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GlasgowLife™



Playing for Real 2

Glasgow's Play Strategy: 2016 – 2018

Welcome to the 2016 Glasgow Play Strategy - Playing for Real 2

This strategy sets out our commitment to ensuring that our city's 96,700 children have the ability to grow and develop through play.

Here in Glasgow we know how vitally important it is that children have the opportunity to learn through play. Back in 2011 we were proud to be the first city in Scotland to launch our own city-wide play strategy, ahead of the 2013 Scottish Government publication: Play Strategy for Scotland.

Playing for Real 2 looks at the place for play in 2016 and builds on Glasgow's position as a Vibrant City. We know that many things make Glasgow a vibrant city – good housing, low crime, great schools, culture and sport – but above all the people of Glasgow make it a vibrant city in which to live, work and play.

That's why the people of Glasgow have helped us to create this strategy – people of all ages have told us what they truly need and how they would like play to be included in their own and their children's lives.

Play opens up a number of opportunities for young people. By using their imaginations and playing together with family and friends, children will develop valuable life-skills, improve their cognitive and language skills and increase their confidence which, in turn, will support our future generations to grow and prosper as active citizens.

We believe that a safe and supportive environment in which to grow and play is one of the greatest gifts we can give our children. Our mission is to make sure that every child in Glasgow has the tools he or she needs in order to explore the world through play, regardless of their circumstances.

It is our hope that this strategy will not only support and encourage children to explore the world through play; it will also empower communities to come together, get to know each other and create more sociable neighbourhoods city-wide.

All of which helps to make Glasgow one of the best places for young people to grow up.



Councillor Archie Graham OBE

Depute Leader of Glasgow City Council and Chair of Glasgow Life



Bailie Liz Cameron

Executive member for Children, Young People & Lifelong Learning

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1. Our vision

In 2011 – 2014 we stated our vision was...

“For all children in Glasgow to have the opportunity to develop, through self-directed play in supportive, accessible, environments.”

In 2016 – 2018 our vision is for Glasgow to be a playful city that supports all children’s right to play.

Although our vision is unique for Glasgow it reflects to the vision within Scotland’s Play Strategy which states:

“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.”



2. Introduction

Welcome to the updated play strategy for Glasgow. This document sets our priorities and actions spanning 2016 – 2018 and follows on from the original 'Playing For Real' published in 2011.

As stated within Article 31 of UNCRC children have a right to play, leisure, rest, culture and the arts. As a city with just over 96,700 children aged 0 – 15, the responsibility to make this right a reality lies with most of the adult population in some shape or form. This can be as a parent, teacher, play practitioner, early year's worker etc.

Our aim is to enable and empower children to grow and develop through play. By this we mean quality play that enables children to develop the four capacities of Curriculum For Excellence.

3. What is play?

Play is and always will be difficult to define as it is threaded through a multitude of development needs of the child.

Play is a unique place situated within childhood. It enables and empowers children to develop in their own time, at their own pace and in their own ways.

Play can be fun and frivolous equally it can be a very serious and absorbing activity.

Play should be stimulating, challenging, enjoyable and satisfying. Some children will require adult support to achieve good play experiences whilst others require very limited or no support/supervision. A guiding principle is that play should be freely chosen and self directed.

Play can be undertaken alone, in a group, in an organised or facilitated session at home, at school, after school, in the park, playground or street. Sometimes it may have rules e.g. playing a game and other times it is a fluid activity led only by the participant's imagination. There are sixteen recognised play types (see appendix) and children's play can cross multiple types.



4. The Playwork Principles

These set of 8 principles are considered to be an ethical and professional platform on which to base quality play upon.

They describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people. They are based on the recognition that children and young people's

capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.

Not everyone will have experience of being a 'Playworker' or delivering 'playwork', however, by promoting these principles we hope to embed this approach to ensure good quality play for all children and young people.

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

5. The Scottish and Glasgow Context

2011 – 2014: Where have we got to and what’s been achieved?

Nationally:

Underpinning everyone’s work with children, young people and their families are the principles enshrined in the Scottish Government’s Getting It Right For Every Child, commonly known as GIRFEC. This commits all public services to support children’s rights and to work within a wellbeing framework across eight indicators – Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected and Included (SHANARRI). Under ‘Active’ children and young people must have “opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.”

In June 2013, the Scottish Government launched the national play strategy and produced an Action Plan. This has four domains:

- 1) In the home
- 2) At nursery and school
- 3) In the community and
- 4) Positive support for play.

An action of the national Play Strategy has been to produce a ‘Play Map’ – guidance for Community Planning Partnerships on how they can evidence the benefits of play and how supporting play within communities can assist them to meet community needs in an inclusive way.

Play is also accepted as a key driver for change in the Early Years as adopted by the national Early Years Collaborative. In Glasgow this is delivered through the One Glasgow Work stream, an established multi agency partnership focussing on early intervention in the early years.

The requirement for Community Planning Partnerships to produce a Community Learning & Development Plan has given us the opportunity to recognise the important role that play has with learning and within communities. Therefore, the impact of the play strategy’s action plan will be reported to the city’s Learning Partnership under the umbrella of the CLD plan.

Locally:

The first Glasgow play strategy was launched in 2011 following a period of engagement with children, parents, education staff, play workers and play volunteers (particularly play schemes). From this emerged 5 themes.

Across these themes a number of things have been achieved.



Playing for Life and Fun

This theme focussed on the need for children to be visible in their communities and the promotion of play opportunities. There continues to be a number of partners and play organisations operating in the city. For example Out of School Care Organisations continue to provide a range of play opportunities. The Jeely Play Zone, Possibilities for Each and Every Kid (PEEK), Play Busters and Reidvale Adventure Playground all received investment from Inspiring Scotland to provide play opportunities. Both the Jeely Playzone and PEEK invested in outdoor play and PEEK trained new Play Rangers who could facilitate play in communities. 1000 children and adults were on the streets playing together at the summer solstice in 2015 when Glasgow City Council's Land & Environmental Services provided free road closure applications to 6 voluntary organisations. This is in addition to the yearly joint promotion of Play Day activities across the city. Glasgow Life has lead a Play Day coordinating group to jointly plan Play Day activities each year. This has enabled groups to showcase opportunities through the local press and nationally across the UK. Glasgow Life has also worked closely with the Scottish Government's Play Talk Read campaign, bringing the Play Talk Read bus to our city events, including the Commonwealth Games Festival 2014.

To support the play sector and improve play communication, there are now over 40 organisations that Glasgow Life is regularly in contact with. The network is used to update people on national activity from the Scottish Government or Play Scotland, to share practice with each other and to organise Play Get Togethers.



Playing It Safe

This theme focussed on safe environments for children to play in and work with communities to develop play spaces. Land & Environmental Services continue to look after and develop outdoor play space and along with the Wheatley group they have undertaken consultations with children and communities when new spaces are being planned. Within the Parks Strategy, there remains a commitment to smoke free playgrounds and the further development of cycling facilities. Baltic Street Adventure Playground opened in 2014 in the east end of the city. Based on the model of adventure playgrounds in London, the site offers a challenging, fun space for local children focussing on natural materials.

Since 'Playing For Real' was drafted the Health & Safety Executive has clarified its position on risk in play, encouraging play providers to think about risk benefit. This is backed up the Care Inspectorate's statement, encouraging care providers to "take a positive approach in order to achieve the best outcomes for children." Glasgow Life, in partnership with Play Scotland, held a seminar for play providers and other professionals, including teachers and landscape designers. Most out of school services are now using a risk versus benefit approach to ensure play is challenging yet "safe enough".

Fit for Play

Physical activity remains a strong element of play, encouraging children to build their fitness and improve their motor skills. 'Working with local 'hero organisations' Play on Pedals enables pre-school children across Glasgow to learn to ride a bike before they start school. Through provision of free training for volunteers and early years practitioners to become instructors and instructor trainers and through distribution of bikes and resources, Play on Pedals has reached over 200 instructors, 150 establishments and 3000 children since 2014. Opportunities for parents and volunteers to become trained in maintenance, as well as regular drop-in events across the city, encourage whole families to get 'fit for play'. Primary schools in the city such as Merrylee Primary have redeveloped their open spaces to provide natural play spaces. Children at the schools were actively involved in developing the spaces. Out of school organisations have embraced the themes and most days across the city children attending these services can be found outdoors and indoors participating in play that encourages healthy mind and body activities.

Learning Through Play

Education Services has lead on the delivery of this element of the strategy, embracing the benefits of play to deliver the Curriculum for Excellence. As well as developing their outdoor play spaces, Play & Physical Activity training resource was delivered to 89 early years establishments. Play@home continues to be offered to children and families through the NHS. As an enhancement to this, Glasgow Life has used the Play@home resources to develop family learning in ESOL (English for Speakers of Other Languages). Young people have had the opportunity to learn how to plan and run play sessions for their younger peers in the North East of the city. Known as the Play Leaders pack, senior pupils assisted first years to settle into school and P7's organised activities for P1's. Feedback from the establishments that took part, described more settled behaviour, less bullying and children more ready to learn in the classroom. Out of School Care organisations have established the links from playwork principles to GIRFEC and CfE into their practice and play provided in these establishments is strongly focussed on the whole child model.



Working at Play

This area of the previous strategy focussed on the development needs of the children's workforce, including volunteers. The original desire was to ensure that all children's workers received basic play training. This has been partially achieved through a range of development work with the play sector. Play training, including the Principles of Play, Play Types and Session planning have all been delivered to playschemes at a local level. Playworker's toolkit and play training has been delivered to a wide range of play professionals. More recently, through the Play Get Together Network, consultation with members has led to training with Respectme charity on anti-bullying and Children's Rights Training with the International Play Association.

2016 – 2018: What's still important and what are the priorities now?

The operating environment facing organisations delivering public services in Scotland is increasingly challenging and defined by the need to balance many competing demands and tensions.

However, the Scottish Government has recognised the importance of play and the benefits of play through its production of the national Play Strategy and the inclusion of play as key driver for change in the Early Years Collaborative.

Glasgow City Council Priorities
Glasgow City Council has refreshed its Strategic Plan identifying priorities for the next 2 years against the backdrop of a challenging environment for public sector funding. These priorities are:

- Sustaining economic growth
- Being world class
- Tackling poverty and inequality



Glasgow Life leads on the new Vibrancy theme in the Plan which seeks to enable the city to achieve the following:

- Compete internationally with the best cities for world class sporting, cultural and creative events and conventions;
- Make effective use of our cultural assets and heritage;
- Ensure the people of Glasgow benefit through access to sport, culture and lifelong learning opportunities

The city's [Community Learning & Development Plan 2015-2018](#) has incorporated the Play Strategy into its action plan, recognising the positive potential of play to impact on children's and family learning.



6. Strategic Priorities 2016-18

These high level outcomes have been developed in line with the Community Learning and Development plan and follow on from the original strategy. The accompanying action plan outlines the strategic actions to be taken forward and the measures of success. However, it is intended that the plan will work at a local level, allowing groups and organisations to contribute in a way that is relevant to them.

Outcome 1: Playing for Life and Fun

There is evidence that Glasgow promotes the right to play.

Glasgow is a city that supports play and play opportunities, recognising the importance of play for its own sake

Outcome 2: Playing in The Community

Play is an integral part of community life with supportive, accessible environments for all.

All Children and Young People have opportunities to play at home and in their community in environments that support them to explore risk in their own way.

Outcome 3: Fit For Play

Young people in Glasgow experience good health and wellbeing by playing regularly.

Play supports opportunities to be active safe, healthy, achieving, nurtured, respected, responsible and included.

Outcome 4: Learning Through Play

Young people in Glasgow are developing learning and achieving through a range of play opportunities.

Recognising the importance of play in supporting and enabling self-led learning and reflecting the playwork principles to have a positive impact on the delivery of the curriculum for excellence.

Outcome 5: Working At Play

The children's workforce, including volunteers, is confident and knowledgeable to support children and young people's play.

Through sound knowledge of the play process and principles workers and volunteers ensure that quality is embedded in children's play experiences. Everyone involved in supporting play has the opportunity to develop and share practice.

7. Delivering the Strategy...

Governance

We want to have an approach that means that play can impact positively at all levels. Governance of the strategy is through the **Children's Services Executive**, ensuring that play is linked into the city's early years priorities and overall Children's Services plan. This oversight of the strategy is important to ensure that our commitment to play is embedded across the city and to support the voices of children, young people and communities.

The strategy is also part of the Community Learning and Development plan for the city and as such there will be regular reporting to the City's Learning Partnership and through this, the Community Planning Partnerships.

To ensure that play is considered at a strategic level it is proposed a Strategic Play Forum is established. The purpose of the group is the coordination, promotion and development of play activity across Glasgow. Membership shall be drawn from across the Glasgow City Council family, Health and the Third Sector to ensure that play is embedded in all appropriate sectors. The group will support the delivery of the action points of the Play Strategy as agreed by partners with outcomes reported to the Children's Services Executive and Learning Partnership.

Action Plan

The action plan developed from these outcomes is designed in a similar format to the Community Learning and Development Plan. Actions listed here are strategic and will be overseen by the Children's Services Executive with Glasgow Life acting as the lead agency. Partners will be sought as leads for each of the over-arching themes of the plan.

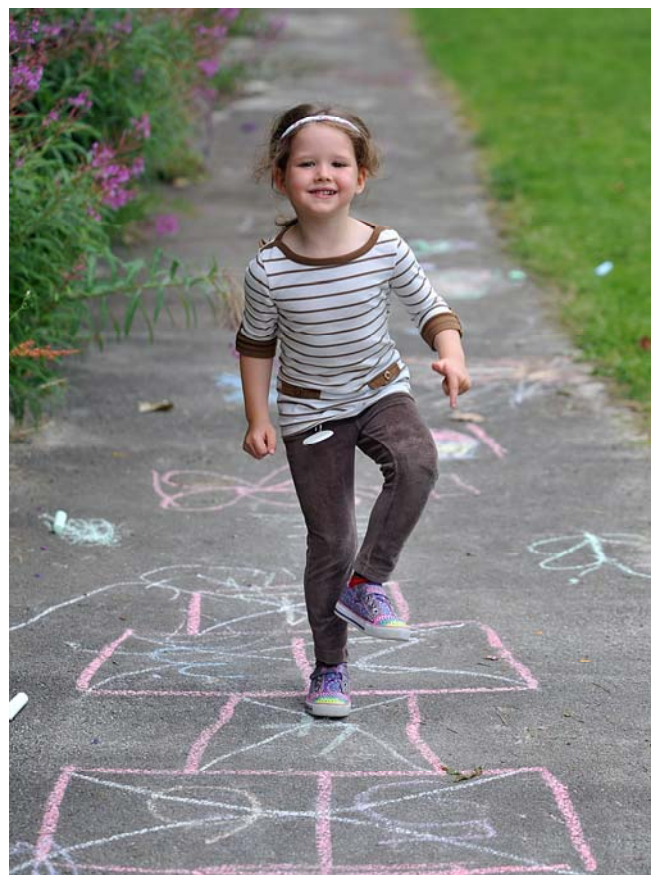
As well as lead agencies at a strategic level it is expected that the all organisations with a remit for play will be able to develop their own

actions against each of the outcomes and therefore the plan can be embedded at a local and organisational level. A template action plan is provided to enable any organisation to plan and record what they will do. Glasgow Life will be the point of contact for completed templates and will liaise with partners.

How will we know?

Organisations signing up to the play strategy are agreeing to take a rights based approach and to ensure that children and young people's influence is apparent in the planning, delivery and review of play activity.

Measures of success will be evidenced through self-evaluation frameworks based on the 'How Good Is Our' models. This means that at touch points over the next three years we will ask partners to provide evidence of the difference their play activity is making to children, young people and communities.



8. Action Plan

The action plan is arranged into 5 broad themes that are aligned to both city and national priorities. There are examples of current provision in the boxes at the top but these are not exhaustive. Under 'What We Want To Do' there are high level actions which can be broken down to either a strategic, community or organisational level. The suggested lead agency for the strategic element action is shown in bold in the 'Actions by Who' column. Measures of success should give an indication of the kind of data and self-evaluation methods that would demonstrate impact. Like the actions, these can be carried out at a strategic, community or organisational level.

All organisations with a responsibility to have an input to this plan are asked to consider the actions relevant to them and to break them down into detailed actions points for their area of work. To assist with this, blank templates are appended to the document.

For more information contact:

Andrea McMillan, Programme Oversight Manager
0141 287 5529 or andrea.mcmillan@glasgowlife.org.uk

<http://www.glasgowlife.org.uk/communities/Pages/Glasgow's-Play-Strategy-2016-18.aspx>

Playwork principles

These principles establish the professional and ethical framework for playwork, and describe what is unique about play and playwork, and provide the playwork perspective for working with children and young people.

They are based on the recognition that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities:

1. All children and young people need to play. The impulse to play is innate. Play is a biological, psychological and social necessity, and is fundamental to the healthy development and wellbeing of individuals and communities.
2. Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, children and young people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons.
3. The prime focus and essence of playwork is to support and facilitate the play process and this should inform the development of play policy, strategy, training and education.
4. For playworkers, the play process takes precedence and playworkers act as advocates for play when engaging with adult led agendas.
5. The role of the playworker is to support all children and young people in the creation of a space in which they can play.
6. The playworker's response to children and young people playing is based on a sound up to date knowledge of the play process, and reflective practice.
7. Playworkers recognise their own impact on the play space and also the impact of children and young people's play on the playworker.
8. Playworkers choose an intervention style that enables children and young people to extend their play. All playworker intervention must balance risk with the developmental benefit and wellbeing of children.

We endorsed the playwork principles back in 2004 and they are incorporated into the [national occupational standards](#).

Any reference in writing or otherwise to the Playwork Principles should be attributed to the Playwork Principles Scrutiny Group, Cardiff 2005.

Appendix I

Play Types

There are 16 different play types and these are woven into the fabric of a child's daily life, sometimes simultaneously.

- **Symbolic Play** – play which allows control, gradual exploration and increased understanding without the risk of being out of one's depth.
- **Rough and Tumble Play** – close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength. Discovering physical flexibility and the exhilaration of display.
- **Socio-dramatic Play** – the enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature.
- **Social Play** – Play, during which the rules and criteria for social engagement and interaction can be revealed, explored and amended.
- **Creative Play** – play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise.
- **Communication Play** – play using words, nuances or gestures for example, mime, jokes, play acting, mickey taking, singing, debate, poetry.
- **Dramatic Play** – play which dramatizes events in which the child is not a direct participator.
- **Deep Play** – play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear.
- **Exploratory Play** – play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects.
- **Fantasy Play** – play which rearranges the world in the child's way, a way which is unlikely to occur.
- **Imaginative Play** – play where the conventional rules, which govern the physical world, do not apply.
- **Locomotor Play** – movement in any or every direction for its own sake.
- **Mastery Play** – control of the physical and affective ingredients of the environments.
- **Object Play** – play which uses infinite and interesting sequences of hand-eye manipulations and movements.
- **Recapitulative Play** – play that allows the child to explore ancestry, history, rituals, stories, rhymes, fire and darkness. Enables children to access play of earlier human evolutionary stages
- **Role Play** – play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature.

Play Strategy Action Planning Template

How to Use This Plan

All organisations with a responsibility to have an input to this plan are asked to consider the actions relevant to them and to break them down into detailed actions points for their area of work.

The action plan is arranged into 5 broad themes that are aligned to both city and national priorities. There are examples of current provision in the boxes at the top but these are not exhaustive. Please use this box to add in activities relevant to organisation or service.

Under 'What We Want To Do' there are high level actions which can be broken down to either a strategic, community or organisational level. Please use these actions to determine what you, or your group can do and complete the column 'What We Can Do'. These actions should be specific .

Measures of success should give an indication of the kind of data and self evaluation methods that would demonstrate impact. Like the actions, these can be carried out at a strategic, community or organisational level. Organisations may wish to consider other methods to demonstrate their impact and these can be listed in this column. Refer to the main strategy document for the types of evidence of your outcomes.

Organisation:

Lead:

Date:

Review Date:

Signed

<p>Outcome 1: Playing for Life and Fun – Glasgow is a city that supports play and play opportunities, recognising the importance of play for its own sake.</p>		
<p>Current provision: Range of Play spaces and areas Play organisations and facilitated play in learning, community and home environments. Out of School Care organisations. Creative organisations</p> <p><u>Success looks like:</u> There is evidence that Glasgow promotes the right to play.</p>		
<p>What we want to do</p>	<p>What We Can Do</p>	<p>Outcome Evidence</p>
<p>1.1 promote Glasgow as a city that nurtures children through play</p> <p>1.2 create opportunities for free play and free choice that allows children to explore their boundaries</p> <p>1.3 ensure that every child’s right to play is protected and delivered</p> <p>1.4 improve communication about play opportunities.</p> <p>1.5 Celebrate play</p>		

<p>Outcome 2: Playing in The Community – All Children and Young People have opportunities to play at home and in their community in environments that support them to explore risk in their own way.</p>		
<p>Current Provision Adventure Play, outdoor play, street play, Play Rangers</p> <p><u>Success looks like</u>: Play is an integral part of community life with supportive, accessible environments for all.</p>		
<p>What we want to do</p>	<p>What We Can Do</p>	<p>Outcome Evidence</p>
<p>2.1 Using a community development approach, communities can develop spaces to play in their local environment including local schools, where appropriate.</p> <p>2.2 Glasgow will meet its’ corporate parenting responsibilities ensuring that all children have access to play.</p> <p>2.3 The importance of risk and challenge to children’s development is widely understood and supported.</p> <p>2.4 Play provision is jointly planned, locally.</p>		

<p>Outcome 3: Fit For Play – Play supports opportunities to be active, safe, healthy, achieving, nurtured, respected, responsible and included.</p> <p>Current provision: Play initiatives; outdoor play, Play Gym</p> <p><u>Success looks like:</u> Young people in Glasgow experience good health and wellbeing by playing regularly</p>		
<p>What we want to do</p>	<p>What We Can Do</p>	<p>Outcome Evidence</p>
<p>3.1 Active play is part of a child’s day either through school, after school or leisure.</p> <p>3.2 Create spaces that encourage physical activity</p> <p>3.3 Parents are active in their children’s play activity and have a range of options.</p> <p>3.4 Creative play opportunities support mental wellbeing</p>		

<p>Outcome 4: Learning Through Play – Recognising the importance of play in supporting and enabling self-led learning and reflecting the playwork principles to have a positive impact on the delivery of the curriculum for excellence.</p>		
<p>Current provision: Education, out of school care, home environment.</p> <p><u>Success looks like:</u> Young people in Glasgow are developing, learning and achieving through a range of play opportunities.</p>		
What we want to do	What We Can Do	Outcome Evidence
<p>4.1 Promote the principles of Curriculum for Excellence to everyone working with children, so that children’s learning can be supported wherever they are.</p> <p>4.2 Join up learning opportunities out with education establishments</p> <p>4.3 Parents are involved in their children’s learning through play.</p>		

Outcome 5: Working At Play - Through sound knowledge of the play process and principles, workers and volunteers ensure that quality is embedded in children’s play experiences. Everyone involved in supporting play has the opportunity to develop and share practice.

Current provision:

Further Education, vocational training, volunteering opportunities.
Common core values e.g. Principles of Play.

Success looks like: The children’s workforce, including volunteers, is confident and knowledgeable to support children and young people’s play.

What we want to do	What We Can Do	Outcome Evidence
<p>5.1 Support clear pathways and links with colleges and further education into employment in the children’s workforce.</p> <p>5.2 Children’s workers will receive play training to understand the wider benefits of play. Using the principles of play and play types.</p> <p>5.3 People working or volunteering in play will come together regularly to discuss their professional development and share practice.</p> <p>5.4 There is a range of volunteering opportunities across the play sector.</p>		