



# **Bracknell Forest Play Strategy**

**2007/2010**



## Introduction from the Children's Play Champion

Play is an important part in any child or young person's development. It gives them the opportunity with friends and their peers to explore the world in which they live. It builds confidence. It builds shared understanding and, more importantly, it builds a sense of fun and safety. I am delighted that the play strategy that we are putting forward addresses this and will provide a range of opportunities for our children and young people to enjoy play in a safe environment. We recognise that in 2007 it is not always easy for young people and children to feel that they can play safely. In Bracknell Forest we wish to encourage this sense of fun and enjoyment in a safe environment for their benefit. It is known widely that if children and young people play well, play together and explore the opportunities presented to them, in later life they make more confident and better citizens and are better able to play the part in the life of their communities.



As the strategy says, this is all about fun, enjoyment and opportunities. I am sure that if we all work together to deliver this strategy, we will see our young people and children benefit from it. We can all make sure that in the best possible way, we can seek to improve the opportunities available in the future based on what we do now.

I wish all those taking part and delivering this strategy the best of success and hope to see positive outcomes in the year ahead.

Thank you.

A handwritten signature in black ink, which appears to be "GMB". The signature is written on a white background.

Cllr Dr Gareth Barnard  
Executive Member for Children's Services

# 1 Introduction

## 1.1 Purpose and scope

This document sets out the Play Strategy for Bracknell Forest over the period 2007 to 2010. It reflects the outcome of widespread consultation with children, parents, providers and elected members. It sets out the commitment that exists locally to support children fulfil their healthy development and learning potential through play in a range of locations and settings, appropriate to their age and developmental needs, safe and sensitive to their needs.

The Council aspires *'To make Bracknell Forest a place where all people can thrive; living, learning and working in a clean, safe and healthy environment.'* This embraces the vision, established by the Children and Young People's Strategic Partnership, for children and young people that they :

- are able to grow up in a loving, stable environment
- live in a safe, secure and tolerant community where they are protected from harm, abuse, harassment and neglect
- achieve their full potential with appropriate opportunities for learning and participation in a range of sporting and cultural activities within the Borough
- maintain good health; and
- can contribute to their local community, making their voice heard and being valued as responsible citizens<sup>1</sup>

## 1.2 Outline of content

This strategy follows the model established in *Planning for Play*<sup>2</sup>, the guidance published by the Children's Play Council. It begins with an explanation of why play is important to children and young people and to the wider community. It puts play into the local context and relates it to the wider policy framework.

There is a description of what provision is currently available in Bracknell Forest following an audit of provision. Central to the development of the strategy has been a process of community engagement, involving parents and children in consultative process to find out what is important to them. These findings lead to an expression of local policy and the establishment of local standards.

The final section of the strategy establishes priorities for future development with an action plan set out in an appendix.

## 1.3 Definition of play

*'Play is freely chosen, personally directed, intrinsically motivated behaviour that actively engages the child... Play can be fun or serious. Through play children explore social, material and imaginary worlds and their relationship with them,*

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<sup>1</sup> Bracknell Forest Children and Young People's Strategic Plan: April 2006

<sup>2</sup> Planning for Play: Guidance on the development and implementation of a local play strategy, Children's Play Council March 2006

*elaborating all the while a flexible range of responses to the challenges that they encounter*<sup>3</sup>

Children and young people of all ages play. As they get older the words they use to describe their activities change and they tend to use terms which describe specific activities, rather than the generic term “play”. Therefore for the purpose of the development of a Play Strategy for Bracknell Forest, the term “play” should be used to include the free time activities of children and young people including their free time during the school day.

We are committed to developing high quality play opportunities in the Borough because we believe that they support children’s learning, raise achievement, reduce anti-social behaviour and contribute to community cohesion. Improving play opportunities underpin the vision expressed above.

Playwork is underpinned by a set of Values, Assumptions and Principles which are attached to this strategy at Appendix 1. They underpin the National Occupational Standards and all training for play-workers. We have used this framework in our

#### *1.4 Why develop a strategy*

Quite simply, we are concerned about the state of play within Bracknell Forest.

We set out the ‘case for play’ in the following section. We are in no doubt of its significance in terms of the contribution that it makes to the development of children and young people in all sorts of different ways.

Successful play provision depends on infrastructure - i.e. somewhere to play. This encompasses a broad spectrum of ‘place’ ranging from green spaces through to community centres and school grounds. Initiatives should compliment and utilise this infrastructure; addressing those barriers that restrict participation. This strategy needs to achieve an appropriate balance between new initiatives and ensuring that essential resources are not diverted from the fundamental day to day management of the infrastructure on which these activities depend.

We are concerned that there are a number of factors that have led to deterioration in the quality of play over a sustained period. As adults, many of us believe that today’s children have fewer opportunities for play than we did. Opportunities for play are limited by factors outside children and young people’s control:

- Parental fears about strangers (often not warranted but highlighted by media response to isolated incidents), traffic and pollution and their concerns about crime, violence and bullying
- Lack of tolerance for children and young people and lack of access to and conflicts over local spaces
- Increased focus on academic learning and structured activities outside school hours
- The effects of disability

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<sup>3</sup> *Best Play*, NPFA/Playlink/Children’s Play Council, London 2001

There is also a damaging impact that arises from an over cautious approach to safety. For fear of litigation, challenge and adventure is built out meaning that opportunities that exist do not contribute to children's development and are so boring that they lead to children and young people taking much greater risks elsewhere.

Children are exposed to sophisticated media influences and resulting peer pressure and spend more time watching television and playing computer games as a result.

These factors all create an environment where children and young people's freedom has been restricted, risks and challenges are limited and their access to public spaces is often to undertake adult led activities. There is plenty of evidence that many parents, in the face of these factors have forgotten how to encourage their children and let them play.

Bracknell Forest Borough Council will acknowledge these concerns and work towards finding alternative solutions to enable children to enjoy the freedom to play in a safe environment.

There is no statutory requirement to establish a strategy but for reasons set out later in this document, play is extremely important to children and young people and developing the right approaches to facilitating it has benefits not just for children, but also for their parents/carers and the wider community. As well as the input from a large number of professionals and volunteers, significant resources are, quite rightly, currently committed to providing and maintaining facilities and as is pointed out in the audit referred to in section 4.2, the lack of a strategy makes prioritisation more difficult.

## 2 The case for play

### 2.1 *Value and significance of play for children and young people*

Play is an essential part of every child's life and is important to factor in his or her personal development. It provides valuable ways for children and young people to explore the world around them and provides important avenues through which skills are developed and practised. Play supports physical, emotional, and spiritual growth, encouraging educational and intellectual development and the attainment of well rounded social and behavioural skills.

#### **The Benefits of Play Provision for Children<sup>4</sup>**

*Benefits that are experienced at the time that the child is playing*

- Play provides children with opportunities to enjoy freedom, and exercise choice and control over their actions
- Play offers children opportunities for testing boundaries and exploring risk
- Play offers a very wide range of physical, social and intellectual experiences for children

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<sup>4</sup> from 'Best Play: what play provision should do for children', Children's Play Council.

### *Benefits that develop over time*

- Play fosters children's independence and self-esteem
- Play develops children's respect for others and offers opportunities for social interaction
- Play supports the child's well-being, healthy growth and development
- Play increases children's knowledge and understanding
- Promotes children's creativity and capacity to learn

These benefits can be translated to the achievement of the five ECM outcomes, for example:

#### *Be healthy*

- *Provides exercise and leads to the development of health lifestyles and reduce obesity*
- *Develops self esteem and resilience leading to good emotional health and well-being*

#### *Stay Safe*

- *Good provision protects children through reducing unacceptable levels of danger while allowing opportunities to challenge themselves and use initiative*
- *Enables risk taking and gains in self confidence*

#### *Enjoy and achieve*

- *Enjoyment is the essence of play*
- *Development of problem solving, language and literacy skills, imagination and creativity*

#### *Making a positive contribution*

- *In play, children learn from the way others and the environment react to their play, the effects of their action and the value that others place on them*

#### *Economic well-being*

- *Creative and social skills that children develop encourage the growth of lateral thinking and emotional intelligence increasingly important for their futures*

## **2.2 Contribution play makes to wider agendas**

### **Links with other strategies**

The strategy for children and young people in Bracknell Forest is set out in the Children and Young People's Strategic Plan. The Cultural Strategy has particular importance with regard to play as its sub-text is 'life is for living' and as such encompasses the importance of play and other activities for the whole community.

This play strategy has links with a number of other strategies designed to contribute to improved outcomes for children and young people. It links with the early years and childcare strategy, the programme to develop Children's Centres in six locations in Bracknell Forest, the Extended Services around schools programme and the *things to do and places to go* element of the Integrated Youth Support Strategy. There are also links to the programme that has developed through the Children's Fund and to the broader elements of local activity that focus on developing preventative strategies. We will include reference to the importance of play and the role that parents have in fostering it within the developing Parenting Strategy.

The Borough Council's Parks and Open Spaces Strategy contributes to the quality of play spaces available. Good provision promotes community well-being and security. It brings economic benefits through jobs and training and parents can feel confident that their children are occupied and enjoying themselves. A further economic benefit is that play makes an important contribution, in parallel with education, in developing adults who are creative and effective in the social and economic sphere.

A growing evidence base identifies the real value that contact with nature can have on emotional development. For example, interaction with the natural environment is now recognised as providing direct benefits to children with behavioural difficulties. Accordingly, strategies such as the Biodiversity Action Plans provide less obvious, yet important links.

At the spatial level, the Local Development Framework and supporting documents and policies have a crucial impact on retaining and creating environments that are suitable for children. Urban design needs to take into account informal play space and play opportunities in children's everyday lives. In particular, the need for appropriate space in high density development and apartment blocks needs specific provision and careful thought.

There is also evidence that the involvement of children and young people in anti-social behavior in the short term can be reduced by providing suitable outlets for them and at the same time counters the intolerance and fear expressed and felt by some adult members of the community. Through opportunities to explore cultural identity and difference it can play an important part in promoting community cohesion and inclusion in all its forms in the longer term – there are links therefore to the Community Cohesion Strategy.

## 3 Context

### 3.1 *Play in the national, regional and local context*

#### *National and Regional*

##### **National Childcare Strategy**

The National Childcare Strategy was launched in 1998. The aim of the Strategy is to enable parents and carers to have an equal chance of participating in the workplace through the development of a 'seamless' service of high quality childcare provision.

The Strategy recognises that play is integral to the delivery of childcare services and has encompassed the development of the Playwork sector. The delivery of play focuses upon the needs of the child and in part, the quality of the service is measured by the quality of the play experience for the individual child. It is important that the Playwork sector works in partnership with all providers of child centred provision to ensure that children and young people are given equal access to good quality play experiences.

##### **The Children Act 2004**

This provides the legislative framework to support this reform of the whole system. It outlines new statutory duties and clarifies how the new Children's Services will work and how they are to be accountable. In particular it places a duty to co-operate on all

statutory bodies. It recognises that play serves as a significant tool in the delivery of recreational activity for children and young people.

The framework for action that underpins the Act is the document *'Every Child Matters: Change for Children'*. This sets out programmes of local change in order to build services around the needs of children and young people to maximise their opportunities.

### **The Childcare Act 2006**

This places the responsibility for childcare sufficiency on the Local Authorities. The government are relying upon the statutory agencies working in partnership with the private and voluntary sectors to sustain existing provision and create new childcare places.

### ***'Getting Serious About Play'*<sup>5</sup>**

This report followed a Government commissioned enquiry into the state of play and sought specifically to advocate and raise the profile of play across a number of government departments. The report prompted a funding scheme for play from the Big Lottery Fund in England and Wales of £155m for 2006 – 2009. This has been allocated to each local authority according to a formula based on the number of children and the indices of multiple deprivation. The allocation to Bracknell Forest is £214,000. One of the key criteria for gaining access to the allocation is that the projects put forward for funding must have a sound basis in a borough wide play strategy such as this.

At the same time, the Children's Play Council was awarded a development grant from the Big Lottery Fund which will enable it to 'lay the foundations for the strategic expansion of children's play in England'. The Council was asked to prepare plans for a regional support structure for the play sector and draft guidance for local authorities in drawing up play strategies, and these were published in March 2006.

A third allocation of funds has been kept by the Big Lottery Fund and will be available to voluntary sector organisations for inventive new projects. Entitled *'Playful Ideas'*, the scheme is intended to offer support to a wide range of initiatives which fall outside the remit of the local authority managed allocation of play funding.

## ***Local***

### **Early Education and Childcare**

The local area has responded effectively to the National Childcare Agenda. A strong Early Years and Childcare Partnership has been in existence since 1997. There is a range of local provision within the statutory and private, voluntary and independent sectors of good quality. The importance of play has always had a high profile in these sectors. Many schools in Bracknell Forest have developed their own Play Strategies and others are involved at preparatory stages.

Over time the age range covered by the Partnership has increased both upwards and downwards, and its remit has been expanded: the development of Children's Centres

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<sup>5</sup> Getting Serious about Play; A review of children's play DCMS London 2005

is integral and links with the extended services programme in schools and the youth service are strong.

### **Children and Young People's Plan**

The Bracknell Forest's Children & Young People's Plan was published in April 2006 to cover the period 2006-9. The plan has been reviewed and updated by the Children and Young People's Strategic Partnership in line with the progress that has been made this year and the new priorities that have emerged since its publication: a supplement to the plan outlining the outcomes of the review was published in June. This plan recognises and values children's play and refers directly to this strategy.

### **Jabadeo**

If successful in a separate bid for funding to the Big Lottery Fund, the Council will incorporate the Jabadeo Project into its strategy. The project is based on evidence that human beings are biologically driven to seek the sensory motor experience that will most benefit their development and learning. Learning is about relationships, feelings and thought and ideas, and movement learning contributes to them all in different but important ways. Children's social interaction increases between peers and adults. Children develop a strong sense of identity both individually and within a group situation, which helps them feel a sense of belonging. Children who are given freedom to explore movement grow into confident children with increased self-esteem and a strong sense of self. They then grow into children who have greater confidence to engage in all activities and new experiences, which will inevitably increase their all-round development and skills. One of the best vehicles for developing all of these skills in children is through 'play'.

Jabadao practitioners have reported that they are seeing an expanded repertoire of movement in children. This is accompanied by a willingness to try new things, and high levels of enjoyment. They are also observing very young children learning to risk assess for themselves.

Funding would enable the training of practitioners to facilitate and sustain the project. A range of equipment will be provided and will be available through Children's Centres where some of the free drop in sessions will be developed. The outcome of the bid will be known in July.

### **Provision for teenagers**

Youth provision, through the Youth Service or through voluntary organisations also plays a part in terms of providing opportunities for challenge and association for teenagers and a range of facilities.

### **Lead Officer, Play Partnership, and 'Play Champion'**

The Lead Officer, with responsibility for developing our approach to play is the Early Years and Childcare Manager for the Council. She is able to call on the resources in the Early Years and Childcare and the Children's Centres teams where a considerable amount of expertise in supporting play exists. Through this officer, there are good links to what happens in the wider community, i.e. playgroups, pre-schools and before and after-school clubs, and to what happens in schools. Through these links there are plenty of opportunities to support and encourage parents and carers to engage with this strategy.

The Early Years and Childcare Partnership, at its meeting on 23 May agreed to expand its remit and membership and to become the local Play Partnership. It will take responsibility for overseeing the development of this strategy and its action Plan.

Within the Council, the Executive Member for Children's Services will 'champion' play issues.

### *3.2 Profile of the Bracknell Forest*

The Borough of Bracknell Forest is located in central Berkshire, approximately 30 miles from central London and between the M3 and M4 motorways. It contains six parishes, 18 wards and covers an area of some 10,900 hectares. Bracknell Forest Borough Council is a small authority which gained unitary status when the former Berkshire County Council was split up in 1998.

#### *Population*

There are around 44,000 households in the borough and the estimated population in 2004 was 110,300. The majority of the population lives in the built-up areas of Bracknell, Sandhurst, Crowthorne, Binfield and North Ascot. There are approximately 30,000 children and young people aged 0 -19 resident in the Borough, representing 27% of the total population (*source: Office of National Statistics*) and around 14,300 pupils on roll in Bracknell Forest primary and secondary schools. (*School Census 2006*)

#### *Ethnicity*

The population of Bracknell Forest is predominantly white with a minority ethnic population of only around 5% according to the 2001 Census (below the national average at the time of 9%). However, the minority ethnic population is steadily increasing. Data from the January 2007 School Census shows that the minority ethnic population for school-aged children in Bracknell Forest is now over 12%, three times the 2001 level of 4%. 78 different languages are recognised in the Borough.

#### *Deprivation*

Bracknell Forest has generally low levels of deprivation. In the Indices of Deprivation 2004, Bracknell Forest was ranked at 319 out of 354 local authorities in England, where 1 was the most deprived area and 354 the least deprived. According to the 2001 census, property prices and levels of car ownership in Bracknell Forest are higher than the national average. In terms of Free School Meals eligibility, another key deprivation indicator, the percentage in Bracknell Forest is low, (typically less than 7%). However despite this apparent affluence, there are significant pockets of deprivation within Bracknell Forest which are not always apparent from the headline statistics and evidence that social problems are more widespread than the statistics would suggest.

## 4 Local facilities examined

The most common type of play provision is the public play area or playground. This is usually unstaffed. Some other provision is run by adult staff – holiday play schemes, parent and toddler groups. Informal leisure facilities include skate parks, BMX tracks, basketball courts, kick about areas, multi-use games areas and youth shelters. All of the different types of childcare in Bracknell Forest, including day nurseries, pre-schools, after-school clubs and breakfast clubs, provide play opportunities for children in their care. Nursery classes and other educational settings for children of all ages provide space and time for play. Currently only a small proportion of school premises are open out of hours for wider community use but through the extended services programme around schools this is increasing.

Most play does not take place in designated play areas or within staffed provision. When not playing at home, children resort to the streets, or any nearby open spaces and buildings from which they are not excluded. This is really important for those children who do not have space to play at home. It does however highlight safety issues and those issues that relate to the tolerance of the local community.

### 4.1 *Audit*

There have been two strands to the auditing work that has gone on in Bracknell Forest.

Firstly, the Borough Council has undertaken an audit of the facilities that are available for children's play. This has been done within the framework established within a Planning Policy and Guidance Note (PPG17) issued by the government<sup>6</sup>. The outcomes of the audit were published in July 2006. Its scope was broader than focusing just on provision for children and young people in that it embraced one of the main ambitions of the Borough Council to plan 'positively, creatively and effectively to ensure that there is adequate provision of accessible, high quality green spaces, civic spaces and sports and recreation facilities to meet the needs of local people and visitors'<sup>7</sup>. Play spaces were an important part of the provision examined and conclusions from the report are set out in section 4.2 below.

The audit followed a five stage process: identifying local needs, auditing local provision, setting provision standards, applying provision standards and determining draft policy principles. As part of the assessment there was an examination of issues to do with quantity, quality and accessibility.

Secondly, through the work of the Early Years and Childcare Partnership, the Extended Services team and the Youth Service a further examination of provision has been undertaken.

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<sup>6</sup> Planning Policy and Guidance Note 17 Department of the Environment July 2002

<sup>7</sup> Audit of open space, sports, recreational and leisure facilities BFBC July 2006

## 4.2 *Audit findings*

### **Play areas and playgrounds**

There is an extremely good network of children's playgrounds across the borough. On the basis that every child in Bracknell Forest should have the right to easy access to a playground [i.e. not crossing a major road] there are no significant gaps to fill.

All seven Councils (Bracknell Forest Borough Council and the six parish or town councils) have actively managed their open spaces and facilities and the high quality ratings given to these spaces confirms this. Investment in play has been significant in order to create the existing infrastructure however the current challenge is to maintain and plan for the new generation. The Council has an annual capital budget for renewing and upgrading play equipment and an annual budget for maintenance of the playgrounds.

The audit revealed 324 sites (2,473.31 hectares) covering all types of spaces, of these 38 sites (40.45) are specific provision for children and young people. There are 74 equipped play areas across the borough, these include:

- 18 – local areas of play (LAPs)
- 50 – local equipped area of play (LEAPS)
- 6 – neighbourhood equipped area of play (NEAPS)

Of 69 play areas assessed the key quality findings in these areas looking at the discreet needs of toddlers, juniors and teenagers were as follows;

- 33 sites are good or excellent
- 12 sites are rated as average.
- 21 sites are considered to be poor or below average.
- There are examples of best practice provided within the Borough that need to be used as a model for future developments. These include Winscombe play area, Farley Wood, Nettlecombe play area and SilverHill.
- Play equipment varies from a solitary piece of equipment to play areas with 18 pieces of play equipment.
- Several play areas are lacking in basic signage, benches and bins.
- The control of dogs in play areas is a major issue.
- Vandalism and graffiti is a problem on a number of sites.
- The play areas in general do not cater for children with disabilities; sites do not provide a wheelchair friendly surface, do not provide access for people with disabilities and even more importantly do not provide specialist equipment.
- The play areas offer little educational value through differing textures, tactile surface or creative use of wildflowers, only 9 sites were found to have wildflower areas integrated within the play area.
- The circulation routes within a number of play areas are limited and age separation is not often clearly defined.
- Play areas were assessed as having no easy emergency vehicle access.

The Council may need to consider site rationalisation, which may provide the opportunity for fewer but better quality sites.

The main key quality finding stated that, overall; the Borough has a high quality of existing provision with an average of 70% very good, cleanliness of the sites scored highly, however the provision of seats is limited.

Key opportunities identified included:

- The need to establish a database of parks furniture with purchase details and expected replacement date to ensure continuity and contribute to a sense of place.
- Those open spaces that could be considered as neighbourhood parks should be invested in to bring them up to a Parks and Gardens status
- Site security and safety can be poor and the use of lighting should be considered on those main routes that people use especially during the winter months.
- Entrance and exits need to be clearly defined to help strengthen the parks' individuality and identity

Bracknell Town Council is also planning to develop a fully inclusive play area within Great Holland's community to meet the needs of children with disabilities.

### **Childcare, education and youth provision**

The Early Years and Childcare service runs a free resource centre for staff and parent/carers, a very popular facility for preschool and play provision. It also provides access to an annual Borough wide Play day event. This has taken place in a variety of different locations across the borough.

There is a substantial network of pre-schools, toddler groups, childminders, after school clubs and holiday play schemes spread evenly across the borough. Support, advice training and funding is available from the Early Years and Childcare service. Innovative independent initiatives are encouraged and the borough supports many voluntary sector play opportunities through its small grants.

Schools and maintained nurseries offer opportunities for play to all children and young people throughout the day and with the current development of extended service schools this could be enhanced by further opportunities both before and after school and during holiday periods. Schools have some of the safest, most accessible open space provision placed in the heart of their communities and many are well resourced.

Provision has broadened over recent years with facilities for young people over 12 years, in the shape of skate parks, teen shelters etc often designed and built in collaboration with the young people themselves. Further development of these services would be beneficial and could reflect more of the cultural differences across the borough.

This strategy includes the work of the Youth Services working with young people in often broadly similar settings, although play maybe considered to be more personally directed.

### *4.3 Analysis of provision relative to the needs and population*

The map, reproduced in Appendix 2 shows the location of 74 play area sites across Bracknell Forest. There are over 300 open spaces Bracknell Forest totalling an area of nearly 2,500 hectares or 22 hectares per 1000 of the population (except for new developments where the local plan has adopted a quantity based standard of 4.3 hectares per 1000 population . There is no local standard as far as provision for children and young people is concerned; however the National Playing Fields Association recommends 0.8 hectares per 1000 population (not children). Designated space for children and young people is currently measured at 0.37 hectares per 1000 not including their access to significant amounts of space in other typologies. There is plenty of space in Bracknell Forest!

### *4.4 Management arrangements*

#### **Open Space**

The open spaces in Bracknell Forest are managed either by the Environment and Leisure Department of the Borough Council or by the six town and parish councils. These councils meet together every six months to share developments, strategies and ideas and to provide mutual support in the Parks and Public Realm Group.

In all cases sites are actively managed, with regular litter collection and maintenance, upgrade and refurbishment programmes in place. Monitoring visits are undertaken by rangers in the case of the Borough Council sites and grounds staff for facilities owned by other councils.

#### **Other Provision**

Some other provision is managed by public authorities directly, for example some youth provision and some early years and childcare provision. The majority of this provision is managed through arrangements established within the independent, private or voluntary sectors or in the case of schools, through governing bodies.

Support for these arrangements is provided from various teams within the Borough Council.

## **5 Review of community engagement**

### *5.1 Approach*

Ascertaining the views of the local community is as important as auditing the facilities that are available.

The content of this Play Strategy has been consulted on widely, with children and young people at the forefront of the process. It has also had the benefit of comments by all the major stakeholder groups in Bracknell Forest dealing with children and young people's development.

A consultation conference was held at the Blue Mountain Golf Club in January 2007. This brought together:

- Parents
- Cluedo Kids

- Planning Dept
- BFBC – range of children's services
- BFBC - Leisure
- Cultural Services
- Councillors
- Executive Member for Leisure & Corporate Services and Chairman of Cultural Partnership
- Margaret Wells Furby –child development centre
- South Hill Park Arts Centre
- Bracknell Regeneration Project
- Play England South East
- Full Day Care Providers
- Primary Schools
- Parent and Toddler Groups
- Parish Councils
- Federation of Community Associations
- Churches
- After School Clubs
- Holiday Play Schemes
- Voluntary Organisations, PLA, NCMA, NCH
- Konnections
- Childminders
- Youth Services

A variety of other methods have been used to consult with the local communities. These include:

- Verbal Consultation with staff and children at Owlsmoor ASC
- Verbal Consultation with staff and children at Holly Spring ASC
- Focus Group Meeting/Discussion with LA Officers responsible for delivering Children's Services
- Art Activity and CLUEDO peer consultation at National Play Day
- BOOSA members focus group discussion
- Survey, Graffiti Walls and Focus Groups at Sandhurst Secondary School
- Borough wide questionnaires
- Face to face interviews

We have also been able to draw on the views of children and young people expressed in the *TellUs* conferences held in 2005/6.

As part of the PPG17 Audit, consultation by way of a doorstep survey of 500 residents took place to ascertain resident's views of the level of existing provision, their attitude to existing provision, their expectations and needs in terms of the quality of green space and recreational provision and to identify reasons for non-use. Factors relating to play came through in this audit.

## 5.2 Findings

There were some clear themes running through all the consultations and they will form the heart of the action plan. Whilst many comments were perceptions rather than fact, they remain barriers to quality free play opportunities and need to be resolved. The summary of these findings are as follows:

- Soft policing of free play spaces to enable all to access
- Play Provision - Drop in sites offering free play opportunities
- Need for some supervision in Play Areas
- Supervision - Play Rangers - could older children be trained as Play Rangers, maybe through Duke of Edinburgh, to support play on school sites during school holidays
- Supervision - Play volunteers, not policing, distance supervise,
- School grounds open in holidays for safe play
- Play spaces in the right places, close to home
- Filling the gap after school to support latch key YP
- Provision for children with disabilities to match all others
- Somewhere to replace 'no ball games'
- More spaces for teenagers to 'hang out'
- Peer mentoring
- Area for young people to ride mini motor bikes
- Alcohol free pubs for teens
- Less concrete more grass
- Not enough play space in new developments
- Too much traffic, too fast
- Lack of activities for 11+
- No water fountains
- No toilets or inaccessible toilets
- Too much dog mess
- Not enough bins
- Nowhere to sit
- Smaller Skate Parks for younger children
- Hard areas for spontaneous sports activities
- Children and young people to take responsibility for their services
- Children and young people to be involved in design/planning process
- Winter places and activities
- Shelters needed
- Youth clubs for under 13s
- Youth clubs for under 10s
- Some play areas need opening up to make safe

One theme that came through the consultation was that of *inclusive play*. Separateness is not normal practice for young children, but if imposed early becomes part of their cultural view. If disability, special needs, ethnicity, economic circumstance, gender or sexuality are kept apart from the cultural and economic 'mainstream', then all these become divisive but if brought together can be the best foundation for children to thrive.

For disabled children, negative attitudes and inaccessible physical environments compound the general problems experienced by most children, creating enormous social and physical barriers to the enjoyment of their right to play independently. In Bracknell, as a whole, there is evidence that disabled children do not enjoy equality of access to play and leisure activities. Recent consultations with parents of disabled children demonstrated how their children were excluded from ordinary leisure opportunities. Parks and playgrounds were generally user-friendly, but with few facilities for disabled people.

This is not an exhaustive list but represents key themes that ran throughout the process. Consultation is ongoing and feedback will continue to be analysed and be reflected in the action plan.

From the PPG17 Audit, the findings were that residents regarded open spaces as an important contributor to the quality of life of their families (88%), over 80% used them regularly and over three quarters of those surveyed felt that there was sufficient open space in their neighbourhoods and that the quality was good or very good. Whilst these responses represent a broader view of facilities than just play provision, such spaces are an important factor in the provision of informal play spaces.

## 6 Monitoring and Evaluation

Bracknell Forest is committed to the seven 'Best Play' objectives<sup>8</sup> promoted by the Children's Play Council.

The objectives that follow are broad statements that are intended to set out how the definition of play and the underpinning values and principles should be put into practice. They form the basis against which play provision and future developments can be evaluated.

### **The Seven Play Objectives**

#### Objective 1

*The provision extends the choice and control that children have over their play, the freedom they enjoy and the satisfaction they gain from it.*

#### Objective 2

*The provision recognises the child's need to test boundaries and responds positively to that need.*

#### Objective 3

*The provision manages the balance between the need to offer risk and the need to keep children safe from harm.*

#### Objective 4

*The provision maximises the range of play opportunities.*

#### Objective 5

*The provision fosters independence and self-esteem.*

#### Objective 6

*The provision fosters children's respect for others and offers opportunities for social interaction.*

#### Objective 7

*The provision fosters the child's well-being, healthy growth and development, knowledge and understanding, creativity and capacity to learn.*

Ongoing monitoring and evaluation will occur through Borough wide play days and events and through the use of Cluedo, peer, evaluation and consultation.

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<sup>8</sup> In 'Best Play: what play provision should do for children', Children's Play Council.

## 7 Action Plan

The action plan for this strategy is set out in Appendix 3 to this document.

The Strategy acknowledges that perceptions can be as much of a barrier to participation as direct issues such as physical access. These perceptions need to be resolved. However; in prioritising and addressing community needs and aspirations it is essential to differentiate actual and perceived barriers. Whilst action is required, the methodology in addressing perceptions is very different to that required for more physical barriers.

The action plan needs to consider activities which can be achieved within existing resources and / or through additional funding. Considerable successes can be achieved at a relatively simple level through co-ordinating and focusing activity such as marketing and promotion; for example targeted information and events to connect people to place.

Issues such as litter, dog mess and seating have come to the fore through consultation. However, the solution to these issues should not be specifically focused on increasing the quantities of provision. There is certainly an element of perception rather than scale, as evident through quality audits undertaken in connection with PPG17. As with the Play Ranger concept, a key consideration is the level of site based management.

In prioritising actions clear emphasis should be placed on (i) provision and management of facilities, (ii) identifying and addressing barriers to participation and (iii) influencing and changing cultural behaviour.

### Playwork Principles

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 well being 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 playworkers 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 well being of children.

The Principles establish the professional and ethical framework for playwork and as such must be regarded as a whole. 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.

At the end of the Principles we need to insert the following contextualising statements to bring these Principles in line with the Playwork Values and Assumptions.

Statement 1 - Play settings should be places that are open and accessible to all children with appropriate regard for who they are, where they come from, how they look and how they behave.

Statement 2 - All of the playworker's work should be enshrined within and supported by a commitment to the complete world of children's rights.

Statement 3 - The competent playworker ensures that they work within boundaries established by the current legislative framework.



## **Playwork Assumptions and Values**

### **The Playwork Assumptions**

The first assumption is that:

*Children's play is freely chosen, personally directed behaviour, motivated from within; through play, the child explores the world and her or his relationship with it, elaborating all the while a flexible range of responses to the challenges she or he encounters; by playing the child learns and develops as an individual.*

The second is that:

*Where as children may play without encouragement or help, adults can, through the provision of an appropriate human and physical environment, significantly enhance the opportunities of the child to play creatively and thus develop through play.*

### **The twelve Values of Playwork**

1. The child must be at the centre of the process; the opportunities provided and the organisation which supports co-ordinates and manages these should always start with the child's needs and offer sufficient flexibility to meet these.
2. Play should empower children, affirm and support their right to make choices, discover their own solutions, to play and develop at their own pace and in their own way.
3. Whereas play may sometimes be enriched by the Playworker's participation, adults should always be sensitive to children's needs and never try to control a child's play so long as it remains within safe and acceptable boundaries.
4. Every child has a right to a play environment, which stimulates and provides opportunities for risk, challenge and the growth of confidence and self esteem.
5. The contemporary environment in which many children grow up does not lend itself to safe and creative play; all children have the right to a play environment which is free from hazard, one which ensures physical and personal safety, a setting within which the child ultimately feels physically and personally safe.
6. Every child is an individual and has the right to be respected as such. Each child should feel confident that individuality and diversity are valued by the adults who work and play with them.
7. A considerate and caring attitude to individual children and their families is essential to competent Playwork and should be displayed at all times.
8. Prejudice against people with disabilities or who suffer social and economic disadvantage, racism and sexism have no place in an environment which seeks to enhance development through Play; adults involved in Play should always promote equality of opportunity and access for all children, and seek to develop anti discriminatory practice and positive attitudes to those who are disadvantaged.

9. Play should offer the child opportunities to extend her or his exploration and understanding of the wider world and therefore physical, social and cultural settings beyond their immediate experience.
10. Play is essentially a co-operative activity for children both individually and in groups; Playworkers should encourage children to be sensitive to the needs of others; in providing play opportunities, they should always seek to work together with children, their parents and carers, colleagues and other professionals and, where possible, make their own expertise available to the wider community.
11. Play opportunities should always be provided within the current legislative framework relevant to children's rights, health, safety and well-being.
12. Every child has a right to an environment for play and such environments must be made accessible to children

## **The Nine Processes of Play**

There are Nine Processes of Playwork as identified by Stuart Lester.

They are:

### **Communication process**

Talking and listening with children and parent/carers, empathising skills, organisational communication and sharing information.

### **Developing relationships**

closely linked to the above - the process of building mutually 'respectful' relationships, developing co-operation and 'power sharing' with children, recognition of children as 'actors' in their world

### **Facilitating the play process**

using the above processes to support children into playful states - creating an environment in which children are motivated to develop their own play opportunities etc.

### **Observation process**

developing professional approaches to observing children in their play and making informed assessment of children's progress, needs, play signals etc.

### **Intervention process**

used in connection with skilled observation, and incorporating the professional value base to make appropriate intervention/non intervention to maintain children's state of playfulness, sense of acceptance and validation within the play environment .

### **Evaluation process**

collecting information to assess the effectiveness of the overall work of the play setting, using the professional values as the basis for making judgements about the quality of provision, involving children in reviewing their experiences.

### **Creative process**

developing a reflective approach to playwork - analysing experience, thinking in

creative directions, problem solving, recognising and supporting the limitless potential of the play process

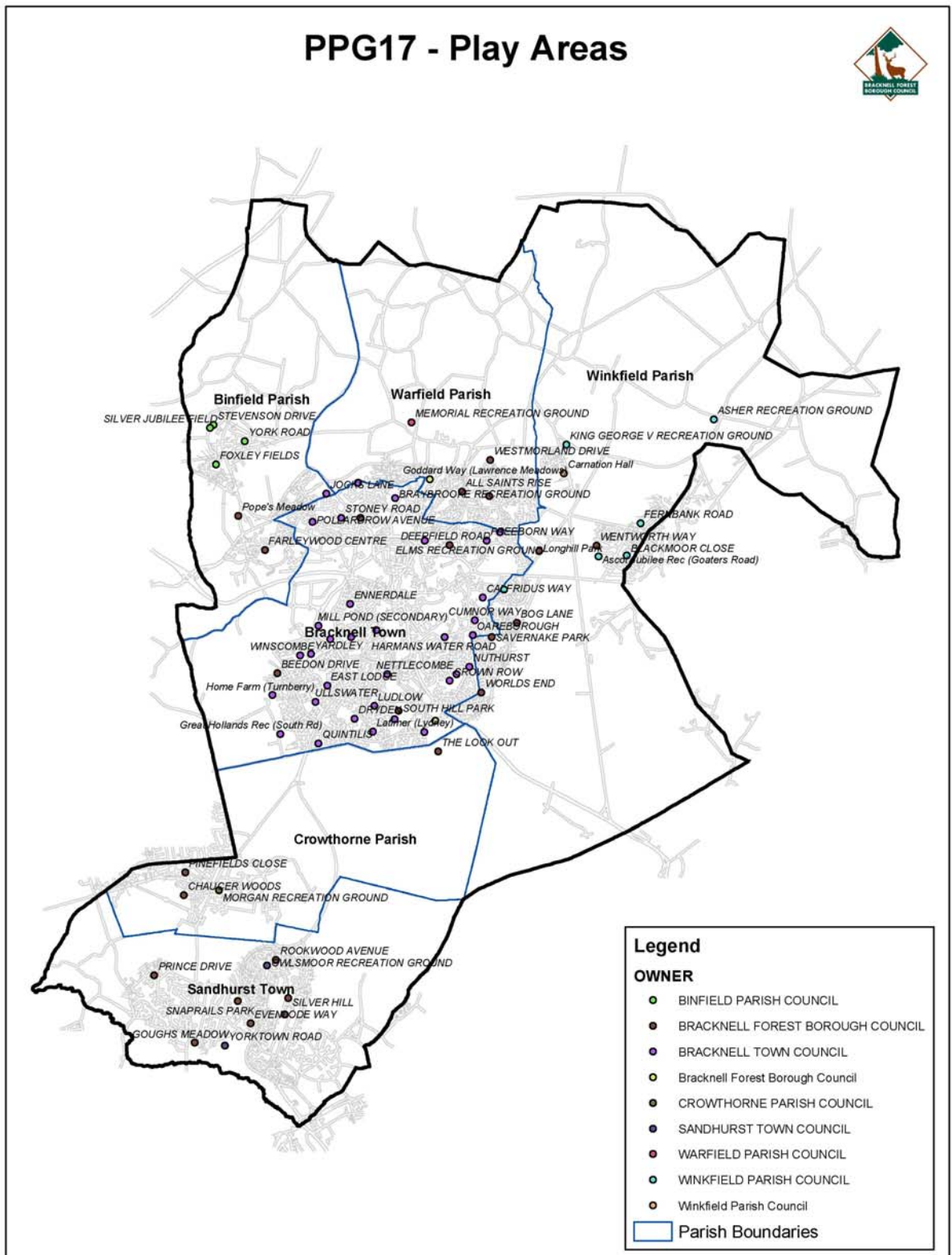
**Organisational process**

ensuring the most effective use of all available resources to promote a positive play environment - including the human resource - effective team work processes, ensuring that resources are appropriate and sufficient etc.

**The "safety" process**

developing an approach to maintain children's physical social and emotional safety within the environment while at the same time promoting the opportunity for risk-taking and challenge in play, working with children to create positive expectations and frameworks within the environment, supporting children's right to explore and express their emotions, opinions and ideas.

# PPG17 - Play Areas



1:80,000

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## Play Strategy Action Plan 2007 – 2010

### 1. Play Rangers

A play ranger service would provide children and young people in Bracknell Forest with a range of exciting and diverse play opportunities, using existing local open spaces, play parks and areas. The service would engage 3-16 year olds (18 young people with disabilities) and would promote self directed free play in an innovative way meeting the three frees;

- Free of charge
- Free to come and go as they please
- Free to choose what they do when they are there.

Play rangers would encourage more use of all open spaces providing opportunities for children and young people to stimulate their own play. Access would be increased and the community better engaged. The profile of play would be raised across the borough and children and young people would be central to the development. Consultation and engagement would be ongoing with local communities and families. Play rangers would be able to identify barriers as they arose and work with relevant partners to remove them. It is envisaged that through this targeted cultural change community cohesion will be strengthened with families able to meet each other making relationships and reducing isolation. The play rangers will work with other agencies and volunteers to ensure that the service remains sustainable. In particular they will work closely with the park rangers and youth workers to build upon existing expertise and knowledge of local areas that is already available. Opportunities to work with the Duke of Edinburgh Award and encourage young people to help with supervision of play areas will be explored. All play opportunities will be monitored against the play standards and measures will be developed to carry out quantitative and qualitative evaluations.

	<b>Detail</b>	<b>Outcomes</b>	<b>Completion</b>	<b>Lead</b>
<i>Short Term (External Funding permitting)</i>	To employ play rangers with appropriate equipment and support	<p>Targeted open spaces to have regular programme of play ranger support. Free, organised play activities to meet the needs and expectations of children/young people.</p> <p>Children and young people involved with the planning activities. Play to have a higher profile.</p> <p>Rangers to engage other organisations Increased community involvement</p> <p>Children and young people able to take risks in a safe environment</p> <p>Positive relationships to be built amongst children and young people</p>	Start Jan 08	Play Development Team

## 2. Training and Education

Play is fundamental to children's learning and development. Good quality play can help to develop not just physical but social, emotional, cognitive, imaginative and creative development. Through play children learn how to problem solve, hypothesis calculate etc and really begin to understand concepts at an experiential level. We know that play needs to be:

- Intrinsically motivated
- Free of any applied rules
- Characterised by attention to means , rather than ends
- Distinguished from exploratory behaviour
- Involve pretend behaviour
- Actively engaging

Adults are central to offering good play experiences and need to be confident enough to allow time for children and young people to play.

However, as Dearden pointed out (1968, p.93):

*The old elementary school was quite clear about play. It had no business there. Children came to school to work, to 'get down to it and no nonsense'. At the most, some brief intermissions of 'playtime' could be allowed, as concessions to animal spirits and as recuperation for the next bout of work.* In fact in this way the school was reflecting the recreation theory and the surplus energy theory viewing play and work as separate which caused great concern for those trained in theories and the notion of play as education. Whilst this describes schools of the 1960s it can still be seen in many of our schools today.

Equally the pressure that is placed on parents for their child to succeed is hugely detrimental to a child's right to play and in many cultures play is not valued as a mechanism for learning. Compounded by many of the barriers mentioned earlier in this document it becomes clear that play is not being given the importance that is required for children and young people to become confident and healthy with an eagerness and readiness to learn.

This strategy highlights the importance of good quality free play experiences and how this can help to narrow the gap between those who do well and those who do not. In order to fully achieve the long terms aims in this strategy all adults working with children and young people need to be well trained on the importance of play and how to facilitate good quality play opportunities.

Activity	Detail	Outcomes	Completion	Lead
To offer training opportunities to all adults working with children and young people	To develop a rolling programme of training accessible to all staff across all sectors	<p>Accessible, high quality play opportunities offered to all children</p> <p>Free flow play evident in all schools</p> <p>Play valued as an integral part of a child's development</p> <p>Parents/carers to have access to 'play' workshops offered through children's centres.</p> <p>Play and Park Rangers to emphasis the importance of play to residents living in local communities.</p> <p>To Promote the National Standards in Playwork.</p>	<p>Start Spring 08.</p> <p>After Dec 2010, it is hoped this will continue using available resources.</p>	<p>Play development team. Local FE College Local HE institution.</p>
To run awareness raising sessions for professionals whose work impacts on play	To organise seminars	Increased awareness of issues	Ongoing	EYCCManager/HCVE

### 3. Inclusive play

From the extensive consultations and audit of provision several areas were identified as priorities, these included;

- Specialist equipment for children and young people with disabilities
- Better access in some play areas
- Provision of sheltered areas
- Inaccessible toilets (locked or occupied by young people perceived to be a problem) or no toilets.
- 

Considerable work can and should be undertaken to meet the needs of children currently excluded due to ability (ref. Appendix 2 point 2). This needs to be undertaken in a positive, sensible manner. There is no 'one size fits all' as disabilities encompass an incredibly diverse spectrum of physical and mental aspects. If all spaces are made fully accessible, this could potentially lead to the creation of sterile, unimaginative environments. The emphasis should be on understanding the spectrum of needs and ensuring that opportunities exist to fully participate. A key factor will be the provision of information; ensuring that informed choices can be made.

Whilst Bracknell Town Council has agreed to the development of an opportunity play area for all children which is to be housed in one of the Borough's more disadvantaged areas, this strategy needs to address gaps that have been identified in other areas. Investment needs to be made with the purchase of more age appropriate and specialist equipment and access to these play areas needs to meet the Disability Discrimination Act as pushing wheelchairs through mud or on grass surfaces is extremely difficult if not impossible and deters many children and young people from accessing provision. Additionally many comments have been made suggesting that the lack of toilets or the occupation of toilets by young people who are often seen as a threat again deter many from frequenting their local parks. Play rangers may help by supervising toilets and keeping them open whilst they are present. However, additional funding needs to be sourced to provide toilets in areas that do not have one.

Provision of shelter is quite important particularly during winter months where the elements may be too harsh for anybody to endure. Results of the consultations clearly demonstrated a need for additional shelter. Many said that lack of any shelter would deter them from using an area particularly adults accompanying their children. Young people have been pleased with their shelters and more need to be erected.

Lack of any drinking facilities within many play areas was a key theme coming through consultations. Available drinking water is extremely important particularly during the summer months. When children and young people engage in energetic play they need access to liquid refreshment and many children can't afford to buy drinks from nearby cafes or shops.

<b>Activity</b>	<b>Detail</b>	<b>Outcome</b>	<b>Completion</b>	<b>Lead</b>
Play equipment <i>Medium / Long term</i>	Local demographic characteristics should be taken into account when designing play areas. Children and young people need to be engaged to ensure that they participate in the design and selection process.	Equipment will be purchased dependent upon funding availability and need. Improved surfacing and access paths will be taken into account.	Ongoing from Spring 2008	HT/KF
<i>Specialist and accessible play equipment</i> <i>Medium/Long Term</i>	Identification of priority areas for disabled children. Additional funding may need to be secured.  Ensure skate ramps provided for different age ranges	Further funding may be identified from a variety of sources e.g. BLF, extended services, children's centres, section 106, cultural services.  Variety of provision	Ongoing  Ongoing	HT/KF
Seating and shelter <i>Medium term</i>	Identify more areas for seats and picnic tables in and near play areas. Erect one shelter as a pilot project.	More parents and carers accompanying children in play areas. Provide meeting places for adults to promote community cohesion.	Start Jan 2009	HT
Availability of toilets <i>Medium Term</i>	Seek opportunities to improve access to existing toilets, for instance, utilise play rangers to open and supervise toilets.	More toilets to be open at times when children play	Start Spring 2008	
Drinking water <i>Short term</i>	Investigate feasibility of more mobile refreshments vans in parks Encourage parents and children to take water with them	More refreshment facilities	Summer 2008	

#### **4. General infrastructure of parks and open spaces**

Both the audit and the consultations identified two main areas that need addressing; lack of benches; lack of bins. When parents/carers want to take their children to open spaces and allow them time for free play it is vitally important that there is access to seating so that they can sit, watch and support when necessary. They then have opportunities to meet other parent/carers, have a chat and make friends. Young people also like to congregate around seating areas where they socialise and just 'hang out'. Open spaces must have enough seating to meet the needs of the local communities.

There appears to be a lack of bins for general rubbish and dogs mess. Rubbish is perceived to be a problem in a number of areas and the lack of bins just encourages people of all ages to throw their litter on the floor and this is becoming a major problem. As a consequence play areas become untidy and less inviting to visit. An even more worrying trend is for dog owners to walk their pets across open play spaces or through woodland without taking any special bags and with the lack of any special bins they have nowhere to dispose of it anyway.

<b>Activity</b>	<b>Detail</b>	<b>Outcome</b>	<b>Completion</b>	<b>Lead</b>
Maintain the general infrastructure of green spaces in good condition	Ongoing landscape management Provision of kick-about areas and walls Continue provision of dog warden service Install more seats and picnic tables	High quality parks and open spaces catering for a range of ages and abilities. Children and young people will be encouraged to respect and look after the benches by park rangers who will engage them in the decision process.	Ongoing	
Change attitudes towards waste bins and litter <i>Short Term</i>	Work towards a litter-free policy in all greenspaces. Marketing and training	Less litter dropped Fewer waste bins Changed perceptions of greenspaces	Start Spring 2008 – dependent upon funding.	HT
Change perceptions of safety in parks	Ensure park rangers maintain a presence in the parks and reduce anti-social behaviour through persuasion and enforcement Review targeting of existing resources for litter clearance  Ensure 'safe by design' taken into account in management plans	Reduced anti-social behaviour  Litter removed more frequently at key times and perceptions changed	Ongoing	HT/KF
Medium/Long Term		Areas will be kept clean free of litter and dog mess.  Children and young people will be told how important it is to keep areas clear of dog mess. They will help to encourage adults to respect this.		

## 5. Opening up school grounds

Schools generally sit in the heart of their community and have large open play spaces for their children and young people to use during school hours. With the development of the extended service schools strategy, many schools now keep their gates open for longer hours to allow a number of before and after school activities to be offered. This needs to be expanded to cover weekends and holidays so that local communities can have access to the school grounds as identified in local consultations. In many areas, particularly the more rural, schools open spaces are often the nearest play space, easy and safe to get to, and often well equipped. There are a number of barriers to overcome before this could be possible and they include;

- Health and Safety issues including insurance cover and risk assessments
- Costs and maintenance of school grounds and equipment
- Security of the school site
- Caretaker issues
- Supervision of some activities

However these barriers should not prevent us moving towards a more satisfactory conclusion and as research has demonstrated play;

- Strengthens emotional resilience
- Helps reduce bullying
- Improves outcomes for children and young people
- Increases independence
- Increases attainment

So it's really in everybody's interest to find a solution to the above. Additionally schools have a new duty from September 2007 to help develop community cohesion. Opening their grounds for community use would be a huge step towards this aim.

Activity	Detail	Outcome	Completion	Lead
Short Term	To work with Head teachers and governing bodies exploring ways of overcoming barriers.	Some compromises may be reached and some school grounds in the more targeted areas may be identified as the first schools to meet this need.	Ongoing	GS/KF
Long Term	School play areas need to be opened up to the public outside of school hours.	Children and young people and their families to start using school play areas on a regular basis.  The school will be seen as a community facility.		GS/KF

## 6. URBAN DESIGN

Activity	Detail	Outcome	Completion	Lead
Monitor play opportunities for children living in apartment blocks	Monitoring project	Production of report Inclusion of courtyard gardens in high density developments	Monitoring complete 2009 Inclusion in future developments ongoing	Planning department/ HCVE
New housing developments	Continue to comment on detailed plans and designs as submitted	Establish design principles taking into account impact of traffic and speed	Ongoing	EYCC Manager/ HCVE

## 7. JABADEO

Activity	Detail	Outcome	Completion	Lead
JABADEO	To develop this programme over 5 yrs, using Children's Centres as the main base. (Funding permitted – application to BLF – results in July)	A range of professionals, parents, volunteers and young people, to be fully trained by JABADEO practitioners. Free 'drop in' play sessions to be on a rolling programme.	Project to start Sept 2007 (funding permitted)	Early years and Childcare Play Worker
		Play rangers to promote this in open spaces.		
		Children, young people and their families to be stronger physically and mentally.		
		Healthy living will be promoted.		

## 8. Cultural change

Activity	Detail	Outcome	Completion	Lead
Attitude change towards importance of play	To market and promote the importance of free play within our society. To ensure that all professionals working with children and young people will open up opportunities for good quality play experiences.	That children just playing will become the norm again.	Ongoing	
Change attitudes towards young people in parks	Encourage different user groups to get on well together and improve tolerance and understanding	That young people just 'hanging around' will not always be seen as threat. That respect for each other and the environment will be fostered, though ownership & engagement.	Ongoing	ALL
Experience the local natural environment	Encourage play in the natural environment	Increased awareness of role of park rangers and play rangers	Ongoing	
Change perceptions of safety and suitability of parks and open spaces for play	Encourage positive press coverage Work more closely with police on dealing with anti-social behaviour Discourage use of mini-motorbikes	Better reputation of local greenspaces  No mini-motorbikes in green spaces That Bracknell Forest will continue to be a good place to live and thrive	Ongoing  Ongoing	HCVE/ Police

## 9. A place for young people

Activity	Detail	Outcome	Completion	Lead
Identify outdoor spaces for young people	To further develop areas where young people can meet and 'play' without feeling pressured.  To investigate graffiti walls and determine where they could be of benefit.	That young people will feel part of their communities and learn to respect their areas		ALL
Encourage young people to feel welcome	To include young people in the initial discussions/investigations and later in the design and development. (funding permitted) Avoid 'no ball games' signs	That young people have a place to go.		
Identify indoor spaces for young people	Recognise the role of community centres in catering for young people Develop more clubs for under 13 year olds Recognise the role of coffee shops in providing alcohol- free places for teenagers	Adequate provision in new and existing developments More clubs Private sector café provision	Ongoing	HCVE/ EYCCManager/ Extended Services Co- ordinator