

ITEM No ...12.....

REPORT TO: POLICY AND RESOURCES COMMITTEE – 22 APRIL 2019

REPORT ON: DELIVERY OF DUNDEE PLAY FRAMEWORK

REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE
EXECUTIVE DIRECTOR OF NEIGHBOURHOOD SERVICES

REPORT NO: 175-2019

1.0 PURPOSE OF REPORT

1.1 On the 31 October 2016, the Policy and Resources Committee approved the Dundee Play Framework, which sits within the Dundee Physical Activity Strategy (Article III of the minute refers, Committee Report 345-2016). This report now outlines the progress made to date on the delivery of Dundee Play Framework and seeks approval on the priority actions for the next two years.

2.0 RECOMMENDATIONS

2.1 It is recommended that committee members:

- i. note and approve the contents of the report;
- ii. note the achievements and agree to the priority actions for inclusion in the Play Delivery Plan to be taken forward by the Play Leadership Group as outlined in Appendix 2 and sections 5.0 and 6.0 of the report;
- iii. instruct the Executive Directors to report back on progress in 1 year;
- iv. agree to sign the National Position Statement and Coalition on Outdoor Play and Learning as indicated in Section 4.7 of the report.
- v. Agree that the remit is given to the agencies involved in the Play Leadership Group to take forward the priorities actions detailed in Appendix 2 and create a Play Delivery Plan for 2019/2021.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no financial implications associated with the content of this report.

4.0 INTRODUCTION

4.1 Play is central to children's physical, mental, social and emotional health and wellbeing, each of which form key parts of priority 3 of the Tayside Plan for Children, Young People and Families (2017-2020). Article 31 of the United Nations Convention on the Rights of the Child sets out the right of every child and young person to play.

4.2 Dundee's Play Framework, "Discover Play In Dundee" (2016) developed by multiagency partners, promotes a holistic approach towards play and the central role it can play in promoting better outcomes for children, families and communities.

4.3 By increasing the awareness of the value and importance of play within our leaders, workforce and children and families, Dundee aims to *Get it Right for Every Child* by ensuring positive outcomes under every SHANARRI (Safe Healthy Achieving Nurtured Active Respected Responsible Included) wellbeing indicator.

4.4 The framework focuses on the following 4 priority areas:

- **Play at Home**
- **Play at School and Nursery**
- **Play in the Community**
- **Leadership and Governance**

- 4.5 A multiagency Play Leadership Group has been established to drive forward the leadership and governance of the Play Framework. The group is made up from a wide range of agencies from the Dundee Partnership with strategic and operational support from our National Partner, Play Scotland.
- 4.6 The Play Leadership Group is responsible for the implementation of the Play Framework through the creation of Annual or Bi Annual Delivery plans.
- 4.7 Due to the national profile of the positive work that Dundee City is leading on play at home, schools and the community, the Council has been approached by Inspiring Scotland to sign the National Position Statement and Coalition on Outdoor Play and Learning (see Appendix 1).

5.0 PROGRESS

- 5.1 The achievements and future priorities of the Play Framework are provided in detail in Appendix 2. Here are some of the main achievements:

Play at Home

- 201 nursery staff have been trained to engage with families and distribute the pre-school Play@home pre-school book.
- 27 additional staff have been trained to deliver PEEP Learning Together programme for parents.

Play at School and Nursery

- 100% of Local Authority Nurseries (28) in Dundee are embedding “Play on Pedals”.
- 15 schools opened their playground to the community with positive signage.
- 16 schools have “Play in a Pod” / Shipping Containers in the School Play Ground and have been trained to deliver Loose Parts Play during class and break times by Play on Wheels
- 20 Primary Schools are delivering Active Play and Play Champions during curriculum time.
- Testing of a multiagency approach to creating a dual use School and Community Play and growing space in the former St Vincent’s Primary school site for Rowantree Primary and associated community.

Play in the Community

- Over 1,200 people attended the Playday Event for children and families on 1st August 2018 in Baxter Park.
- Community positively engaged in “testing” the removal of “No Ball Games” signs in Dochart/Yarrow Terrace in Lochee.
- Ongoing upgrades to Play Spaces at Victoria Park, Lochee Park, Magdalen Green, Dochart Terrace, Balgarthno Road, Bridge Street, Dawson Park, Fintry Park, Forthill, Abernethy and Strathmore Street with major investment in Camperdown Park.

Leadership and Governance

- 6 “key play messages” for play have been developed and approved by the Children and Families Executive Board (see Appendix 2);
- Play Leadership Group asked to showcase their achievements at National Play Seminar in Inverness.

6.0 PROPOSAL

- 6.1 It is proposed that the remit is given to the agencies involved in the Play Leadership Group to take forward the priorities actions detailed in Appendix 2 and create a Play Delivery Plan for 2019/2021.

Here are some examples of the priorities for inclusion in the Delivery Plan:

- Ensure a strategic approach to the design, funding and implementation of Play projects in the city including schools, new developments, closures, additions and improvements by undertaking a mapping exercise against the community needs and desires for each ward.

- Review the existing SLA (Service Level Agreement) between Neighbourhood Services and Schools relating to school grounds, including new and existing fixed play equipment and landscaping and to ensure there is a sustainable solution to inspections and future maintenance costs.
- Increase the number of School Playgrounds open to the community.
- Implement a planned approach in partnership with the Community in each Ward to ensure that all schools opened to the community have positive signage, security lighting, CCTV and bins, if required.
- Extend the testing of removal of “No Ball Games” signs in the Lochee Ward and replace with positive signage, encouraging play.
- Refurbish Finlathen Park, Milnbank Road and Castle Green play spaces.
- Test a new multiagency approach, including City Development Planners and Housing associations, to purpose build a dual use school and community play space/playground for Rowantree Primary School and community by engaging with children, young people and families on the design that supports good quality play experiences and compliments the design of Finlathen Park Improvements.
- Continue to embed a whole school/nursery approach to Outdoor learning and Play though a range of interventions, including:
 - Play On Pedals
 - Eat Well, Play Well
 - Active Play and Play Champions
 - Numeracy Outdoors
 - Loose Parts Play (during lunchtimes and curricular)
 - Play Based approach to learning at Primary 1
- Work with a range of partners to identify and deliver improvements for children and families with (ASN) Additional Support Needs to participate in play at home, in nursery and school and in the community.

7.0 POLICY IMPLICATIONS

- 7.1 This Report has been screened for any implications in respect of sustainability, strategic environment assessment, anti-poverty, equality impact assessment and risk management. There are no major issues.

8.0 CONSULTATION

- 8.1 The Council Management Team has been consulted in the preparation of this report.

9.0 BACKGROUND PAPERS

- 9.1 None.

Paul Clancy, Executive Director of Children and Families Service
 Elaine Zwirlein, Executive Director of Neighbourhood Services

February 2019

Scotland's Outdoor Play & Learning Coalition Position Statement

Playing outdoors is fundamental...

All children and young people have the right to play and the right to learn as enshrined in the UN Convention on the Rights of Children.

Playing outdoors enhances learning and is fundamental for children and young people to thrive in health, wellbeing and development.

It is our shared responsibility to support and enable all of Scotland's children and young people to access our diverse greenspaces and natural landscapes and to empower them to enjoy these spaces for the purposes of playing and learning. We commit to working together to meet these responsibilities.

Playing and learning outdoors is life-enhancing.

- It improves the physical health of children and young people by increasing physical activity¹⁻⁴ and equipping them with the skills and attributes essential for living a healthy and active life, thereby contributing to reducing health inequalities⁵⁻⁸ and supporting the aims of national health policies.
- It promotes mental, social and emotional wellbeing⁹⁻¹¹ by helping to reduce stress, increase self-esteem and confidence, develop emotional resilience¹²⁻¹³, and build children and young people's confidence in their own capabilities and ability to manage risks and deal with uncertainty¹⁴⁻¹⁵.
- Importantly, it is fun! And through that fun, it promotes the development of essential social skills, helping children and young people to develop compassion and empathy and to build lasting and loving relationships¹⁶⁻¹⁹.
- It supports wider learning by helping to boost creativity, imagination and understanding. These benefits are enhanced further when playing outdoors in diverse greenspaces and natural landscapes, particularly when the play is led by the child or young person. This provides multiple and enjoyable challenges and creates and enhances learning opportunities. It can also prepare children and young people for more structured learning, thereby supporting the aims of national education policies²⁰⁻²⁴.
- It brings people together, connecting children and young people with their local areas and communities and helping to develop a sense of place and feeling of belonging and inclusion. It provides a wealth of opportunities for intergenerational activity, enhancing community cohesion, reducing social isolation, and helping to build inclusive, resilient communities²⁵.
- It is a powerful tool through which children and young people learn to understand the world around them and their place in it, creating a sense of ownership of all of Scotland's landscapes. Playing and learning outdoors is essential for our children and young people to understand, value, enjoy and protect our natural world. It connects them to their environment, enhancing their appreciation and understanding of its physical properties and diversity²⁶⁻³¹.

We commit to life-enhancing outdoor play and learning for all of Scotland's children and young people by:

- Widening access to the high-quality, diverse greenspaces and natural landscapes that exist throughout all our communities to ensure that all children, young people and families have easy, local access to excellent outdoor play.
- Opening up more of our communal and publicly-managed spaces for playing and learning outdoors, ensuring that children and young people know they are entitled to access these spaces and feel safe and comfortable using them.
- Enhancing and enriching urban greenspace and built environments to be inviting, play-friendly places, offering easy access to the outdoors and nature close to home.
- Empowering every adult involved in the lives of our children and young people with the confidence, enthusiasm and skills to encourage and support them to play and learn outdoors.
- Generating and sharing knowledge and evidence-based research to promote better understanding of the benefits of playing and learning outdoors.

We will work together to embed playing and learning outdoors as an everyday activity and we will celebrate it as a fundamental part of growing up in Scotland.

Signatories

Inspiring Scotland

Scottish

Government Active

Scotland

Adrienne Hughes PhD, Lecturer in Physical Activity for Health, University of Strathclyde

Anne Martin PhD, Research Associate, MRC/CSO Social and Public Health Sciences Unit, University of Glasgow

Architecture and Design

Scotland Care and Learning

Alliance

Care Inspectorate

Catharine Ward Thompson, Professor of Landscape Architecture, University of Edinburgh

Catherine Calderwood, Chief Medical Officer for Scotland

Central Scotland Green Network Trust

Children in Scotland

Clare Nugent, Moray House School of Education, University of Edinburgh

Claire Warden, Chief Executive of Mindstretchers Ltd, Auchlone Nature Kindergarten and Founder of Living Classrooms CIC

College Development Network

Community Woodlands Association

Development Trusts Association

Scotland Dynamic Earth

Early Years Scotland

Education Scotland

Fathers Network

Scotland

Forestry Commission Scotland

General Teaching Council for

Scotland Glasgow City Council

Glasgow Science Centre

Greenspace Scotland

Greg Mannion PhD, Senior Lecturer in Education, Faculty of Social Sciences, University of Stirling

Grounds for Learning Scotland

Historic Environment Scotland

International Play Association

Scotland John Muir Trust

John Reilly, Professor of Physical Activity and Public Health Science, University of Strathclyde

Lesley Riddoch, Journalist, broadcaster and author National Day Nurseries Association

National Trust for Scotland

NHS Health Scotland

Parenting Across Scotland

Pasi Sahlberg, Professor of Education Policy at the Gonski Institute for Education, University of New South Wales in Sydney, Australia

Paul McCrorie PhD, Research Associate, MRC/CSO Social and Public Health Sciences Unit, University of Glasgow

Paul Ramchandani, LEGO Professor of Play in Education, Development and Learning, University of Cambridge

Peter Higgins, Professor of Outdoor and Environmental Education, Moray House School of Education, University of Edinburgh

Play Scotland

Royal Zoological Society of

Scotland Scottish Canals

Scottish Childminding

Association Scottish Land and Estates

Scottish Natural Heritage

Scottish Out of School Care

Network Scottish Social Services

Council Skills Development

Scotland

Supporting Document

We are starting from a very positive position. Our policies and legislative framework in Scotland are very supportive of outdoor play and learning to the extent that other countries are beginning to look to us for advice on how to deliver outdoor play.

Scottish Government and Inspiring Scotland have been working together on the promotion, delivery and development of outdoor play for many years with a range of partners. As the significant benefits of play delivered outdoors to children's physical health and mental, social and emotional wellbeing have become clearer, dialogue has developed between a wide range of groups involved in outdoor play and learning; those in regulation and registration, in training, in the management of outdoor spaces, researchers and environmentalists.

Through this dialogue, it became clear that providing outdoor play and learning for children and young people supports the aims and objectives of public bodies and organisations across a number of sectors, including addressing pressing issues such as poor health outcomes and health inequalities and supporting national efforts to close the attainment gap in education. It became apparent to a growing number of people and organisations that enabling more playing and learning outdoors could go a long way to ensuring the best outcomes for Scotland's children and young people.

At the same time, discussions about how to achieve Scottish Government's commitment to deliver 1,140 hours of funded nursery hours to all 3 to 5-year-old and eligible 2-year-old children by August 2020 were taking place. That commitment will nearly double funded provision which brings huge benefits but will also require challenges to be overcome such as the limited suitable physical infrastructure to expand provision within existing nursery provision sufficiently. One way this can be addressed is by significantly increasing outdoor nursery provision.

The concurrence of these developments led to Inspiring Scotland and the Scottish Government convening a roundtable discussion co-hosted by the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney, and Celia Tennant, Chief Executive of Inspiring Scotland, and involving leading international experts in the fields of health, education, childcare and the environment.

That group recommended the establishment of a Coalition for Playing and Learning Outdoors in Scotland to bring together all those organisations involved in outdoor play and learning, those who can influence the development of public spaces and organisations whose work influences how children in Scotland grow up. 50 organisations came together in person in June to start the process of drafting a shared position statement. The text was further refined with input from those attendees and other organisations with 50 bodies signed up to the final position statement.

This position statement represents a commitment from the signatories to work together to embed playing and learning outdoors in the way children and young people are raised in Scotland.

Beyond the commitment of the signatories, this statement is intended to give support and encouragement to those already involved in outdoor play and learning and to those who recognise its potential but have yet to make the first step. We also hope that this statement and the commitment of the signatories will serve as an inspiration to all those who are in a position to deliver or to enable outdoor play and learning but have not previously considered it.

There is already innovative practice taking place in Scotland and, whether in our major cities and towns or our coastal, island or rural communities, we want to build on that to make the opportunity to play and learn outdoors a universal part of growing up in Scotland.

Policy Framework in context

The journey through education for any child in Scotland must include opportunities for a series of quality outdoor learning experiences. There have been a number of Scottish Government policies and guidance over recent years which set out national expectations and continue to highlight outdoor learning experiences for children as being key to provision of high quality learning. The most relevant are Scotland's National Performance Framework (2018), Getting it Right for Every Child (2008), Curriculum for Excellence 3-18 (2008), Health and Social Care Standards (2017), the Play Strategy for Scotland: Our Vision (2013), the Children and Young People (Scotland) Act 2014, The STEM Education and Training Strategy for Scotland (2017) and the Mental Health Strategy (2017). The value of outdoor play to children and young people cannot be over-emphasised and the links across these frameworks demonstrates the wide ranging benefits for health and wellbeing.

Definitions

Playing and learning outdoors

The Position Statement uses the phrase “playing and learning outdoors” as a singular and broad-ranging term. We believe learning is an inherent quality of play and, therefore, use of this phrase is not intended to suggest playing and learning are separate and mutually exclusive activities. As such “playing and learning outdoors”, as used in this statement, can refer to activities in which no specific learning outcome is intended. However, this statement also refers to outdoor play practice in which learning is a specific and intended outcome such as in a school, childcare or other educational setting. In every case covered by this statement, the playing and learning referred to must be outdoors.

Diverse greenspaces and natural landscapes

The Position Statement uses the phrase “diverse greenspaces and natural landscapes” to cover the wide range of place types available for playing and learning outdoors in Scotland. It is intended to be inclusive of but not limited to urban public parks, gardens, commons, open green areas, and play parks as well as natural, wild landscapes such as woodlands, forests, beaches and coastal areas, hillsides, meadows, moors and mountains held in the public gift or open to the public. Use of the phrase “greenspaces” is not intended to exclude the urban built environment but, reflecting the commitment in this statement to enhance and enrich the urban built environment, implies a preference for urban areas to include, as much as possible, the diverse flora of Scotland.

Children and young people

The Position Statement uses the phrase “children and young people” to mean anyone under the age of 18 years old, as well any young people whose additional needs or circumstances mean they may benefit from playing and learning outdoors beyond the age of 18. “Young people” has been included in the statement, in favour of the United Nations definition of a child as anyone under 18 years old, to reflect our intention to demonstrate that playing and learning outdoors should not be limited to younger children but encouraged for all young people.

The United Nations Convention on the Rights of the Child

The Position Statement supports the United Nations Convention on the Rights of the Child. Specifically, it refers to the rights conferred in Articles 31, 28 and 3:

Article 31(1)

Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

Article 28 (1)

Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity.

Article 3 (1)

In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

The Evidence

The claims made in the Position Statement are supported by robust evidence and research from around the world, some of which is listed below. Please note, this list is not exhaustive and was not compiled as comprehensive literature or evidence review and should not be taken as such.

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5. **Lee, I-Min et al., (2012).** *Effect of physical activity on major non-communicable diseases worldwide: an analysis of burden of disease and life expectancy.* **The Lancet, Volume 380, Issue 9838, 219 - 229.**
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12. **Twenge, J.M. (2000).** *The age of anxiety? Birth cohort change in anxiety and neuroticism, 1952-1993.* **J Personal Social Psychology**;79:1007
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14. **Brussoni et al.** *Risky play and children's safety: Balancing priorities for optimal child development.* **Int J Environ Res Public Health** 2012;**9**:3134-8
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The Evidence continued

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Dundee Play Framework

Update on Achievements
and Future Priorities



What have we achieved?

Play at Home

- 201 nursery staff have been trained to engage with families and distribute the pre-school **Play@home** pre-school book. In 2017/2018 we had 98% of nurseries taking up their allocation of pre-school books.
- 27 additional staff have been trained to deliver the **PEEP Learning Together** programme which aims to support parents and carers to improve their children's life chances, by making the most of everyday learning opportunities – listening, talking, playing, singing and sharing books and stories together.



Play at Nursery and School

- 15 schools have opened their playground to the community with positive signage.
- All new schools are now being designed with the purpose of being open to the community. The following schools have been designed with this concept: North East Campus, Tayview, and Coldside Campus
- An **Outdoor Learning and Play Collegiate Group of Head Teachers** has been established with 22 schools committed to embedding a whole school approach to outdoor learning and play as part of their School Improvement Plans over the next 2 years.
- 16 schools have "Play in a Pod" / Shipping Containers in the School Play Ground and have been trained to deliver Loose Parts Play during class or break times by "Play on Wheels".
- 8 Primary schools tested **Active Play and Play Champions** during curriculum time. The impact of the programme has shown an improvement in children's social and emotional development as well as Physical Literacy.
- 20 primary schools have committed to delivering the **Active Play and Play Champions** programme for 2018/19.
- 100% of Local Authority Nurseries (28) in Dundee are embedding "Play on Pedals". This programme has been hugely successful with a significant increase in the number of children learning to ride a bike before they start school.
- 300 + Staff in nurseries and schools have increased their **awareness, knowledge, confidence and skills** of how play contributes to improvements in learning, health and wellbeing and raising attainment.



1

Dundee Play Framework

Play in the Community

- Over 1,200 people attended the **Playday Event** for children and families on the 1st of August 2018 in Baxter Park. 14 partner agencies were involved in running the event with planning happening throughout the year, led by Smart Play Network.
- **Play Ranger** programmes were delivered in 7 parks and greenspaces across the city with positive uptake.
- Community positively engaged in “testing” the removal of “No Ball Games” signs in Dochart/ Yarrow Terrace in Lochee.
- There have been and are ongoing upgrades to the following **Play Spaces**: Victoria Park, Lochee Park, Magdalen Green, Dochart Terrace, Balgarthno Road, Bridge Street, Dawson Park, Fintry Park, Forthill, Abernethy and Strathmore Street.
- A major investment in **Camperdown Park** has resulted in improved play facilities.

Leadership and Governance

- The multiagency **Play Leadership Group** has continued to meet quarterly, and positive partnership working is a key feature of many initiatives taken forward by the group.
- 6 “**key messages for play**” have been developed and approved by the Children and Families Executive Board. The Key Messages have been used by the Neighbourhood Services Environmental services team for promotion.
- The governance and reporting of the Play Leadership to the Children and Families Executive Board is now established with a successful presentation and commitment to the work of the Leadership Group.
- Dundee Play Leadership Group asked to showcase their achievements at the **National Play Conference** in Inverness and share with other local authorities.

Dundee Play Framework Key Messages

- 1 Play helps children learn
- 2 Play boosts children's confidence and lets them learn that it is okay to make mistakes
- 3 Play helps children be fit and healthy
- 4 Play can help children learn how to get along with others
- 5 Play encourages imagination and problem solving
- 6 Playing outside encourages children to learn how to look after the world



2

Dundee Play Framework

What are our priorities for 2019/21?

Play at Home

- We will work collaboratively with the NHS on Play at Home.
- We will work collaboratively with the Third Sector to improve the coordination and promotion of their delivery of play at home and in the community.
- We will identify a number of partners to identify and deliver improvements for children and families with ASN to participate in play at home, in nursery and school and in the community.
- We will work with NHS to lead the delivery of training on play for ASN children.

Play at Nursery and School

- We will continue to support the Outdoor Learning and Play Collegiate Group to embed the following priorities in schools:
 - embed numeracy in second level through outdoor learning
 - embed Outdoor Learning and Play interventions to improve children's social and emotional and physical wellbeing through Active Play and Play Champions in Primaries
 - embed Loose Parts Play.
 - through sharing information and partnership working, increase positive play opportunities available throughout Early Level, particularly Primary 1.
- We will build on the success of embedding Play on Pedals in all Local Authority nurseries, by including Play on Pedals in family learning and lending bikes to families.
- We will increase the number of Nurseries delivering Eat Well, Play Well.
- We will embed outdoor learning and play in Nurseries with support from Learning through Landscapes.
- We will review the existing SLA and process between Neighbourhood Services and Schools relating to school grounds, including new and existing fixed play equipment and landscaping and to ensure there is a sustainable solution to inspections and future maintenance costs and replacements.
- We will increase the number of school playgrounds open to the community.
- We will implement a planned approach in partnership with the Community in each Ward to ensure that all schools opened to the community have positive signage, bins and appropriate security lighting and CCTV, if required.
- We will improve how DCC apply a Risk Benefit approach to Outdoor Learning and Play for playground developments in schools and nurseries by involving the Care Inspectorate.



Play in the Community

- We will lead a strategic approach to the design, funding and implementation of Play projects in the city including schools, new developments, closures, additions and improvements by undertaking a mapping exercise against the community needs and desires for each ward.
- We will review the provision of local play areas associated with schools, potentially removing tired and unused play areas.
- We will improve the Strategic Planning and funding for Play in local communities by better aligning the work of the Dundee Play Framework with Local Partnership Forums, Building Stronger Communities Group and the work of Dundee Decides through the Head of Housing and Communities.
- We will extend the testing of removal of "No Ball Games" signs in the Lochee Ward and replace with positive signage, encouraging play.
- We will test a new multiagency approach, including City Development Planners and Housing associations, to purpose build a dual use school and community play space/playground for Rowantree Primary School and community by engaging with children, young people and families on the design that supports good quality play experiences and compliments the design of Finlathen Park Improvements.
- We will align the work between the Green Health Partnership and the Play Leadership Group identifying appropriate improvement projects.
- We will explore developing a Public Accessible Mapping System for play.
- We will continue to prioritise, refurbish and enhance play spaces across the city, this will also include the installation of Trim trails and Green Gym equipment to further encourage families into our Parks and Open Spaces.
- We will identify the need for toilets close to play areas across the city.



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Dundee Play Framework

Leadership and Governance

- We will use the “key messages” for play in a consistent way to ensure messages are getting to children, families, communities and professionals.
- We will explore the need and role of a “Champion for Play”.



Dundee City Council
CHANGING FOR THE FUTURE

For further information on the Dundee Play Framework
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