

State of Children's Rights Webinar Series

Rest, Leisure and Play

29th June 2020



Play Strategy for Scotland 2013

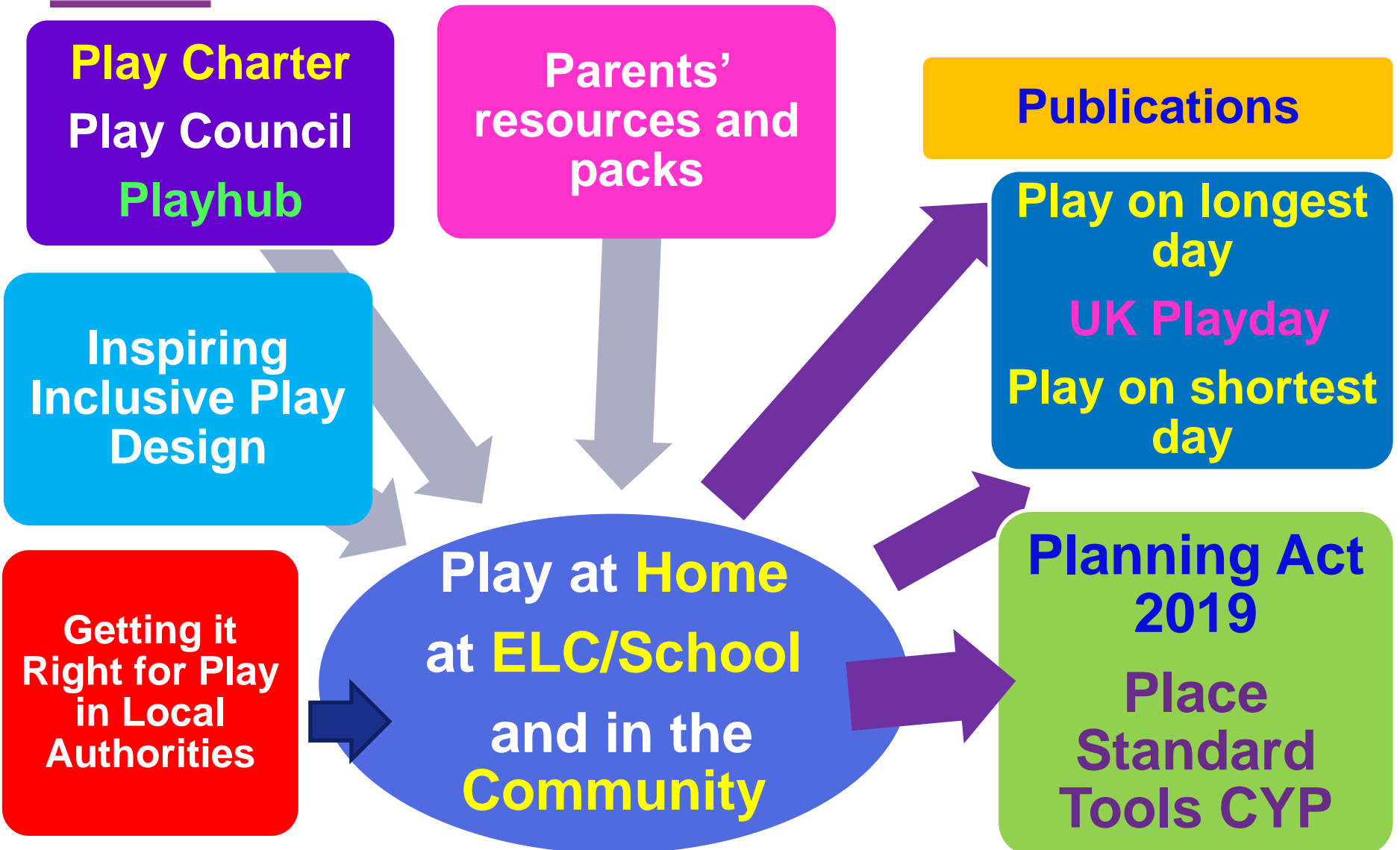
- Values play as a life-enhancing daily experience at Home, ELC , School and in the Community
- All children and young people should have **sufficient** Space, Time and Access to play
- We must enable ALL children and young people to realise their Right to Play, Rest and Leisure





Delivering Scotland's Play

Strategy





Leading, campaigning & planning

for play

- Ensuring everyone understands why play matters
- Supporting children to play indoors and outside
- Creating a sustainable approach with play strategies and delivery plans in local authorities
- Developing resources, guidance, tools, training
- Building Scotland's Play Council and relationship with Minister for Children and Young People



The Toolbox for play

www.playscotland.org

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

Guidance and resources

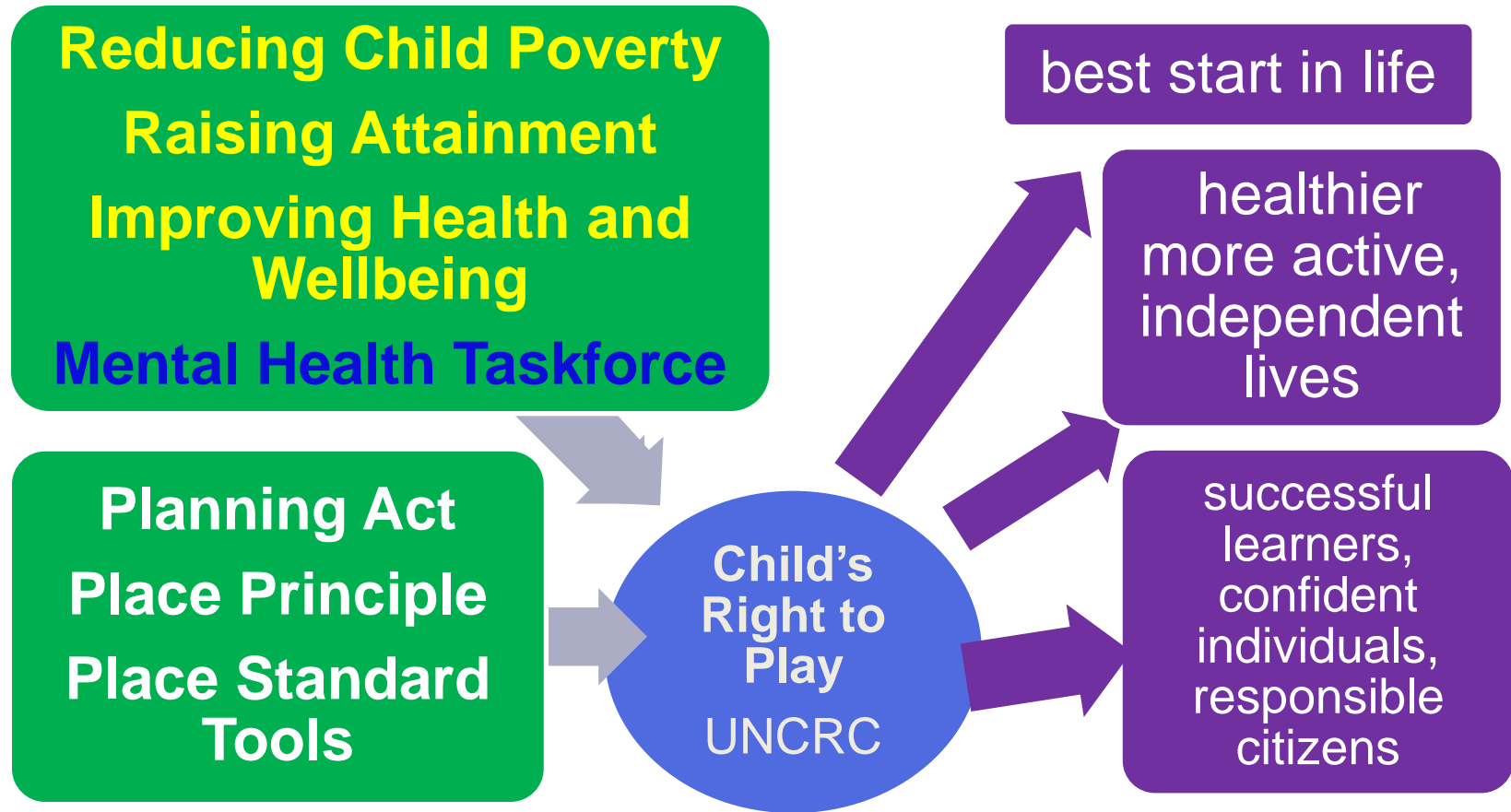
- Play Map: for Community Planning Partnerships
- Loose Parts and Play Champions Toolkits
- Playing in School Grounds – Outside School Hours
- Free to Play: creating accessible, inclusive play spaces
- Managing Risk in Play Provision- Health and Safety Regulator
- My World Outdoors-Care providers regulator
- Out to Play - Practical guidance EYC outdoor play.
- Parents' play pack and Home play pack

Evidence base

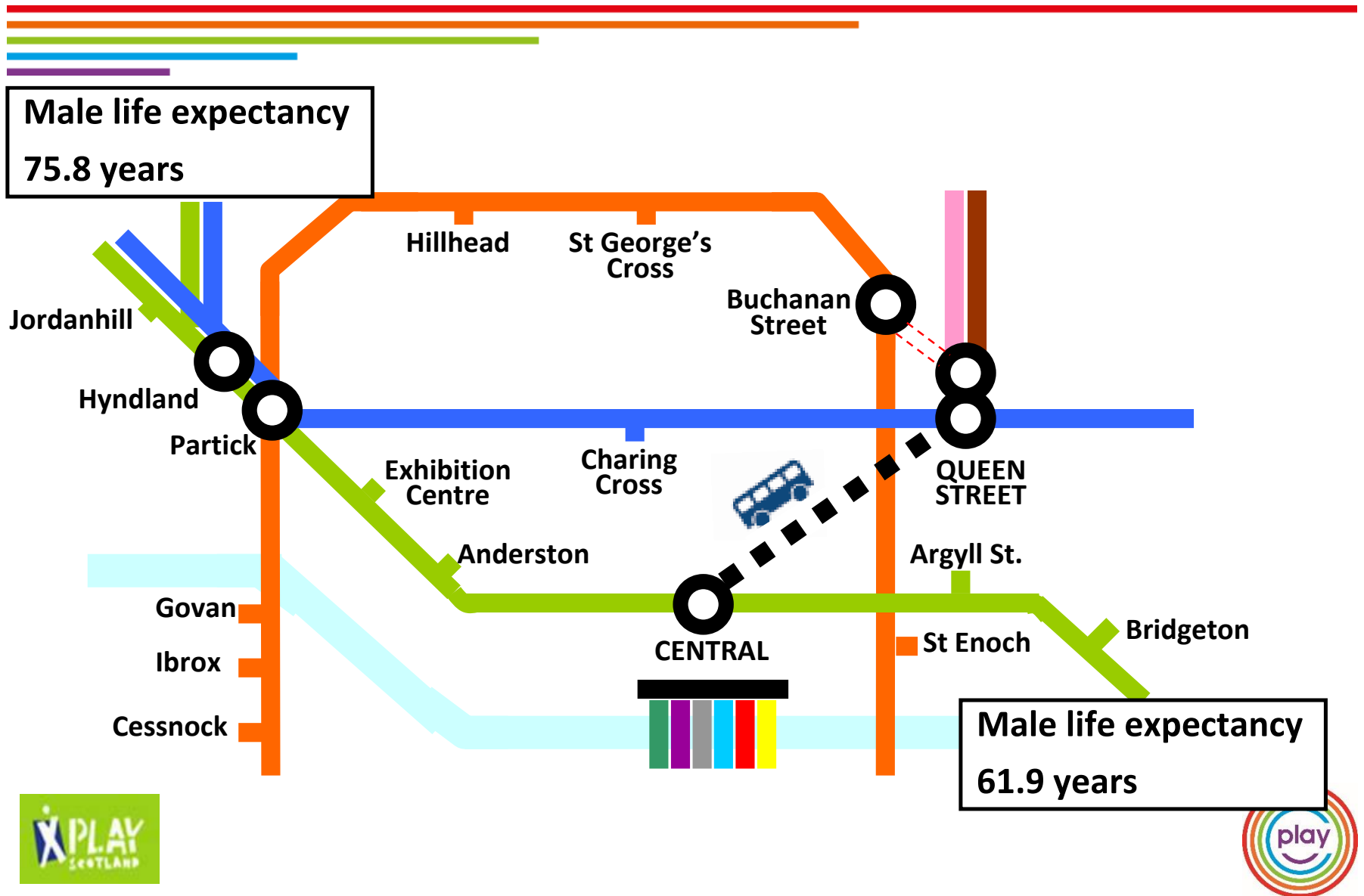
- Power of Play (Play Scotland) Play Return (CPPF)
- Logic Model for Play-outcomes and evaluation model



Play in Policy, Place and Wellbeing



Play is a social and spatial justice issue



Free-range children need spaces to play freely

more street play

higher priority in the
public realm

time, permission, space,
resources

a voice in planning



Children need a “balanced diet of play”

“It is the responsibility of the community to ensure that each child has access to a variety of stimulating play opportunities”

Bob Hughes

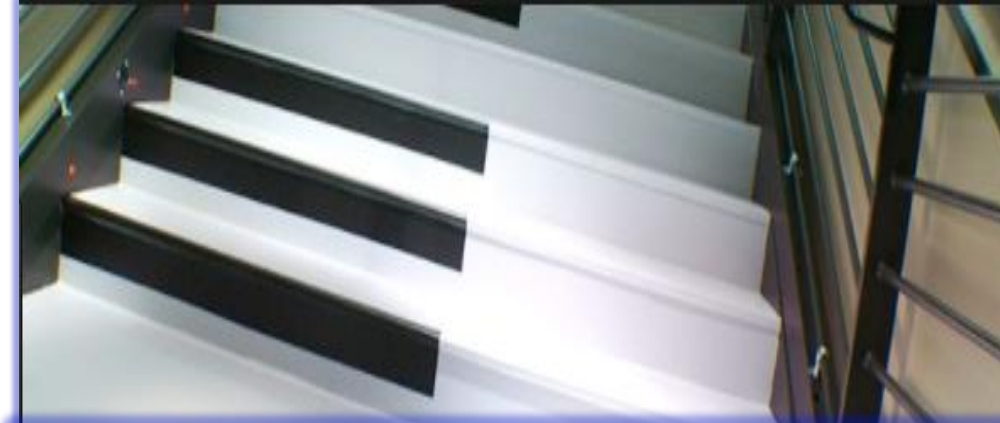


UN General Comment 17 on Article 31



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**'
to ensure their **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)



Getting it Right for Play - Vision



‘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’



Current Play Indicators/Themes

- The play sufficiency of an area: participation, satisfaction, access and quality of places to play has been assessed
- The involvement of children, families & communities in assessing play sufficiency
- Attitudes to children's outdoor play measured
- Use of risk-benefit approach to assessing play spaces and provision measured
- Evidence of multi-agency and multi-disciplinary collaboration/commitment

Co-creating Place Standard Tools for Children & YP

for SG, Public Health Scotland and Architecture Design Scotland to be launched Autumn 2020

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

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

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)



State of Children's Rights report 2019

Scottish Government should:

- Further Article 31 in a consistent and integrated manner, ensuring policies are sufficiently and sustainably resourced, monitored and reviewed, in a way that ensures the inclusion of all children;
- Regularly collect comprehensive data on the availability of play spaces and ensure children are involved in assessing the sufficiency and accessibility of both formal and informal play and leisure opportunities;
- Reintroduce the questions on children's neighbourhood play spaces in 2018 Scottish Household Survey (all ages);
- Report on findings from the implementation of the smoking ban around children in Wales and use findings to inform legislation;
- All local authorities should promote smoke-free playground policies.



Smoke free resources for local authorities



*Smoke-free spaces help provide a
healthy environment for children*



Action on Smoking & Health (Scotland) (ASH Scotland) is a registered Scottish charity (SC 010412) and a company limited by guarantee (Company no 141711).
Play Scotland is a registered Scottish charity (SC029167) Company Number: 017885



Planning Act 2019 legal duties on Local Planning Authorities

(Section 7 (6) 16 ABD)

- **Play Sufficiency Assessments (PSA's) to prepare an evidence report**
- **Participation of Children & Young People in Local Development Plans (LDP's)**
- **Open Space Strategies**



Play Sufficiency Assessment is a process not a product....

Dr Wendy Russell et al Sufficiency

Research

It is an ongoing collaborative process of engagement and experiment at national and local levels and requires people to be doing things differently.

It is **rights based** with a **wellbeing** focus.



Planning (2019) Scotland Act - Participation of Children and Young People in Local Development Plans

“Planning authorities must make such arrangements as they consider appropriate to promote/ facilitate participation by children and young people aged 25 or under in the preparation of the local development plan

- by means of contact with schools, youth councils and youth parliament representatives within their district.

They must:

- publish information about its arrangements and
- keep the information published up to date”.



Open Space Strategies (OSS)

Planning authorities must:

Prepare and publish an **open space strategy**, that sets **out a strategic framework** of the planning authority's policies and proposals

The OSS must contain:

- an audit of existing open space provision
- an assessment of current and future requirements
- any other matter which the planning authority consider appropriate.



Secondary legislation and guidance to ensure

All local authorities establish/ adopt up-to-date, realistic and deliverable PSA's and OSS's that

- comply with the legal requirements;
- are integrated with other strategies
- support wider outcomes related to land-use, public health and well-being, transport, climate change adaptation and biodiversity.

PSA's definitions and measures.....

- Children's play is any behaviour, activity or process initiated, controlled and structured by children themselves; and takes place whenever and wherever opportunities arise (Gen Comm 17, Scotland's Play Strategy)
- This is crucial - so adults need to pay attention to the conditions that support play happening where and whenever
- Sufficiency = general satisfaction with time, space and permission to play, more than counting and evaluating
- Play needs versus capability capabilities approach, which is similar but builds further on the idea of assets-based approaches. Children are experts in play – they know more than we do about what constitutes sufficiency, and what makes a space playable. If conditions are right they will play – we need to develop capacity to recognise and provide those conditions
- 'Playability' assessment rather than play value assessment, using CYP Place Standard Tools-linking duty on participation to the PSA's.



Assessing Play Opportunities

**Collaborative
process**
Experimental
Rights based
Wellbeing focus
&
**Children are
satisfied with
play
opportunities
provided**



#playeveryday

