



Play Matters 2012-2015

For Highland's Children Play Strategy

Play Highland 2011

'The right to play is the child's first claim on the community. Play is nature's training for life. No community can infringe that right without doing enduring harm to the minds and bodies of its citizens.' David Lloyd George

Foreword by Councillor Dr David Alston

Play matters.

Play is the main form of physical exercise for children. Sport is important but sporting skills can only develop from the motor skills naturally acquired through play. If we want to tackle Scotland's childhood obesity - and win the world cup - we must first provide for play.



Play is how we begin, as a child, to explore the world. It is how we learn to learn. And great thinkers retain something of the spirit of playfulness in their intellectual life. If we want thriving local schools and a great University of the Highlands & Islands, we must also provide for play.

The 'play group' of peers is still the natural social environment for the young of homo sapiens, as it has been for 80,000 generations of humans. Parents (and other adults) provide care, nourishment and security but it is in the company of other children that we establish who we are and who we will become. If we want the best for our children, we must let them play.

Play matters - and this strategy matters - because on it rests the physical, mental and emotional health of future generations.

David Alston

Contents

Foreword	Page 2
Acknowledgements	Page 3
Introduction	Page 4
Why Play Matters	Page 5
Guidance on how to deliver Play Matters Outcomes	Page 6
Use of the Play Matters Generic Tool	Page 6
Outcome for theme 1 Involvement	Page 7
Outcome for theme 2 Communication	Page 10
Outcome for theme 3 Access	Page 13
Outcome for theme 4 Child Centred Play	Page 17
Appendix of suggested actions	Page 19
Play Matters in our Communities	Page 19
Play Matters for Learning	Page 20
Play Matters Out of School	Page 21
Play Matters for Health	Page 22
Play Matters at Home	Page 22
Play Matters in Planning	Page 23
Play Matters to Highland, to Policy, to Budgets	Page 23
Glossary	Page 25
Partner logos	Page 28

Acknowledgements

Thanks for comment on developing outcomes and indicators and for suggested actions are due to:

Anne Thomas, NHS Highland
 Carol Macrae, Owner, Ankerville Nursery
 Councillor Dr David Alston, Highland Council
 Councillor Linda Munro, Highland Children's Champion
 Dan Jenkins, NHS Highland
 Eleanor Garty, The Woodland Trust
 Iain Livesely, Architect
 Isla Currie, Teacher
 Julia Nelson, Health Development Officer - Early Years, NHS Highland
 Myra Clark, Project Manager, The Young Karers East Sutherland (TYKES)
 Orchard Parent Group
 Rebecca Nicolson, Young Person
 Roxana Meechan, Youth Development Officer, Golspie ILC
 Simon Hindson, Planning and Development Service

Introduction

Play Highland was established in 2011 as a partnership of the four 'Go Play Ventures' in Highland (Youth Highland, Care and Learning Alliance, Highland Mobile Toy Library and Dornoch Allsorts After School Club) and the Highland Children's Forum. Play Highland came together to evaluate 'All to Play For' Highland Council's Play Strategy 2006 to 2010 and to draft the next Highland Play Strategy through consultation with all stakeholders.

In total, the consultation heard from over 1000 respondents: 242 adults and 993 children and young people. The adult respondents from across Highland included parents/grandparents and representatives across children's services as well as relevant adult services such as TEC Services, Planning and Housing. The young respondents, also from across Highland, were aged from pre-school children to secondary age young people, and included some children/young people who have additional support needs and some who are in residential care.

The consultation set out to:

- Evaluate how well the attitudinal and aspirational aims of the previous strategy had been met
- Set a base line of current adult attitudes to and children's experience of play
- Ascertain stakeholder views about their aspirations and priorities for the future play strategy

The resultant report, 'Review of Highland Council Play Strategy 2006 – 2010 All to Play For' 2011, set out four themes for the new play strategy, 'Play Matters 2012-2016':

1. Involvement

Children and other stakeholders are meaningfully involved in the decision making and planning around play.

2. Communication

Highland is actively promoted as a play friendly place, where adults give value to and understand the benefit to children of freely chosen challenging play.

3. Access

Residential areas across Highland are play-friendly, providing access to a variety of play experiences, including natural and informal spaces, to involve and include the diversity of children and young people represented in the community.

4. Child Centred Play

Children are supported to access opportunities for freely chosen play (reflecting their own views and aspirations), which may be challenging and or creative.

Why Play Matters?

Play is fundamental to the development of children and young people affecting every aspect of their wellbeing.

Safe: Play helps children and young people develop their risk assessment skills and their 'street sense' which empowers them to keep themselves safe and to know how to react to danger.

Healthy: Outdoor active play is important in reducing childhood obesity with its risk of diabetes, and helps to develop a physically active lifestyle that carries on into adulthood. Being outdoors, active and sociable are all key protective factors in mental health.

Achieving: Play is how children and young people learn from infancy through problem solving, practising, experimenting, investigating, analysing and making sense of the world.

Nurtured: Children and young people feel nurtured and cared for through playful interaction with family and friends. This is how they develop attachment and relationship skills.

Active: Play makes children and young people active physically and socially, develops physical dexterity and strength, and encourages engagement with others.

Respected and Responsible: Play is the foundation for learning how to react to and interact with others, how to share, negotiate and take different roles.

Included: Valuing play demonstrates to children and young people that they are included and welcome in our culture. Ensuring all our children and young people are able to join in play builds children and young people's understanding and acceptance of diversity.

Play enables our children and young people to become:

Confident Individuals: Play encourages children and young people to try new things, practice learned things and overcome challenges, which builds their self-confidence.

Successful Learners: Children and young people use free play to set their own agenda, investigate things of interest to them and learn through trial & error.

Effective Contributors: Playing with other children and young people encourages sharing of ideas, and stimulates new approaches. Children and young people learn from one another and feel valued as part of a team.

Responsible Citizens: Outdoor free play encourages an interest in and respect for the natural world. Playing with others fosters responsibility as children and young people learn to take care of one another.

But play is more serious than that. Play affects the wellbeing of children and young people, which in turn affects the sort of adults they become. Play is therefore important for the future of our communities, our country and our culture. In times of austerity, a drive to change attitudes to [reclaim our communities as places of play](#) is perhaps the biggest single contribution we can make to all our children and young people's wellbeing.

Play matters to everyone.

Guidance on how to deliver Play Matters Outcomes

The Play Matters Model is partnership based and will rely on the commitment of people living in communities in Highland, people working in the public, private and voluntary sectors and people elected to office in community councils and Highland Council to deliver the desired outcomes for children and young people.

Play Highland will continue to act as a play network. The Play Highland website (www.playhighland.co.uk) will remain and provide a hub for sharing good practice, advertising events and providing other information about play. Any person interested in the promotion of Play Matters can sign up as a member (email: info@playhighland.co.uk) and thereby receive email updates about events and training in Highland.

The Play Matters Generic Tool, provided below, is designed so that each service/partner can identify realistic actions they can take to promote the achievement of the identified outcomes. Partners will not necessarily be able to contribute to all of the outcomes, but rather identify those most relevant or may want to focus on particular outcomes one year then review which ones are most appropriate in subsequent years.

Accountability for the delivery of the strategy will depend on each partner service having a nominated officer with responsibility for an annual return which collects and collates evidence across the relevant indicators as a measure of progress towards the identified outcomes. This information should be fed back to the Play Highland network and the For Highland's Children Implementation Team. The overall implementation and monitoring of Play Matters for the three-year period will be the responsibility of the Joint Committee for Children and Young People and be overseen by the Children's Champions.

On submission of the strategy, all the downloadable tools will be made available on the For Highland's Children (www.forhighlandchildren.org) and Play Highland websites. People will be able to feedback and share good practice through the Play Highland website.

Use of the Play Matters Generic Tool:

1. Consider the desired outcomes below and identify those that your service is most likely to be able to make a contribution to.
2. In discussion with children and other stakeholders identify 'outputs', that is actions or activities that your service can take/provide, which are likely to contribute to each of your identified outcomes.
3. Consider the possible indicators and plan simple methods of gathering and reporting evidence to the nominated officer for your service.

Appendix of suggested actions

The following are examples of possible actions and activities suggested by partners across agencies when they critiqued the developing draft strategy.

Play matters in our Communities

Suggested actions/activities for Local Councillors, Community Councils, Ward Forums

Community Councils and other community bodies are offered and access information or training on the benefits of outdoor free play.

Ensure children and young people are part of the community planning process at every level for example by:

- Having a sub-committee, which includes children, to look at and annually review play opportunities in the area
- Use of children's 'play-shops' (rather than workshops) to explore themes (e.g. den making, outdoor role play)
- Use of prizes to encourage involvement and reward/celebrate good suggestions

Carry out an audit of play provision to ensure it is inclusive of the needs of the population of children, as indicated by the schools, and seek to develop and promote play opportunities in their area. This includes space for creative and imaginative play, suitable space for different age groups and access to suitable play space for all children in the community. Review annually.

Ensure that any restrictions on play (such as 'No Ball Games' signs) are removed unless there are exceptional circumstances. Councils erect signs to promote play such as 'Children at Play' with the Play Highland logo.

Litter bins, both waste and blue recycling bins, in all play parks and in obvious places at other play areas, such as beach and woodland. More 'No Dog Fouling' signs and more dog waste disposal bins and bags in natural areas where children might play.

Natural play areas in a community such as woodland, shoreline, fields are promoted as play spaces. Natural play materials suitable for den building and other creative play items such as logs, branches, stones, bark, sand, buckets, pipes and water are available in recognised play spaces.

Waste ground in communities is designated and made accessible and suitable for play, unsafe items removed.

An award for the best 'Community where Play Matters' given annually.

Listen to and involve children including those with particular needs. Feedback to children the results of their involvement. Ensure there are play spaces and equipment which are suitable for all children.

Provide and signpost a few play environments for specific groups such as those with autism or those with physical disability. This includes some fenced areas for children likely to bolt, parks with large equipment suitable for all users including those with physical disability, natural areas with all weather wheelchair path.

Play matters for Learning

Suggested actions/activities for teachers and others in education

As part of CPD, teachers are empowered to make play a part of the curriculum, including use of the outdoors as part of the learning environment.

As part of CPD, teachers develop **an** understanding of the process of risk benefit analysis and gain increased confidence about free and challenging play in the playgrounds.

Parents, auxiliaries and playground supervisors are provided information / training so that they feel confident about the risk-benefit balance of free and challenging play in the playground.

Ensure children and young people are part of the playground design:

- Pupil council or other children look at play opportunities in the playground
- Use of children's 'play-shops' (rather than workshops) to explore new themes
- Children trained as playground leaders (an initiative from Active Schools Coordinators)
- Having 'Play champions', children responsible for inclusive play and joining in.

Schools access opportunities such as Community Woodlands/Forestry Commission/Woodland Trust/Forest School days on learning from the natural environment and the Highland Mobile Toy Library “messy maths” and other workshops to build play into the delivery of the Curriculum for Excellence.

Play matters Out of School

Suggested actions/activities for child care sector, clubs and communities:

Build on the work of ‘Go Play’ to promote freely chosen challenging play in all centres and clubs.

Play awareness information and training is available and accessed by staff and parents.

Child care workers are provided with training about the risk benefit balance of outdoor, free and challenging play so feel confident about encouraging it.

Ensure children and young people are part of the activity planning and space layout by:

- Increased use of discussion with CYP in clubs
- Use of planning ‘mind maps’ in CYP settings
- Extension of the role of ‘Play champions’, children responsible for inclusive play and joining in out of school
- Listen to and involve children including those with particular needs
- Ensure there are play spaces and equipment which are suitable for all children

Play matters for Health

Suggested actions/activities for health professionals:

Health promotion messages about the benefits of play for both physical and mental health are widely broadcast and are included on the health promoting school agenda.

Health professionals are offered training in the importance of play and playful interaction in the lives of infants and children.

Use of Play@Home, Play Talk Read **programmes** and Play Highland website, Facebook & Twitter.

Public attention is brought to the dangers to children at play of dog mess.

Play matters at Home

Suggested actions/activities Health Professionals, Family Support Workers, Child Carers, Social Workers and Public Relations departments:

Use of Play@Home, Play Talk Read, Play Highland website, Facebook & Twitter, parenting support and other initiatives to promote understanding of play to parents and other adults.

Promote parental awareness about the risk benefit balance of free, challenging and outdoor play through the media and open days in free play settings etc.

Residential care workers and foster parents are provided with training about the benefits of outdoor, free and challenging play and feel confident about the risk-benefit balance of free and challenging play.

Play is considered as a priority in the placement of children.

Play matters to Planning

Suggested actions/activities for Housing Officers, Planners, TEC staff, Architects, Community Planning Partnerships:

Play awareness information and training is made available and is accessed by staff as part of their CPD across the spectrum.

As part of CPD there are hands-on opportunities for planning professionals to interact with children at their level and in play environments.

Planning policy places play opportunities as essential components of every residential area.

Highland residential areas are more children than car friendly.

Awards offered for good practice.

Play matters to Highland, to Policy, to Budgets

Suggested actions/activities for Children's Champions and Highland Councillors:

Ensure there is a nominated officer in each service responsible for decisions which affect the space children might play in, who is responsible for the Play Matters strategy and for completing an annual report on indicators of progress towards desired outcomes.

Promote benefits of play through Council publicity material such as the information that accompanies Council Tax notices and on the Highland Council website.

Ask each Community Council to audit its play provision currently and to evidence involvement of children and young people in planning towards being more play friendly.

Promote benefits of play through the media seeking to raise awareness about the advantages of outdoor free challenging play.

Recognise good practice in play through an awards scheme (perhaps with funding from business such as Life Scan **and outdoor centres**)

Policy makers interact directly with children to hear their views:

- Policy makers experience play by joining in children's play
- Policy makers undertake consultations with children and young people (and listen to their views)
- Policy makers give children they have consulted feedback on the actions taken
- Policy makers make use of existing consultation data
- Children & young people visit policy makers e.g. MSPs, Councillors and put their case (through various means such as pod casts, videos, presentations etc.)

Support voluntary run groups to access small grants and other sources of funding to enable provision of free play opportunities.

Consider and look for the value placed on play in all policies that affect children and young people.

Produce an information booklet (available at service points, Libraries, schools and on the Council website) about

- available natural play areas in Highland, e.g. beaches, woods, forestry
- council, private and voluntary groups that deliver free play / forest schools/ outdoor challenges and particular planned events
- the Play Matters awards scheme (with nomination details)
- play areas that are accessible to particular children such as children with physical disability or children who have specific learning disorders.

Promote the shared use of outdoor play areas between local authority, private and voluntary sector providers.

Promote the Play Highland website, Facebook & Twitter, as tools to both promote play and to evaluate the on-going delivery of the Play Matters strategy.

Glossary

Go Play Ventures – In 2009 The Scottish Government launched its ‘Go Play’ programme - a £4million investment administered by Inspiring Scotland - to encourage outdoor free play and to build the capacity of the play sector. 27 organisations were selected as Go Play Ventures to receive funding for the introduction and evaluation of free play. Four of these organisations are based in Highland. One of the key strands of free play is that it is child driven, so the Highland Children’s Forum became involved in supporting the development of children’s consultation both by working directly with children and in staff training.

Inspiring Scotland – a partnership between a range of investors all driven by a desire for social change: individuals, Government, trusts and foundations, businesses and charities, providing an exciting new way of using money & skills to improve Scottish lives.

Play Highland – a partnership of the four Highland Go Play ventures (Youth Highland, Care and Learning Alliance, Highland Mobile Toy Library and Dornoch Allsorts After School Club) and the Highland Children’s Forum.

Play Highland Website – www.playhighland.co.uk where to look for the latest information on Play Matters in Highland, providing a hub for sharing good practice, advertising events and providing other information about play.

CYP – Children & Young People.

JCCYP - the Joint Committee for Children and Young People – a partnership between Highland Council and NHS Highland, including the 6 Children’s Champions.

Children’s Champions – members of the JCCYP, 3 Highland Councillors and 3 members of the NHS Highland board. At the time of printing they are Councillors Linda Munro, Jaci Douglas & Margaret Paterson, NHS Highland Board Members Colin Pulner, Gillian MacCreath and Okain MacLennan.

TEC services – Highland Council’s Transport, Environmental and Community Services.

For Highland’s Children - www.forhighlandschildren.org A gateway to Integrated Children’s Services across Highland linking Highland Council, NHS Highland, Northern Constabulary and the Scottish Children’s Reporter.

Home Zone – www.homezones.org.uk Home Zones are streets where people and vehicles share the road space safely and on equal terms – where quality of life takes precedence over ease of traffic movement.

Play@Home - Play@Home originated in New Zealand in 1990 and is a physical activity programme for children from birth to five years. Presented as a series of books for babies, toddlers and pre-schoolers, the programme provides resources for parents to help them support their children to participate in physical activity to:

- achieve developmental milestones
- improve cognitive development
- achieve strong family bonds
- raise awareness of the importance of participating in regular physical activity through fun to do activities

Play Talk Read – www.playtalkread.org The place you can get all the tools you need to give your wee one the best start at learning – starting with ‘Making play part of your day’ - a Scottish Government initiative established in 2011.

Evaluation of Play Matters – at the end of the three year period of implementation the effectiveness of the strategy will be measured against the 2011 baseline.

- includes the views of CYP
- includes the views of CYP on the range of and contribution made by adults involved
- statistical analysis of website visits
- includes the views of CYP on whether their contribution to consultations with Architects, planners & TEC staff has made a difference.
- Include CYP with additional support needs and those who attend specialist provision
- compares data about the reference to litter & dog fouling as a major hazard in play areas recorded in the baseline in the 2011 evaluation.

Annual Report – at the end of each year of the strategy’s life all partner services are requested to feedback information to the Play Highland website on

- the numbers of children consulted, method of consultation and decisions taken which reflect children’s views
- the number of adults involved in the consultation with children
- the numbers of children consulted by Architects, planners & TEC staff
- the number and type of play spaces including natural, informal and under utilised spaces.
- notes representation by specific groups. (teenagers, additional support needs and other relevant groups)

Play champions - Children responsible for inclusive play and joining in playground and out of school activities.

Partner Logos



Highland Children's Forum

Gillian Newman
Independent Participation Professional



Appendix 2

Outcome 1 INVOLVEMENT	Outputs (our actions and activities)	Officer Responsible	Possible Indicators	Methods of gathering evidence of change
<p>1. More children and young people are meaningfully involved in the decision making and planning around play</p>	<ul style="list-style-type: none"> • High Life Highland to maintain a network of Youth Forums across the Highlands so that they can act as points of consultation with young people on play. • Insert requirement into all new or reviewed contracts and agreements with developers that they must evidence consultation with children in the relevant location when planning any play area or facility. • The review of this strategy in 2015 will include significant input by children and young people. • An annual report on play will be presented to HYV for consideration and comment. 	<p>Chief Exec High Life Highland</p> <p>Director of Planning and Development</p> <p>Director of Health and Social Care</p> <p>Director of Health and Social Care</p>	<ul style="list-style-type: none"> • Number of CYP with positions as club representatives, on community councils, ward forums, school councils, youth forums • Number of CYP consulted about play provision in clubs, schools and communities • Methods of consulting CYP about play are age appropriate and involve CYP in a way that is meaningful to them • Number of decisions about play taken which reflect the views of children, (in clubs, schools and communities) • Views of CYP in monitoring and evaluation of new play strategy are evident 	<p>The annual report submitted by the nominated officer of each service responsible for decisions which affect the space children might play in, includes a record of the numbers of children consulted, method of consultation and decisions taken which reflect children's views. The reports will be collated into a single child friendly summary report and disseminated including presentation to HYV.</p> <p>The comprehensive information is made available to the public on the Play Highland website.</p> <p>Evaluation of Play Matters includes the views of CYP.</p>
<p>1.2 Wider range of adults including parents and professionals across Highland are more meaningfully involved with children in the decision making and planning around</p>	<ul style="list-style-type: none"> • Council Service Directors and managers to ensure that cross service consultation occurs in respect of all planning for play areas/ facilities. 	<p>All Directors</p>	<ul style="list-style-type: none"> • Number of adults who are policy makers, parents, service providers who actively seek to involve CYP in decision making and planning around play • Quality of adult involvement as viewed by the CYP 	<p>The annual report submitted by the nominated officer of each service responsible for decisions which affect the space children might play in, includes a record of the numbers of children consulted, adults involved, method of consultation and decisions taken which reflect children's views.</p>

Outcome 1 INVOLVEMENT	Outputs (our actions and activities)	Officer Responsible	Possible Indicators	Methods of gathering evidence of change
			<ul style="list-style-type: none"> • Number of unique visits to Play Highland website (to encourage exchange of ideas and best practice) • Number of adults who access the evaluation of impact of play (building on Go Play) • Number of adults who get involved in monitoring and evaluation of play strategy. 	<p>This information is made available to the public on the Play Highland website.</p> <p>Evaluation of Play Matters includes the views of CYP on the range of and contribution made by adults involved.</p> <p>Evaluation of Play Matters includes statistical analysis of website visits.</p>
<p>1.3 Architects, planners and TEC staff have an increased understanding of and commitment to involvement of communities in decisions around play and the enforcement of the resulting decisions.</p>	<ul style="list-style-type: none"> • Inclusion of play in school development plans • Building Standards to enforce quality issues in play areas • Re-establish an officer led multi agency Play forum involving Community Planning Partners. • Play awareness training made available for planners, housing, architects and TEC officer • Review the Open Space in New Residential Development: Supplementary Guidance on Provision for Children and Teenagers 	<p>Director of ECS</p> <p>Director of P & D</p> <p>Corp. General Manager</p> <p>D of H&P and D of TECs</p> <p>Director of Planning & Development</p>	<ul style="list-style-type: none"> • Number of Housing/ Planners / architects / TEC staff provided with/access play awareness training • Housing/Planners / architects / TEC services have opportunities to interact with children at their level (visits to play environments) • CYP friendly / accessible versions of plans produced and shared with children and young people (geographically and in their language) • Policy developed to ensure that play opportunities are prioritised 	<p>The Play Highland website has a table for people to update with number and occupation of all attendees at play awareness raising or training workshops or people who have accessed the information workshops about play from the website.</p> <p>The annual report submitted by the nominated officer of each service responsible for decisions which affect the space children might play in, includes a record of the numbers of children consulted by Architects, planners & TEC staff, method of consultation and decisions taken which reflect children's views.</p> <p>Evaluation of Play Matters includes the views of CYP on whether their contribution to consultations with Architects, planners & TEC staff has made a difference. This information is made available to the public on the</p>

Outcome 2 COMMUNICATION	Outputs (our actions and activities)	Officer Responsible	Possible Indicators	Methods of gathering evidence of change
2.1 Increased adult awareness of the importance of freely chosen challenging play	<ul style="list-style-type: none"> • Include sessions on play in all Foster Carer training • Deliver training for community Police on value of play and issues re public conduct • Input to Ward Forums by Ward Managers • As above to Community Councils • As above to all Council Senior Management Teams • We will produce a leaflet which will be easy read and form an “executive Summary” for public and prepare a press release 	<p>D of H&SC</p> <p>CGM</p> <p>CGM</p> <p>Chief Executive</p> <p>Play Highland</p>	<ul style="list-style-type: none"> • Number of parents, teachers, health professionals and carers who report understanding of the importance of freely chosen challenging play and who are happy to allow CYP to take part in free and challenging play • Local media reflect the importance Highland gives to freely chosen challenging play • There is a wider range of free play activities available for CYP in their communities • CYP have the freedom to engage in more risky and challenging independent play • Establishing an active Play Highland Facebook and Twitter presence 	<p>Play Highland website.</p> <p>Evaluation of Play Matters includes a further adult and children’s survey in 2015 which compares data about adult awareness of the importance of play and children’s experience of play to compare with the baseline in the 2011 evaluation.</p> <p>Play Highland members who note local media reports on play or other matters related to children and young people in the community are encouraged to alert Play Highland so that links can be made from the website to the media stories.</p> <p>Community Council audits of play provision and their plans to improve them are made available on the Play Highland website.</p> <p>Followers on the Play Highland Facebook & Twitter.</p>
2.2 Reduction in negative attitudes towards outdoor, noisy, challenging & all weather play	Police Training- see 2.1 above	D of H&SC	<ul style="list-style-type: none"> • CYP are regularly accessing a wider range of play settings in their local area throughout the year • Relationships between children and the wider community are improved • More flexibility in the use of premises/community facilities, including school playgrounds 	<p>Evaluation of Play Matters includes a further adult and children’s survey in 2015 which compares data about adult awareness of the importance of play and children’s experience of play to compare with the baseline in the 2011 evaluation.</p> <p>Play Highland members who note local media reports on play or other matters related to children and young</p>

Outcome 2 COMMUNICATION	Outputs (our actions and activities)	Officer Responsible	Possible Indicators	Methods of gathering evidence of change
			<ul style="list-style-type: none"> • Schools, parents and communities are more involved in children’s play e.g. shared projects • Local media report positively on outdoor, noisy, challenging and all weather play • Play Highland Facebook and Twitter have regular reports on latest free play story • ‘No Ball Games’ notices being removed 	<p>people in the community are encouraged to alert Play Highland so that links can be made from the website to the media stories.</p> <p>Community Council audits of play provision and their plans to improve them are made available on the Play Highland website.</p> <p>Followers on the Play Highland Facebook & Twitter.</p>
<p>2.3 Good practice is more effectively shared across Highland.</p>	<ul style="list-style-type: none"> • Hold annual Play Seminar event for a wide audience • Share examples of good practice from Early Years in Glow • Develop clear Play Strategies through Early Years transitions • Ensure full implementation of Outdoor Play Policy in Nurseries • Make appropriate links with Outdoor Learning Policy 	<p>Play Highland</p> <p>QIO Early Years</p> <p>Early Years Manager</p> <p>Early Years Manager</p>	<ul style="list-style-type: none"> • Number of parents, teachers, health professionals and carers have access to support or training as appropriate to develop their understanding of free play • The work begun by Play Highland is continued and further developed – interest in play is sustained and grows • Number of hits on the website. • Local and regional plays-hops with specialists • Play Practitioner networking events • Play Practitioner blog established 	<p>Play Highland Membership is recorded.</p> <p>The Play Highland website has a table for people to update with number and occupation of all attendees at play awareness raising or training workshops and play-shops or people who have accessed the information workshops about play from the website.</p> <p>Statistics about the use of the Play Highland website are scrutinised for data regarding how well the website is used.</p> <p>Contributions to the blog.</p>

Outcome 2 COMMUNICATION	Outputs (our actions and activities)	Officer Responsible	Possible Indicators	Methods of gathering evidence of change

Outcome 3 ACCESS	Outputs (our actions and activities)	Officer Responsible	Possible Indicators	Methods of gathering evidence of change
3.1 Improved access to a variety of play spaces including natural, informal and under utilised spaces	<ul style="list-style-type: none"> Access officers plan "Routes to Play" such as access to woodland walks, recreational water and improved access to open spaces through application of Green Networks: Supplementary Guidance and Core Path Plan Green space around schools, playing fields and play grounds to be accessible (PPP issues may need to be tackled) Where possible, woodland play areas created in school grounds – see Abernethy Primary and Invergarry Primary Community Councils offered training in the value of play, auditing their local area and involving CYP in planned improvements Play Highland to build networks with woodland trusts and other relevant bodies to promote access to natural play areas Work in partnership with Scottish Natural Heritage to promote the play based elements of the "Simple Pleasures, Easily Found" 	<p>Director of P&D</p> <p>Director of ECS</p> <p>Director of ECS</p> <p>Director of H & S C and Play Highland</p> <p>Play Highland</p> <p>Director of P&D in partnership</p>	<ul style="list-style-type: none"> Community Councils can evidence awareness raising of the benefits of outdoor free play spaces Forestry Commission, Woodland Trust & community woodland groups report new areas opened, increased or new types of use CYP are regularly accessing a wider range of play settings in their local area throughout the year 	<p>Community Council audits of play provision and their plans to improve them are made available on the Play Highland website.</p> <p>The annual report submitted by the nominated officer of each service responsible for decisions which affect the space children might play in, includes a record of the number and type of play spaces including natural, informal and under utilised spaces.</p>

Outcome 3 ACCESS	Outputs (our actions and activities)	Officer Responsible	Possible Indicators	Methods of gathering evidence of change
	campaign http://www.snh.gov.uk/enjoying-the-outdoors/simple-pleasures/	with SNH		
3.2 Increase the number of appropriate play environments for specific groups (teenagers, additional support needs and other relevant groups)	<ul style="list-style-type: none"> Play Highland to build up a catalogue of examples of good play space for different groups such as teenagers and those with different types of additional support needs. 	Play Highland	<ul style="list-style-type: none"> Evidence that a wide range of CYP, in terms of both age and ability, and their families are involved in the ongoing development of play environments in communities CYP attending special schools have friends they play with in their communities There is less friction reported between age groups and their use of play space in communities Being 'out to play' on a daily basis is given priority in residential and other care settings 	<p>The annual report submitted by the nominated officer of each service responsible for decisions which affect the space children might play in, includes a record of the numbers of children consulted, method of consultation and decisions taken which reflect children's views, noting representation by specific groups. (teenagers, additional support needs and other relevant groups).</p> <p>Include CYP with additional support needs and those who attend specialist provision in the 2015 evaluation of Play Matters. This may require personalised approaches to ensure meaningful involvement.</p> <p>Community Council audits of play provision and their plans to improve them are made available on the Play Highland website.</p>
3.3 More residential areas are play friendly in line with the Home Zone concept http://www.homezones.org.uk/	<ul style="list-style-type: none"> Contractual agreements with developers to include need to evidence consultation with CYP on open and play spaces. Details on types of equipment to be installed to be agreed to 	Director of P&D	<ul style="list-style-type: none"> Number of CYP playing outdoors on the streets and in local spaces in residential areas in Highland Number of communities 	Evaluation of Play Matters includes a further adult and children's survey in 2015 which compares data about adult awareness of the importance of play and children's experience of

Outcome 3 ACCESS	Outputs (our actions and activities)	Officer Responsible	Possible Indicators	Methods of gathering evidence of change
	<p>ensure quality of any equipment installed.</p>		<p>where children's play takes priority over traffic</p> <ul style="list-style-type: none"> • Number of communities where signage and play space indicates the high value placed on play 	<p>play to compare with the baseline in the 2011 evaluation.</p> <p>Community Council audits of play provision and their plans to improve them are made available on the Play Highland website.</p>
	<ul style="list-style-type: none"> • Open Space Audit to identify play areas as either LEPA & Strategic Equipped Play Areas SEPA. Money from developers could be pooled to develop SEPA rather than only small LEPA. • Developer Contributions Guidance clearly set out how contributions for play provision will be managed based upon the current, quantity, quality and accessibility of existing play areas, ie developer contributions could be pooled to develop SEPA rather than only small LEPA • Encourage developers to bring forward spaces and places designed for play through new developments • SEPA should aim to include spaces for a range of additional support needs. As all equipment is replaced or installed new in LEPA or SEPA, seek to include equipment which is accessible to children with and without disability such as large hammock type swings /broad 	<p>Director of P&D</p> <p>Director of P&D and Planning Gain officer</p> <p>Director of P&D and Planning Gain officer</p> <p>Director of P&D and SEPA</p>		

Outcome 3 ACCESS	Outputs (our actions and activities)	Officer Responsible	Possible Indicators	Methods of gathering evidence of change
	<p>slides.</p> <ul style="list-style-type: none"> Applying principles of Home Zone to older residential areas- applying 20 mile speed restrictions may require input from Community Council as well as at Highland Council. Discussion with Ward Managers to follow. Signage in residential areas to be play friendly and promote the message that children at play is a benefit for the whole community. 	CGM & Ward managers		
3.4 Appropriate disposal facilities available (for litter and dog mess)	<ul style="list-style-type: none"> New play areas to follow quality provisions standards as set out in the Open Space in New Residential Development: Supplementary Guidance regarding litter/dog foul bins 	D of P	<ul style="list-style-type: none"> Increased commitment to litter disposal and recycling in schools and in communities, with less litter and dog mess evident Media coverage of the danger of dog mess to children's health Community Councils encourage feedback on overflowing bins, lack of dog bags etc. Individual responsibility for litter promoted in schools & communities 	<p>More litter and dog fouling bins are visible in play spaces, as audited by Community Councils.</p> <p>Evaluation of Play Matters includes a further adult and children's survey in 2015 which compares data about the reference to litter & dog fouling as a major hazard in play areas recorded in the baseline in the 2011 evaluation.</p>

Outcome 4 CHILD CENTRED PLAY	Outputs (our actions and activities)	Officer Responsible	Possible Indicators	Methods of gathering evidence of change
<p>4.1 Increased opportunities for all children to take part in free play which may be challenging or creative and supported as required.</p>	<ul style="list-style-type: none"> • High Life Highland to support training of teaching staff alongside children as playground leaders where primary schools require this to stimulate and enhance opportunities for playground play. • High Life Highland to provide 150 Bookbugs sessions per year (action dependant on Scottish Government funding). • High Life Highland to provide an annual summer reading challenge. • High Life Highland to provide an annual summer holiday programme (targeted and open access) including supported access in conjunction with Social Work Services. • High Life Highland to support after school sport and physical activities through its Active School Coordinators. • High Life Highland to provide 1000 outdoor activity opportunities at its outdoor centre at Badaguish Outdoor Centre, Aviemore. • High Life Highland to provide opportunities for free, unstructured play at 	<p>CX HLH</p>	<ul style="list-style-type: none"> • Adults report that CYP's imagination is given free rein (more examples of role play, dress-ups, loose play items, tree houses, 'space ships', adventurous play, rope ladders) • Number of parents who are happy to have their child take part in free and challenging play • Number of children accessing free play sessions with the Woodland Trust, Forestry Commission, Highland Mobile Toy Library or others. • Number of CYP who access free play environments • Number of training sessions for workers, parents and others in the community in outdoor free play, risk benefit assessment • Number of adults and CYP accessing forest school experiences • Play provision linked to curriculum for excellence capacities 	<p>Evaluation of Play Matters includes a further adult and children's survey in 2015 which compares data about adult awareness of the importance of play and children's experience of play to compare with the baseline in the 2011 evaluation.</p> <p>The Play Highland website has a table for people to update with number and occupation of all attendees at play awareness raising or training workshops or people who have accessed the information workshops about play from the website.</p> <p>The Woodland Trust, Forestry Commission, Highland Mobile Toy Library, Forest Scotland trained staff and others who promote free play as members of Play Highland submit numbers of attendees, both CYP and adults, at free play sessions.</p>

Outcome 4 CHILD CENTRED PLAY	Outputs (our actions and activities)	Officer Responsible	Possible Indicators	Methods of gathering evidence of change
	<p>Highland Folk Museum, Kingussie by providing play resources throughout the site, eg the tyre tractor; girds and cleats; and quern stones</p> <ul style="list-style-type: none"> • High Life Highland to deliver one CPD opportunity annually for school staff on delivering creative arts play. 	CX HLH		
4.2 Increased provision of quality play environments which reflect children's views and aspirations		All Directors	<ul style="list-style-type: none"> • Awards for good implementation – voted for by children & young people • More natural play areas • More age appropriate play environments, particularly for teenagers and young people which encourage physical as well as social activity 	<p>Evaluation of Play Matters includes a further adult and children's survey in 2015 which compares data about adult awareness of the importance of play and children's experience of play to compare with the baseline in the 2011 evaluation.</p> <p>The annual report submitted by the nominated officer of each service responsible for decisions which affect the space children might play in, includes a record of the numbers of children consulted, method of consultation and decisions taken which reflect children's views.</p> <p>Community Council audits of play provision and their plans to improve them are made available on the Play Highland website.</p>