

PLAY STRATEGY

FOR SCOTLAND: OUR ACTION PLAN



The Scottish
Government
Riaghaltas na h-Alba



OUR 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.





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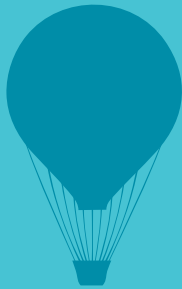
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Aileen Campbell MSP
Minister for Children and
Young People

Play, as we know, is an essential part of a healthy, happy childhood, taking place within the home from birth, through formal and informal learning, and in community settings through the use of public spaces and services.





Play allows children to experience fun, joy and laughter in a way that is important to them. In June 2013, the Scottish Government launched Scotland's first national Play Strategy. This Strategy was built on the views of children and young people, parents and carers, the play sector and others involved in children's wellbeing.

The Play Strategy articulates the critical importance of play, as well as our obligation to protect our children's ability to play. If we want Scotland to be the best place in the world to grow up, then Scotland as a nation must embrace play as a life-enhancing daily experience for all our children and young people; in their homes, nurseries, schools and communities. But the strategy goes further than that. It also highlights that play is not just crucial to the wellbeing of each child, it is essential to the social, economic and environmental wellbeing of Scotland as a whole.

The Play Strategy Action Plan has been informed by children and young people and developed by a working group of key players within the play sector, who have been working hard to ensure there are clear, measurable and deliverable actions that will take us forward in the journey towards realising the vision that we have set out. I would like to thank them for the hard work and commitment they have brought to the development of this Action Plan.

This Government believes that Scotland's people are its greatest asset. It's by harnessing the hard work, creativity and talents that lie in all of our communities that we will deliver the fairer and more empowered Scotland we want to see. Working together on these identified priorities will be what makes the difference.



PART A: CONTEXT

In June 2013 we published the *Play Strategy for Scotland: Our Vision*, <http://www.scotland.gov.uk/Publications/2013/06/5675>, which seeks to improve the play experiences of **all** children and young people, including those with disabilities or from disadvantaged backgrounds. It aims to ensure all children and young people can access play opportunities in a range of settings which offer variety, adventure and challenge. They must be able to play freely and safely while learning to manage risks and make choices about where, how and when they play according to their age, stage, ability and preference.

The fun and pleasure of playing is a vital part of a happy childhood as well as being crucial to children's development as individuals and members of society.

High quality play opportunities and provision of a physical and social environment that supports play increase the likelihood of improved outcomes for children and lessen the impact of factors that lead to poorer outcomes.

The Vision aims to improve play experiences for all children and addresses our obligations in relation to children's right to play as set out in the United Nations Convention on the Rights of the Child. It is a Vision we can work towards together.

Parents and carers, as well as other adults concerned with children's day-to-day experiences, have a vital role in encouraging and facilitating play. Policy makers, planners and practitioners have a collective responsibility to ensure play is embedded at the heart of decision-making throughout our society and to provide the catalyst for culture change.

The *Play Strategy for Scotland: Our Vision* is our first national Strategy for play. Along with the Strategy, the Action Plan aims to set out some of the practical steps towards realising our Vision - we want to be able to deliver tangible improvements.





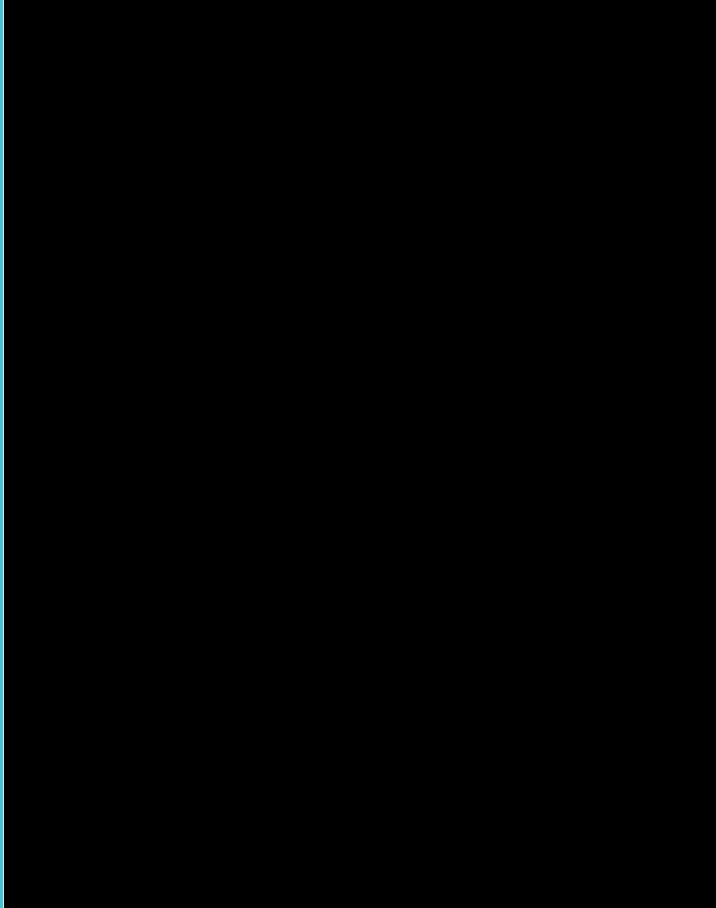
In the Plan, we have identified outcomes and actions which have been set in four domains. The domains are:

- » In the home
- » At nursery and school
- » In the community
- » Positive support for play

The actions are set in the short term (approximately 6-12 months), medium term (approximately 1-3 years) and long term (3 plus years). They are the first steps to achieving our long term vision. Implementation plans will support this Action Plan and will be kept under review as we work towards better play for all children.

No one organisation or sector can achieve all that we want for children's play. The Action Plan is relevant for all working for or with children or whose work impacts on children's ability to exercise their right to play. We hope that many more actions than those identified here will be undertaken in order to improve all our children and young people's play experiences.

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Scotland's first national Play Strategy and Action Plan will contribute directly to all of our National Outcomes and specifically ensuring 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.


The Getting It Right For Every Child (GIRFEC) approach aims to have an individual child-centred approach which targets the specific needs that a child has. This in turn allows a more specific tailored support network to ensure that the child gets the correct support when they need it.

Increasingly, across a range of policies, the Scottish Government recognises that we must build on the strengths and abilities that lie within all of our communities. We must work with people and not do things to them. This philosophy is central to the forthcoming Community Empowerment (Scotland) Bill, which will open up new ways for communities to determine their own futures.

The Strategy and Action Plan will complement our proposals in the Children and Young People (Scotland) Bill and further support our three main social policy frameworks: the Early Years Framework, Equally Well, and Achieving our Potential. These frameworks, along with the Child Poverty Strategy for Scotland, outline our commitment to collaborative working and investment at a national and local level to tackle the long term drivers of poverty and income inequality through early intervention and prevention.

'Improving outcomes and children's quality of life through play' is one of the 10 elements of transformational change set out in The Early Years Framework. It recognises that play is central to how children learn, both in terms of cognitive skills and softer skills around relating to other people. It also recognises that it is a right and a fundamental part of children's quality of life.





Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from ages 3 to 18. Free play has the potential to contribute powerfully and positively to some of the most significant areas of life in schools, nurseries, early years and childcare. Curriculum for Excellence promotes playful learner-led approaches in the classroom and outdoors.

Good Places Better Health (GPBH), the Scottish Government's Strategy on health and the environment, has particular significance for play. The GPBH approach recognises that environment has a significant impact on the health of Scotland's people and that action is required to create safe, health-nurturing environments for everyone.

Planning for play requires a comprehensive approach with collaboration across sectors and policy areas. Relevant sectors include those dealing directly with children, such as health and education, and also those concerned with housing, architecture, parks, transport, environment and planning etc, all of which have a significant impact on children's play opportunities. Planning Aid for Scotland, for example, has a particular significance here.

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This section provides background to explain the terminology we use throughout the Action Plan. There will always be a range of perspectives on, and experiences of play, but this section aims to establish a shared understanding from which to work towards the Vision.

What age range does the Strategy apply to?

Article 31 establishes the right to play for all children and young people up to the age of 18. The form play takes changes and adapts throughout the course of childhood, and is individual to the child or young person. As children grow older, their needs and wants evolve. They will also explore progressively more opportunities involving self-assessed risk-taking and challenge.¹

What do we mean by parents, carers and families?

All those individuals and agencies involved in a parenting role including parents, carers, grandparents, kinship carers, corporate parents, childminders and others.

What do we mean by play?

In the Action Plan we are using the word 'play' in the way it is described in the Play Strategy Vision, that is:

- » Play encompasses children's behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of healthy development – not only for individual children but also for the society in which they live.

The key characteristics of play are fun, uncertainty, challenge, flexibility and non-productivity.¹ Play can happen indoors or outdoors, with or without the oversight of adults, in everyday spaces, in environments designed for play and in places chosen by children and young people.

What do we mean by 'high quality play opportunities'?

By its very nature 'high quality' is difficult to define, and will look different in different circumstances and locations. However, in terms of the provision of play opportunities and environments, in general we might expect 'high quality opportunities' to happen when:

- » the principles of the UN Convention on the Rights of the Child are put into practice
- » the environment provides stimulus for play to flourish
- » if adults are involved, they work to established ethical and professional standards.

¹ General Comment No. 17 (2013) on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (art.31)



Of course, given the nature of play, children do have high quality play **experiences** outwith the view of adults and in circumstances and locations that were not intended for play.

What do we mean by 'all children'?

Our Vision for play is for all children and young people in Scotland. Children of all ages, stages and abilities should have the opportunity to realise their right to play without discrimination of any kind. However, many children face attitudinal, environmental and institutional barriers to accessing play opportunities and provision. The Convention on the Rights of Persons with Disabilities Article 30 states that there is a State responsibility to ensure that children with disabilities have equal access with other children to participation in play, recreation, sporting and leisure activities. Pro-active measures are needed to remove the barriers and promote accessibility to, and availability of, inclusive opportunities to participate in all these activities.

What do we mean by 'early learning and childcare'?

We are using 'early learning and childcare' to mean a service for children under school age, which consists of education and care, and which gives importance to interactions and other experiences which support learning and development in a caring and nurturing setting. This is the definition used in the Children and Young People (Scotland) Bill.

What do we mean by 'school age childcare'?

School age childcare or Out of School Care (OSC), is the provision of a safe, caring environment offering a range of active, stimulating and restful activities for school age children before and after school and during holidays. Out of school care and seasonal services take parental responsibility for the children in their care. Services must register with, and are regulated by, the Care Inspectorate and the workforce must be registered with and is regulated by, the Scottish Social Care Services (SSSC).

What do we mean by the play workforce and the play sector?

The play workforce is made up of the people who facilitate play opportunities as part of their professional role. Playworkers see this role as supporting children and young people in the creation of a space in which they can play. The play workforce includes adults who facilitate play in a range of settings such as playgroups, childminding settings, hospitals, residential settings, school playgrounds and communities.

The play sector is made up of the organisations which support children and young people's play on a number of levels, such those which provide advice, information, training and funding; umbrella, membership and regional infrastructure organisations; those involved in the creation and upkeep of play environments, etc.



Our 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.

Our Vision seeks to improve the play experiences of all children and young people, including those with disabilities or from disadvantaged backgrounds. It aims to ensure all children and young people can access play opportunities in a range of settings which offer variety, adventure and challenge. They must be able to play freely and safely while learning to manage risks and make choices about where, how and when they play according to their age, stage, ability and preference.



Principles: In the home, at nursery and school, and in every community:

- » We should **value** all children and young people
- » We should enable all children and young people to realise their **right** to play
- » All children and young people should have **space** and **time** to play (*The 'Sufficiency' Principle*)



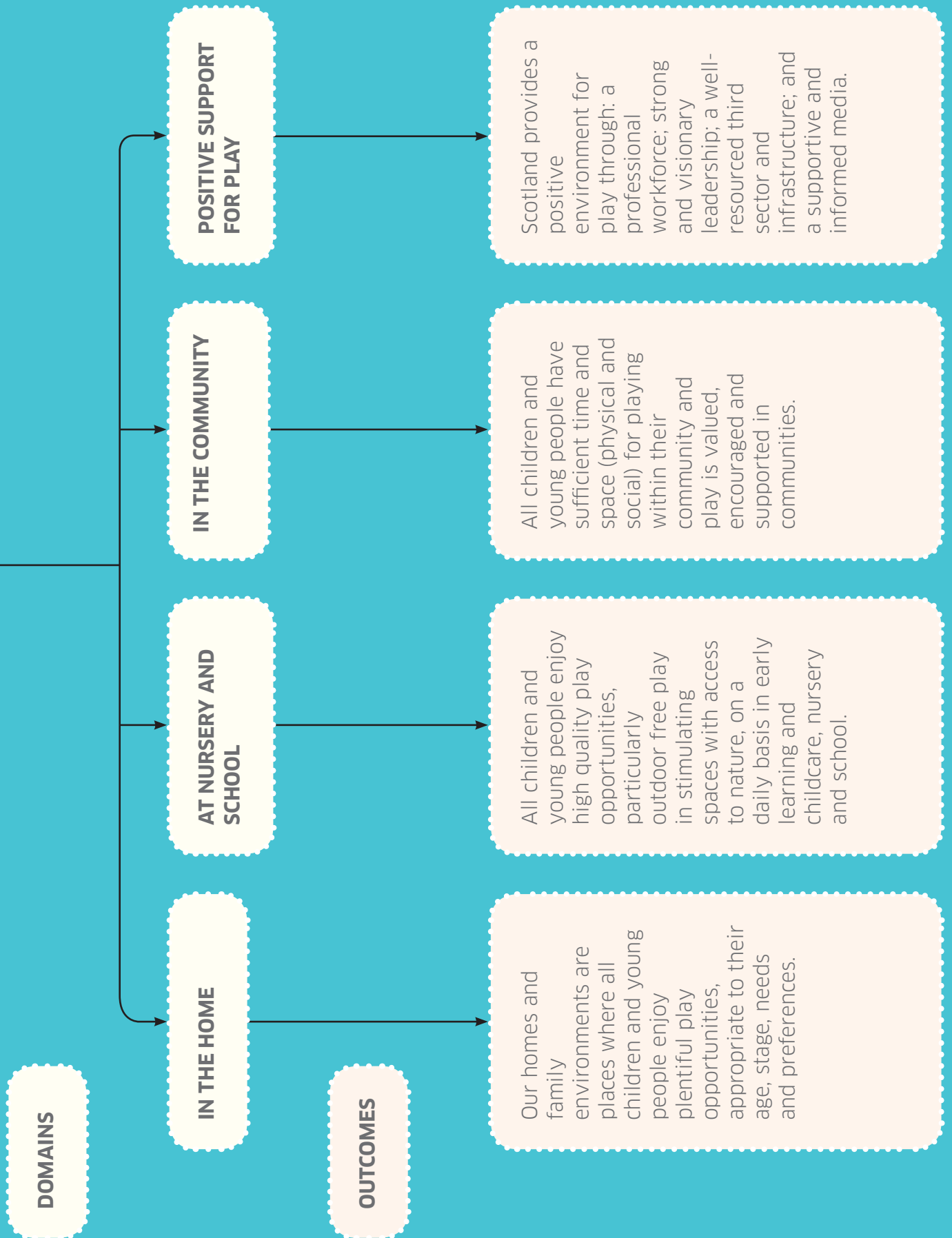
Implementation: How we are going to do it

Informing reporting to the UN Committee on the Rights of the Child on article 31



Play Strategy implementation forum







Our overall goal for implementation is that a collective responsibility for, and focus on, realising children's right to play develops in Scotland, with a shared understanding of the roles of government, health agencies, third sector, funders, private sector, communities, individuals and media.

We need to take both a top down and bottom up approach to achieving change.

A Play Strategy Implementation Group led by the Scottish Government and made up of representatives of statutory bodies, local authorities, third sector organisations and funders will be established in order to support and monitor our progress.

This group will establish working groups to carry out some of the specific actions that have been identified and tasked to a group.

Partnership working is key to achieving the Vision for children's play in Scotland. This should be underpinned by environmentally, economically and socially sustainable approaches to providing for play.

Children and young people's views must be taken into account and their ideas and participation encouraged and supported. Implementation of the Plan will open opportunities for children and young people to participate and contribute in a range of ways.

In the same way that play runs as a thread through children's daily experiences, there are many points at which the actions in the four domains of this plan – **home, nursery and school, community, positive support for play** – overlap and support each other. This has to be taken into account in implementing the Plan.





This section highlights the principles which underpin the Action Plan

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.

PRINCIPLES

In the home, at nursery and school, and in every community:

- » We should **value** all children and young people
- » We should enable all children and young people to realise their **right** to play
- » All children and young people should have **space** and **time** to play
(*The 'Sufficiency' Principle*)

OUTCOMES

In the home

Our homes and family environments are places where children and young people enjoy plentiful play opportunities, indoors and out, appropriate to their age, stage, ability and preferences.

At nursery and school

All children and young people enjoy high quality play opportunities, particularly outdoor free play in stimulating spaces with access to nature, on a daily basis in school, nursery and early learning and childcare.

In the community

All children and young people have sufficient time and space (physical and social) for playing within their community and have contact with nature in their everyday lives. Play is valued, encouraged and supported in communities, as are providers of community play opportunities such as out of school care, playgroups, therapeutic and specialist settings and community champions of play.

Positive support for play

Scotland provides a positive environment for play through: a professional workforce; strong and visionary leadership; a well-resourced third sector and infrastructure; and a supportive and informed media.



PART B: THE PLAN FOR ACTION

Outcome: Our homes and family environment are places where children and young people enjoy plentiful play opportunities, indoor and out, appropriate to their age, stage, ability and preferences.

Impact: Parents, carers and families will be more confident and able to facilitate play opportunities in the home and family environment; our homes and family environments will be more suitable for play and children will have more satisfying and wide-ranging play opportunities. Staff will have the skills, knowledge and confidence to engage with parents, carers and families to support them when needed.

Actions:

What?	Why?	Who?	By When? (short, medium or long term)
6.1 Review current levels of play training to recommend how elements of play rights, theory and practice and their impact on outcomes for children could be incorporated in both initial and continuous professional development	To improve knowledge, skills, attitudes and beliefs about the role of play in improving outcomes for children, and the role of staff in the provision of support tailored to meet the needs of families	Children, Young People and Family Nursing Group (CYPFNG) NHS Education for Scotland Scottish Book Trust (SBT) Play Organisations Scottish Government	Short - medium

Actions:			
What?	Why?	Who?	By When? (short, medium or long term)
6.2 Develop a joint plan in order to embed training on current universal resources – play@home and Bookbug – in initial and career long professional learning, to widen the reach of those resources	To ensure staff supporting families are aware of resources to support play in the home and offer families appropriate tailored support to make best use of resources to support high quality play opportunities	NHS Health Scotland SBT Third Sector and Local Authority family support services	Short
6.3 Investigate and review good practice in reaching all parents and carers with clear messages and guidance on cost effective resources and suggestions for play suitable for children of all ages, stages and abilities	To share knowledge of good practice amongst organisations and agencies which support families	Play Scotland Education Scotland SBT Local Authorities Smart Play Network (SPN) Scottish Pre-School Play Association (SPPA) and partners	Short
6.4 Develop user friendly guidance for parents and carers on how to access cost effective resources for play e.g. natural materials, household items and toy libraries – suitable for children of all ages, stages and abilities	To build parents'/ carers' knowledge of various resources that can be used to encourage/promote play at home and to help engage them in facilitating both indoor and outdoor play	Play Scotland SBT SPN SPPA and partners	Short - medium

Actions:			
What?	Why?	Who?	By When? (short, medium or long term)
6.5 Provide information on learning through play on Parentzone, the national education website for parents	To support parents/ carers in facilitating play at home (indoor and outdoor) and demonstrate how this supports learning and wider achievement	Education Scotland	Short - medium
6.6 Task a working group to investigate ways to promote positive approaches and strategies to support young people's use of leisure time in the home and family environment, including a balanced approach to use of communication technologies and screen-based activities	Young people's play needs in the home are understood and met	Play organisations Youth organisations SBT	Medium





Actions:			
What?	Why?	Who?	By When? (short, medium or long term)
6.7 Initiate a joint approach to developing and promoting a “play-friendly home” scheme, making use of existing materials	To ensure home environments are safe and suitable for children to play in and around	Implementation group Royal Society for the Prevention of Accidents Housing associations	Short
6.8 Promote the findings of “Good Places Better Health” with particular regard to recommendations for flexible space within homes and family environments which meet the play needs of children, young people and families	To accommodate the changing needs of families to enable good play experiences within the home	NHS Health Scotland and partners	Medium - long





Outcome: All children and young people enjoy high quality play opportunities, particularly outdoor free play in stimulating spaces with access to nature, on a daily basis in school, nursery and early learning and childcare.

Impact: All school staff, and early years practitioners will receive play training, as part of their initial education and career long professional learning. They will have sufficient skills, knowledge and understanding of play to support play opportunities. All schools and settings will have well designed, inclusive spaces for play which support high quality play experiences. School grounds will be valued places for play in local communities. Education managers and leaders in school and early years settings demonstrate their commitment to increasing and developing play opportunities and to supporting staff to do so through priorities in the improvement planning cycle, the ethos and community life of their establishments and their own professional learning and leadership activities.

Actions:

What?	Why?	Who?	By When? (short, medium or long term)
7.1 Task a working group to review current levels of play training provided to school and nursery staff and to recommend how elements of play rights, theory and practice could be incorporated in both the initial professional training and career long professional learning and leadership	To ensure that all education managers, school and centre leaders, school staff and early years practitioners are adequately trained on the importance of play and are able to support high quality play opportunities in their settings	Scottish Government Play Scotland SBT Partners (e.g. Scottish Qualifications Authority (SQA), Scottish Social Services Council (SSSC), F.E., H.E. Institutions) National Implementation Group for Outdoor Learning (NIGOL)	Medium



Actions:			
What?	Why?	Who?	By When? (short, medium or long term)
7.2 Commission and publish an evidence/literature review on links between play and children's attainment, achievement, wellbeing and learning across all ages, stages and abilities	To build knowledge and increase awareness amongst educators, parents and carers of the impact of outdoor and indoor play and active learning opportunities on children's learning and development at all stages of education	Scottish Government Education Scotland NIGOL Play sector partners	Short - medium
7.3 Develop and disseminate good practice guidance, in line with Curriculum for Excellence, on play provision in schools (primary, secondary and special schools and units) and nurseries during and out of school hours for all children and young people, and on the way to and from school	To inspire and support the development of further play provision and high quality play opportunities for all children and young people	Scottish Government Education Scotland Grounds for Learning (GfL) SSSC Scottish Out Of School Network (SOSCN) NIGOL Living Streets Youth organisations such as uniformed groups	Medium



Actions:			
What?	Why?	Who?	By When? (short, medium or long term)
7.4 Identify ways in which early years and school staff can support parents', carers' and families' understanding of play, and how it can be supported at home	To make best use of existing knowledge and skills and to promote understanding of the value of play	Scottish Government Scottish Parent Teachers Council NIGOL SSSC SBT	Medium
7.5 Audit current levels of community access to school grounds (including the wider school environment of streets and routes to school) and identify key influencing factors. Consider options for increasing community access to school playgrounds out of school hours. Put forward recommendations for piloting, evaluating and sharing good practice	To ensure that opportunities for outdoor free play are easily accessible in the community and that school grounds are valued places for play in the local community	Scottish Government Local Authority Asset Managers GfL Planning Aid for Scotland (PAS) SOSCN Living Streets Other Partners	Medium



Actions:			
What?	Why?	Who?	By When? (short, medium or long term)
7.6 Work with Local Authorities to achieve high quality school grounds in new-build schools which are consistent with the 'Good School Playground Guide'	So that schools have well designed, inclusive, and where possible community-accessible play spaces, green spaces and gardens	Scottish Government Local Authorities Scottish Futures Trust Learning for Sustainability Implementation Group SOSCN	Short as catalyst for ongoing work in the longer term
7.7 Build and showcase a Scotland-wide network of real-life examples of effective play practice across all school sectors, nurseries and childcare settings in order to stimulate further change	To demonstrate a range of good-practice approaches to play provision, evidence the benefits of play in schools/settings and provide inspiration and ideas for any school or setting that wishes to enhance its play provision	GfL SOSCN SPPA Play Scotland NIGOL Play Funders	Short as catalyst for ongoing work in the longer term
7.8 Publish a resource and deliver training to raise awareness of the UNCRC children's rights within the education sector	To increase awareness and support progress of children's rights, including the right to play, within the education sector	Education Scotland	Short



Outcome: All children and young people have sufficient time and space (physical and social) for playing within their community and have contact with nature in their everyday lives. Play is valued, encouraged and supported in communities, as are providers of community play opportunities such as out of school care, playgroups, therapeutic and specialist settings and community champions of play.

Impact: More children will be playing more often in outdoor places including green space, parks and streets. Careful consideration will have been given to the planning and design of public spaces, and children and young people will be able to find clean, safe and welcoming spaces to play and gather near their homes where they are not considered a nuisance by others in their communities.

Actions:

What?	Why?	Who?	By When? (short, medium or long term)
8.1 Task a working group with mapping the links between the Play Strategy and the Physical Activity Implementation Plan, Good Places Better Health, Planning, Placemaking, Designing Streets, Learning for Sustainability and other related Government and Public Sector plans including Single Outcome Agreements	To increase understanding of the importance of play and highlight contribution to reducing health inequalities	Scottish Government PAS NHS Health Scotland (Physical Activity Health Alliance) Living Streets Learning for Sustainability Implementation Group	Short

Actions:

What?	Why?	Who?	By When? (short, medium or long term)
8.2 Develop and disseminate a short guide for Community Planning Partnerships highlighting the types of decisions that should be informed by children's right to play by using resources like the Go Play Outcome and Evaluation Logic Model for Play, UNICEF Indicators, and Professional Development Award in Strategic Planning for Play as a basis	To increase understanding of the importance of play and to embed play at the centre of decision making	Scottish Government Convention of Scottish Local Authorities (CoSLA) Play Scotland Inspiring Scotland PAS	Short - medium
8.3 Task a working group to identify steps to ensure play services (out of school care/other play services) are included as part of the local mapping of services by Community Planning Partnerships	To increase understanding of the role of play in meeting needs of children and families and to ensure play staff are included as professional partners in local level planning	Local play infrastructure organisations SOSCN Play Scotland	Short



**Actions:**

What?	Why?	Who?	By When? (short, medium or long term)
8.4 Promote and support the implementation of existing materials for outdoor play audits (Getting It Right for Play)	To support Local Authorities to establish a baseline from which they can measure satisfaction levels and deliver improvements	Scottish Government Play Scotland Living Streets and Partners (e.g. Sustrans)	Short
8.5 Promote the use of existing tools to support Local Authorities (including early learning and childcare services, schools, routes to school, indoor and other community-based play provision) in audits of play provision e.g. Design for Play (Play England)	To improve play provision	Play Scotland NHS Health Scotland	Medium
8.6 Ensure that play is properly addressed within the development of a national Place Standard, a commitment within the Creating Places policy. The Place Standard will be the hallmark of well-designed places and should ensure that opportunities for play are promoted in safe, formal and informal ways	To ensure that new and existing places allow positive and safe access to a variety of options for play within neighbourhoods	Scottish Government Architecture & Design Scotland NHS Health Scotland Play Scotland PAS	Medium

Actions:			
What?	Why?	Who?	By When? (short, medium or long term)
8.7 Explore with Community Planning Partnerships, Community Safety Partnerships and Community Councils how child friendly community assessment processes and indicators (see UNICEF http://childfriendlycities.org/research/final-toolkit-2011/) can be incorporated into existing practice	To increase children's opportunities to play outdoors in their local neighbourhoods and to reduce negative impact of real and perceived anti-social behaviour on play	Community Planning Partnerships Community Safety Partnerships Community Councils PAS	Medium
8.8 Identify and showcase case studies in which positive engagement with children and young people, parents and carers and community-based play providers has been used to good effect in the planning, design and management of play spaces and opportunities	To increase children's opportunities to play outdoors in their local neighbourhoods and to reduce negative impact of real and perceived anti-social behaviour on play	Play Scotland Community-based play providers Youth organisations Local Authorities CoSLA Nancy Ovens Trust SOSCN Play Funders	Short - medium

**Actions:**

What?	Why?	Who?	By When? (short, medium or long term)
8.9 Develop and disseminate an infographic illustrating how the design and implementation of play provision in the community extends to positive influence on play in the home and family environment	To increase understanding of the role of play in meeting needs of children and families	SPN SPPA NHS Health Scotland SOSCN IPA Scotland Other partners	Short



Outcome: Scotland provides a positive environment for play through: a professional workforce and strong and visionary leadership; a well-resourced third sector and infrastructure; and a supportive and informed media.

Impact: There will be a positive and supportive environment to enable quality play opportunities for all children in Scotland. This will include valuing children and young people and the organisations that provide and support play opportunities and that we are making best use of the skills and knowledge of the play workforce.

Actions			
What?	Why?	Who?	By When? (short, medium or long term)
9.1 Deliver the Professional Development award – Strategic Planning for Play Award, in five Scottish Local Authority areas in the first year	To ensure that professionals whose work impacts on children’s play have access to relevant training and information	Play Scotland	Short - medium
9.2 Promote the Play Strategy: Our Vision to Universities delivering the B. Ed. and M. Ed. Childhood Practice	To ensure that professionals working with children have access to training and information on play	Play Scotland Implementation Group Higher Education Institutions	Short



Actions			
What?	Why?	Who?	By When? (short, medium or long term)
9.3 Task a working group to identify steps to support the development of a Play Policy in every Local Authority including reference to the six priorities of Single Outcome Agreements	To foster a positive and supportive local strategic environment for quality play opportunities for all children in Scotland	Scottish Government Play Scotland CoSLA Local Authorities	Short - medium
9.4 Promote the implementation of Play Strategy Action Plans in every Local Authority by engaging with existing networks	To deliver positive and supportive outcomes for quality play opportunities for all children in Scotland	CoSLA Local Authorities Play Scotland Regional play infrastructure organisations	Medium
9.5 Provide a guest lecture programme to input into professional training courses beyond the immediate play sector	To ensure that professionals working for or with children, or whose work impacts on children have access to training and information on play	National play organisations	Short - medium
9.6 Task a working group to commission a review of inclusive play in Scotland to identify context, current practices, barriers and aspirations	To build knowledge base which will inform implementation of the Strategy for all children	Scottish Government	Short - medium

Actions			
What?	Why?	Who?	By When? (short, medium or long term)
9.7 Develop the Play Leadership Forum and National Play Forum, and support a range of capacity building opportunities, making use of virtual network options where appropriate	To underpin and sustain quality in the play sector	Inspiring Scotland Play Scotland Regional play infrastructure organisations Scottish Funders Forum	Short
9.8 Investigate how the skills of the play workforce could be utilised more widely to develop quality of play opportunities in a range of other settings	To make best use of the skills, experience and knowledge of the play workforce to improve play opportunities for all children	Play Leadership Forum Play sector partners SOSCN	Medium
9.9 Map career long professional learning opportunities available to play workforce across Scotland to identify gaps and ensure quality	To ensure standards within the Playwork industry are kept to a high level	Play Scotland Regional play infrastructure organisations SSSC SQA	Short - medium



Actions			
What?	Why?	Who?	By When? (short, medium or long term)
9.10 Promote and disseminate the High Level Statement: Children's Play And Leisure – Promoting A Balanced Approach (Health and Safety Executive 2012) and other guidance which challenges risk-averse practices	To embed the Risk Benefit approach to play so that it is applied across sectors	Play Scotland Play sector partners	Short
9.11 Promote the use of Play Safety Forum 'Benefit Risk Assessment Guidance' in career long learning for all practitioners	To embed the Risk Benefit approach to play so that it is applied across sectors	Play Scotland Play Safety Forum Play Education and Training Council Scotland SOSCN	Medium
9.12 Identify and showcase the impact of play to potential Funding Bodies and Local Authorities	To work towards optimally resourcing the sector to deliver actions and outcomes identified in Play Strategy over longer term planning	Play Scotland Inspiring Scotland Scottish Funders Forum	Short as catalyst for ongoing work in the longer term



Actions			
What?	Why?	Who?	By When? (short, medium or long term)
9.13 Task a working group to develop a Communications Plan for the Plan and Strategy which includes effective use of social media and opportunities for children and young people to represent themselves in the media and promote play	To foster a positive and supportive environment for quality play opportunities for all children in Scotland and challenge pervasive negative attitudes to children and young people and their use of public space	Scottish Government National Play Organisations Scotland's Commissioner for Children and Young People (SCCYP)	Short
9.14 Develop media toolkits and training for play practitioners, organisations and children and young people	To advocate key Play Strategy messages at local levels and to challenge pervasive negative attitudes to children and young people and their use of public space	Inspiring Scotland SOSCN SPPA Play Scotland	Medium
9.15 Task a working group to identify and develop a network of Play Champions throughout Scotland	To advocate key Play Strategy messages at local levels and to challenge pervasive negative attitudes to children and young people and their use of public space	Play Scotland Inspiring Scotland CoSLA SOSCN SPPA	Short - medium



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CoSLA – Convention of Scottish Local Authorities

CYPFNG – Children, Young People and Family Nursing Group

F.E. – Further Education

GfL – Grounds for Learning

H.E. – Higher Education

**IPA Scotland – International Play Association:
Promoting the Child’s Right to Play (Scotland)**

NIGOL – National Implementation Group for Outdoor Learning

PAS – Planning Aid for Scotland

SBT – Scottish Book Trust

SCCYP – Scotland’s Commissioner for Children and Young People

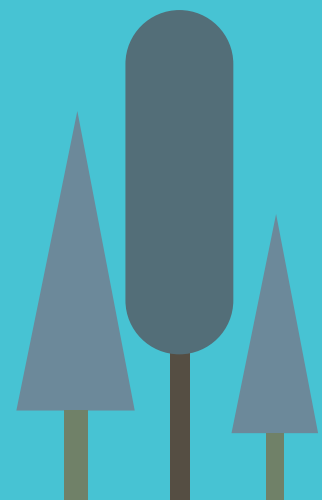
SOSCN – Scottish Out Of School Network

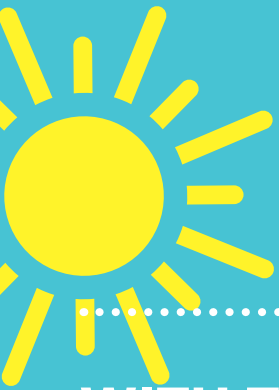
SPPA – Scottish Pre-school Play Association

SQA – Scottish Qualifications Authority

SSSC – Scottish Social Services Council

SPN – Smart Play Network





WITH THANKS TO:

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Eric Mitchell, Capability Scotland

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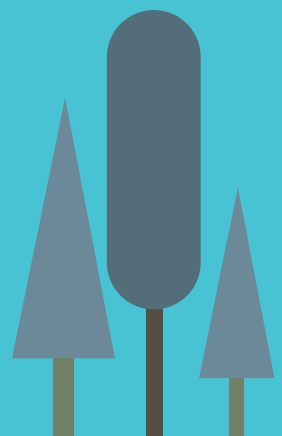
Alastair Seaman, Grounds for Learning

Margaret Westwood, International Play Association Scotland

The children and young people whose views have shaped this Action Plan.

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The Scottish
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Riaghaltas na h-Alba



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