sensory and creative. Play can be loud and boisterous, or quiet and introspective. It can take place in natural or manufactured environments. Children can play on their own, or in groups, independently or with a parent or carer.

Good play provision will make everyone – children and adults of all ages – feel welcome and comfortable in the space, with a wide range of opportunities and experiences for all abilities.

Playgrounds and play spaces have huge potential to provide important opportunities for disabled children to be included in their communities, breaking down barriers and building relationships. This brings benefits for non-disabled children too, as they learn through their interactions and engagement with disabled friends and peers.



Sadly, in the UK, many disabled children, disabled parents, and their families are still excluded from local play spaces. Barriers include lack of accessibility, poor understanding of disabled children's needs and wishes, negative public attitudes and a limited range of play opportunities.

We believe that everyone can help disabled children and their families feel welcome and included in their local play spaces. Those involved in designing and managing play spaces have a key role to play in leading change, in partnership with disabled children, their families and the local community.

A positive, solution-focused attitude is essential to include disabled children
– listening and engaging with families, prioritising the needs and wishes of disabled children, making adaptations to increase accessibility and remove barriers, changing public attitudes, creating a welcoming space and maximising the range of play opportunities offered by the equipment and the environment as a whole.

Accessible vs. Inclusive



The terms accessible and inclusive should not be used interchangeably.

Using these terms interchangeably can lead to confusion and disappointment.

Accessible Play Space



An **Accessible Play Space** is a space which is barrier-free, allows users access to move around the space and offers participation opportunities for a range of differing abilities.

Not every child of every ability will be able to actively use everything within an accessible play space.

Inclusive Play Space



An **Inclusive Play Space** provides a barrier-free environment, with supporting infrastructure, which meets the wide and varying play needs of every child.

Disabled children and non-disabled children will enjoy high levels of participation opportunities, equally rich in play value.

Key Statement Messages

SUMMARY

Children's Play Policy Forum and UK Play Safety Forum

1

A positive and solution-focused attitude is critical to creating inclusive play space design, based on understanding and prioritising the needs of disabled children and making adaptations to include them.



Key Statement Messages

SUMMARY

2

Children and their families want play spaces which include the range of features and facilities they need.



Key Statement Messages

SUMMARY

3

Play spaces should offer a balance of high to low challenge opportunities and a good mix of play features.



Key Statement Messages

SUMMARY

4

All children deserve to be able to enjoy play spaces that work well for them and their families within a reasonable distance of their home.



Key Statement Messages

SUMMARY

5

All play spaces should be developed through community participation, co-design and co-production.



Play Scotland Resources

www.playscotland.org

Play Well Outdoors pack 2021

Playful Schools – The power of Loose Parts Play

Play Types Toolkit- bringing more play into the school day

Playful Pedagogy Pack linked to new Award

Wellbeing cards

Playful Communities with ScrapAntics

Writing a Play Policy

Playful Streets

