

School Travel Plans

Guidance and information pack for primary schools



Cyngor Bwrdeistref Sirol





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All information within this guide was correct at the date of publication, March 2010.

List of photographs

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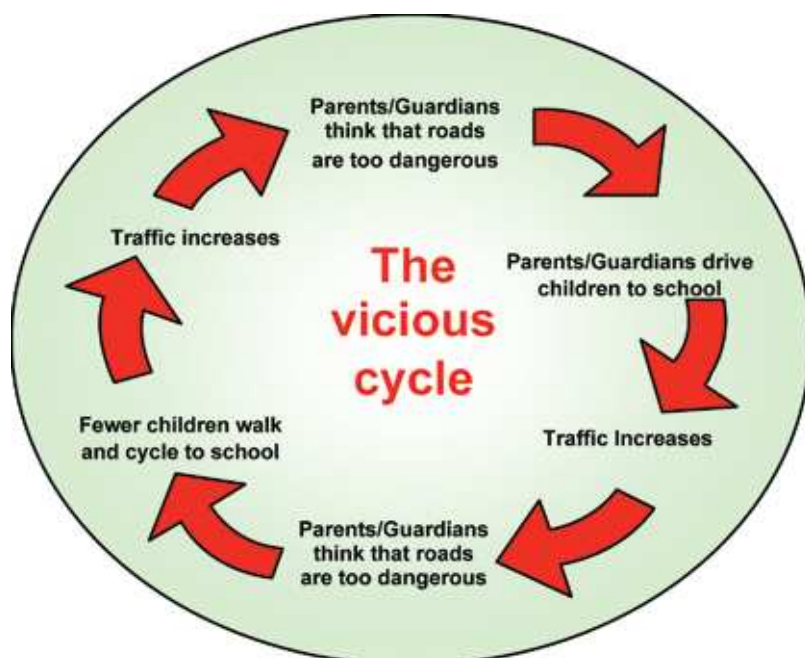
1. Introduction

1.1 The School Journey

1.1.1 Traffic is increasing all the time, leading to more congestion and pollution. Road traffic volumes have nearly doubled over the last two decades and if present trends continue, over the next twenty years traffic could grow by more than this.

1.1.2 During term time more than 16% of cars on our roads at the peak time of 8.50am are doing the school run! As traffic on our roads increases, parents are worried about letting their children go to school on their own, and are more likely to take them in the car. The result is a vicious cycle of more traffic which means that parents are even more worried about letting their children go to school on their own, as illustrated in Figure 1 below.

Figure 1



1.1.3 Bridgend County Borough Council is encouraging schools to develop School Travel Plans, which can often include Safe Routes in Communities projects. They aim to make children's journeys to school safer, and encourage parents and children to walk, cycle and use public transport as a healthier, safer and sustainable alternative.

1.1.4 Reducing car use on the school run can be achieved - we are looking for changes in lifestyle rather than giving up cars altogether. Throughout Wales, schools are beginning to address safety and the school journey. With the support of local authorities, school travel plans are being developed.

1.2 Health

- 1.2.1 If we can reduce the number of journeys we make by car to school, and can then encourage children to walk or cycle, even for part of their journey, they will gain more health benefits by being physically active.

Easy breathing

- 1.2.2 Reducing the number of journeys we make by car will also help to reduce harmful vehicle emissions, and children are particularly vulnerable to such fumes. Research even indicates that children are exposed to greater pollution levels while being driven to school in cars than if they walked. One in seven children suffers from asthma, and in many inner cities, this rises to one in three. Pollution from traffic aggravates asthma, so reducing car use and improving air quality will benefit sufferers.

Active living

- 1.2.3 Children need to be physically active to stay fit and healthy and to develop active lifestyles for their future health. Rising obesity levels amongst children and young people is a cause for concern. The number of obese children has tripled over the last 20 years¹.
- 1.2.4 Over the past decade the number of children classified as overweight or obese has risen to 22 per cent in boys and 17 per cent in girls in Wales. Between 1996 and 2001 the UK proportion of overweight children increased by 7 per cent and obese children by 3.5 per cent².

1.3 Safety

- 1.3.1 Traffic volume, vehicle speed and the perception of danger are among the main reasons why parents feel they need to drive their children to school. Through the development of a School Travel Plan, schools can raise awareness of the issues which discourage children from walking or cycling to school. With a School Travel Plan in place, Bridgend County Borough Council may also be able to bid for funding to help create a network of safer walking and cycling routes throughout the community in which the school is based.

Better road sense

- 1.3.2 The school journey can be used as an opportunity to teach children road safety skills. Younger children, who walk to school with a friend or an escort, have the chance to build up their road sense over time. Pedestrian training can help prepare children to act more safely on roads.

Growing confidence

- 1.3.3 Being physically active reduces stress and raises self-esteem. Once children are ready to make their own way to school, then the journey becomes an opportunity to gain independence and self confidence.

1 - www.nhsdirect.wales.nhs.uk/small/en/home/healthencyclopaedia/o/obesity/facts

2 - <http://www.nhsdirect.wales.nhs.uk/encyclopaedia/o/article/obesity>

2. What is a School Travel Plan

2.1 Definition

‘A package of measures that discourage car-use and promote walking, cycling and the use of public transport for the journey to school’.

2.1.1 Developing a School Travel Plan enables pupils to analyse every aspect of their travel to and from school. This involves exploring the benefits of more sustainable forms of transport such as walking or cycling, identifying the problems or barriers that may prevent pupils from using such modes, and also suggesting solutions that could remove certain barriers.

2.2 Benefits of preparing a School Travel Plan

2.2.1 A School Travel Plan has benefits for both the school and the wider community, and can help to:

- Reduce traffic congestion and pollution
- Improve children’s health, fitness and alertness
- Teach road safety skills
- Reduce accidents
- Involve children in changing their own environment
- Provide a focus for class work within the national curriculum
- Build links within the local community
- Reduce parental time escorting children
- Increase use of sustainable transport

2.2.2 A School Travel Plan is a whole school initiative, and should therefore look to involve children, staff, parents, governors and the wider community.

2.3 Examples of School Travel Plan initiatives and schemes

2.3.1 A School Travel Plan should include a mixture of promotional initiatives and physical measures. For example:

- A Walking Bus
- Walking Buddies
- A Park-and-Stride
- Cycling Facilities
- Cycling Proficiency Training
- Lockers for books and equipment
- Low fare deals on public transport
- Kerbcraft/ pedestrian training
- Car Sharing - (for Staff, Pupils and Governors)
- Assembly Points - (for Parents and Escorts)

3. Where to start

3.1 The '8 steps'

- 3.1.1 The following '8 steps' will help you prepare your School Travel Plan. Each of the steps should be tackled in the order that they appear.
- 3.1.2 In preparing the plan you should also refer to Chapter 5 of this guide - "Example Travel Plan measures and initiatives", and Chapter 6 of this guide - "Curriculum links", which will give you further information and examples.
- 3.1.3 By following these steps, and using the additional information in Chapter 4 of this guide - "How to write a good School Travel Plan", you should find it easy to work through the School Travel Plan preparation and monitoring process with your school pupils and representatives.
- 3.1.4 At the back of this guide you will find contact details for officers from Bridgend County Borough Council who will be able to offer further advice or assistance should it be required. Please remember to keep them informed of your School's progress during the School Travel Plan development process.



3.2 Step 1 - Secure support from the key people

3.2.1 Obtaining support from key people such as the Headteacher and Governors is critical in ensuring the success of your School Travel Plan. Without this you may find it very difficult to influence staff, parents and pupils and the local community. Professional advice and guidance is also available from the Transportation Department of Bridgend County Borough Council.

3.2.2 It is important to:

- Lead by example
- Ensure pupils and staff are given time to work on the School Travel Plan
- Change school policies to reflect the sustainable development and healthy living ethos.
- Remember that some initiatives don't require large sums of money to implement

3.3 Step 2 - Identify a School Travel Plan Champion

3.3.1 School Travel Plans succeed because of the determination and imagination of keen individuals championing the need for healthy and safe ways to get to school. The champion is often the driving force for change; the person who raises awareness, or persuades others, or attracts publicity.

3.3.2 The School Travel Plan Champion will be the contact point for all travel plan information.

3.4 Step 3 - Set up a working group

3.4.1 By setting up a Working Group headed by the School Travel Plan Champion, all the key players have the opportunity of contributing to, and getting involved in, the preparation of the School Travel Plan.



3.4.2 In order to split the preparation process into manageable tasks, it is advisable to form three sub-groups to investigate walking and cycling issues separately, and the third sub-group to analyse survey data. Ideally the pupils will do the majority of the research and analysis in order for them to understand the School Travel Plan. The three groups will then meet regularly to share their findings and together create the plan. This approach is very useful during the local route network and site audit stage of the plan preparation process.

3.4.3 The Working Group should report to a Steering Group headed by the Headteacher, a Governor or a parent of the school, and the pupils will then share their ideas and findings with the Steering Group, after which initiatives and school policies will be decided between the two groups.

3.5 Step 4 - Identify aims and objectives

3.5.1 The aims and objectives set out what the school hopes to achieve through developing the plan. They may change over time as travel trends within the school change, but monitoring the travel plan will reveal any changes in trends or opinions.

3.6 Step 5 - Travel survey

3.6.1 Consider what information you hope to obtain to help you develop your School Travel Plan. The information gained from the survey may help identify areas that you want to address in the travel plan, it will help to highlight or re-enforce the main aims and targets for the school.

3.6.2 Pupils, parents and school staff should be surveyed via a School Travel Plan questionnaire. A sample copy is attached as Appendix 1. Consideration should also be given to surveying the views and opinions of local residents, particularly where community involvement with the school is strong.

3.6.3 Following the surveys, it may be worthwhile consulting representatives from external organisations including some of the following:

- Local Road Safety Officer
- Local Transport Operators
- Local Police
- Sustrans

3.6.4 Pupils may also wish to arrange interviews with representatives from these organisations to benefit from their knowledge and experience.

3.7 Step 6 - Local route network and site audit

3.7.1 Before you develop the measures for your travel plan you will need to gain an understanding of existing facilities and transport links serving the school.

3.7.2 The local route network audit will indicate the size of the school's catchment area, the routes that pupils tend to use and also identify which routes pupils feel are safe and attractive, and which routes may cause problems for pupils wishing to walk or cycle.

The quality of the routes leading to the school may reflect on how pupils travel to school. This information will be analysed against the travel survey and will indicate what may need to be improved.

3.7.3 Issues that may require funding in order to address them may become apparent from this exercise, and could form the basis of a bid for Transport Grant funding through the Welsh Assembly Government's Safe Routes in Communities programme.

3.7.4 A site and network audit will provide an overview of the transport links serving the school as well as the on-site facilities available, e.g. number of parking spaces compared to number of parked cars. It is important to carry out a site audit in order to identify barriers that discourage people from cycling, walking or using public transport. These could include a lack of safe crossing points or dropped kerbs, a lack of cycle racks or pavements, poor quality surfacing, volume/speed of traffic and a lack of bus stops or services



3.7.5 Areas that will need to be reviewed include:

- Pedestrian access
- Cycle access and storage facilities
- Bus and train services/facilities (shelter etc.) and their proximity to the school
- Assembly points for parents and escorts
- Parking areas for park-and-stride

3.8 Step 7 - Identify initiatives

3.8.1 The key to a successful School Travel Plan is to implement the changes that pupils and staff will be prepared to make without too much inconvenience to their travel to school patterns. The measures identified therefore need to be made attractive by offering incentives and through promotion. It may be necessary to introduce measures that discourage car use in the long run in order to help the School Travel Plan succeed.

'Think long term act short term'

3.8.2 You will need to create a plan that will lead to long-term changes in travel behaviour. However, it is also important to make sure that some of the measures that you put in place will have an immediate effect. Examples of potential measures and initiatives are detailed in Chapter 5.

3.9 Step 8 - Targets and monitoring

3.9.1 Targets need to be measurable and should be set at a level that is achievable and should only be set after the surveys have been analysed.

3.9.2 To check on the success of your travel plan you will need to monitor the plan from the start and continue to measure success.

3.9.3 It is important to decide on the following:

- What aspects need to be checked?
- Who will be responsible for the monitoring?
- How will the monitoring be carried out?
- How will the information be relayed to all? Feedback is very important!

3.9.4 The travel plan is an evolving document - any changes in travel patterns need to be updated, generally carried out annually.

3.9.5 See Appendix 2 for an example of a monitoring sheet.

3.10 In summary

Remember the '8 steps' to help you develop your School Travel Plan:

1. Secure support from key people
2. Identify a School Travel Plan Champion
3. Set up a working group
4. Identify aims and objectives
5. Conduct a travel survey
6. Carry out local route network and site audit
7. Identify initiatives, schemes and measures
8. Identify targets and produce monitoring reports



4. How to write a good School Travel Plan

4.1 A School Travel Plan template

4.1.1 The most successful School Travel Plans have the support of the local community where the school is located, and Bridgend County Borough Council. However, they are designed, developed, implemented and monitored by the school. Outlined below is a template of the main Chapters which should be included within a School Travel Plan:

4.2 Title Page

4.2.1 A school logo, crest or motto should be shown here. This will show that the school has made the travel plan its own. It ensures ownership!

4.3 Foreword/Commitment page

4.3.1 The Plan should have a foreword written by the Headteacher and signed by Governors and other relevant partners. This will represent a signed undertaking, demonstrating a commitment to the implementation and monitoring of the Plan (this is a requirement for School Travel Plans that are intended to form the basis of seeking Transport Grant funding through the Safe Routes in Communities programme).

4.4 Introduction

4.4.1 The introduction should provide general information about the school and it may be beneficial to split the introduction into separate sub-sections and take the following approach in terms of layout:

- **School Profile** - This could include:
 - Brief history of the school
 - The size of the catchment area
 - A plan of the area showing the school in context
 - Pupil numbers by age group (e.g. by Year or whether infants/junior)
 - The number of staff in the school (teaching and non-teaching)
 - A description of the road network around the school, including the number of traffic accidents in the last five years around the school (this can be obtained from BCBC)
 - Transport facilities nearby e.g. bus stops/frequencies (available from www.traveline-cymru.org.uk) and distance to nearest train station
 - Availability of parking (car and bicycle) on site
 - General information on the availability of local services such as post offices, police station, leisure and recreational facilities, GP/dental surgeries, distance from nearest major hospital
 - Any other relevant general information about the school e.g. use of school outside school hours, future expansion proposals etc.

- **Background**
- What is a School Travel Plan?
- Why are you developing a School Travel Plan?
- How does it tie in with the other initiatives the school is currently developing/taking part in?
- **Existing Initiatives** - State what other initiatives, such as Healthy Schools and Eco Schools, that are being carried out and what levels have been attained. For each initiative provide:
 - A brief description
 - The purpose of the initiative
 - Its relationship with the School Travel Plan

4.5 Working groups

- 4.5.1 Set up distinct working groups and explain why they have been set up, why particular people have been invited to take part (e.g. Residents invited to increase community awareness of the plan) and what their roles are before listing contact details. Identify who the School Travel Plan Champion is and set out their role. Particularly for the pupils, explain what their roles are during the development of the plan and indicate the methodology for particular elements of the plan such as the network and site audit, surveys or presentations.

4.6 Aims and objectives

- 4.6.1 Set out what the school hopes to achieve by developing the plan, who you are targeting and what outcomes you would like to see e.g. reducing car use for the journey to school. These will need to be realistic and achievable, but don't be afraid to be bold and innovative. If you don't put the ideas down they won't happen!



- 4.6.2 They could include objectives related purely to transport, or could focus on wider issues such as the environmental and health benefits, or as a contribution to achieving other initiatives. Some examples include:

- Transport related
- Promoting the use of walking/cycling to get to school
- Raising awareness of how travel choices affect the pupils' lives and the environment
- Promoting the wider benefits of walking and cycling
- Increasing health and fitness amongst pupils and staff".
- Environmental benefits
- Reducing vehicles emissions through reduction in car use
- Reducing noise pollution and visual intrusion of traffic

- Health benefits
- Increased alertness in class
- Reducing accident numbers outside school/on journey to school
- General awareness
- Global citizenship/civic pride
- Complementary policies/initiatives

Indicate how the school will work towards:

- School Development Plan
- Eco-schools
- Healthy schools

4.7 Survey data

4.7.1 In presenting the findings of your surveys it may help to explain the survey process. This could include what was done and why, and what information you were hoping to get out of the surveys. Include the main results of the survey questionnaires as well as any relevant quotes or key issues consistently raised by respondents.

4.7.2 It will be important to highlight the obstacles that prevent or discourage pupils from walking or cycling to school as well as identifying those measures that could encourage more pupils to walk and cycle. Include graphs and tables where appropriate to break up text, and consider use of photographs to highlight major issues.



4.8 Site and network audit

4.8.1 This should provide an overview of the school site and the area around the school including the main routes used by pupils and staff to access the school itself. A paragraph or two covering these points could be cross-referenced to an overall plan of the area indicating the main routes taken to get to the school.

4.8.2 It may be a good idea to split this chapter into separate sub-sections, one for each route taken by pupils. Include plans of each of the routes indicating the major problems identified along the routes. A final summary plan showing all of the routes, and all the issues along them, could then show everything in context.

4.8.3 The issues raised during the site audit and surveys “should” be consistent. For instance, if parking is a major concern raised in the surveys then it should be highlighted in the site audit and included on the plans.

4.9 Measures and initiatives

- 4.9.1 Once the survey data has been analysed and the site audit undertaken, draw up a list of measures and initiatives which can be implemented to help you achieve your aims and objectives.
- 4.9.2 These measures and initiatives should include physical works (such as those suggested to remedy issues identified during the site/network audit) and promotional initiatives (such as Walk to School Week, Car-Free Days and the Walk on Wednesdays scheme).
- 4.9.3 Examples of the types of initiatives that could be included within a School Travel Plan are set out in Chapter 5 of this document - 'Potential School Travel Plan initiatives and measures'.

4.10 Action Plan - including dates for implementation

- 4.10.1 The Action Plan should be a distillation of all the measures listed in the previous chapter along with clear action points, an indication of who is responsible for each one and a target date for implementation. This will be one of the most important elements of the School Travel Plan as it will provide a focus for initiatives, events and any other measures to help you work towards your aims and objectives.

4.11 Targets and Monitoring

- 4.11.1 You will need to identify targets for specific measures such as:
- Increasing the number of pupils walking/cycling to school
 - Increasing the number of people taking part in park & stride rather than parking at the entrance to the school
 - Reducing the number of pupils arriving to school by car
 - Reducing the number of staff travelling to work by car
 - Increasing the number of pupils participating in WoW scheme.
- 4.11.2 These targets should be year-based (i.e. indicate what year you expect to reach each of the targets to provide a focus). Indicate how each of these issues will be monitored and when. They will probably need to be monitored using surveys carried out at regular intervals. This will be annually in most cases, but could include more regular monitoring of things such as number of cycles parked in the school each day/week.
- 4.11.3 Aims and targets may need to be altered (annually) as a result of the monitoring process depending on travel trends, pupils' and parents' views and achievements.

4.12 Appendices

- 4.12.1 Include blank copies of survey questionnaire forms. You could also include any other information relevant to the School Travel Plan which doesn't fit into any of the previous chapters.



5. Potential School Travel Plan initiatives and measures

5.1 Kerbcraft

5.1.1 Kerbcraft is a child pedestrian training scheme that is currently being piloted throughout the country in response to the Welsh Assembly Government's 'Tomorrow's Roads: Safer for Everyone'.

5.1.2 The scheme involves providing practical road side training for children. The training is carried out by trained volunteers and/ or Road Safety Officers and focuses on three key skills:

- Choosing safe places and routes to cross
- Crossing safely at parked cars
- Crossing safely near a junction.



5.1.3 Schools that already have active School Travel Plans or those that are in the process of developing one will be given priority for kerbcraft training as it forms part of their action plan. Contact the Road Safety Officers for more details.

5.2 Walking Bus

5.2.1 The setting up of a Walking Bus has become popular in many Primary Schools. The initiative is an innovative and safer way of getting large groups of children walking to school. It improves their health and fitness levels, and adds a sense of community spirit to the surrounding area. It also teaches children life and road safety skills and ensures that they are supervised on the journey to and from school.

5.2.2 The Travel Plan Co-ordinators / Road Safety Officers are keen to assist schools in the promotion of such schemes, but schools need to be aware that they will have to take ownership and control of this. The day to day running of the bus relies heavily on the school and trained volunteers. It is a very rewarding project if you have a group of keen helpers who would be willing to get involved, but the level of commitment from the trained volunteers and the school needs to be understood!

5.2.3 A 'Cycle Train' could also be set up in a similar way if a school (preferably Secondary) is located near to an off road cycle path.

5.3 Cycling proficiency

5.3.1 For information regarding cycling proficiency training please contact the Road Safety Team at Bridgend County Borough Council via telephone on 01656 642589 or 642529, or via email at roadsafety@bridgend.gov.uk

5.4 JRSOs

5.4.1 Junior Road Safety Officers are based in schools to help their local Road Safety Officer to promote road safety initiatives within the school and the local community. Each primary school is encouraged to appoint two JRSOs from Year 6 and two deputy JRSOs from Year 5.

5.4.2 The position of a JRSO is a very important one as it gives the pupils a sense of responsibility and helps to improve their confidence by being the point of contact for other children in the school. JRSOs also organise regular school assemblies to highlight important road safety messages. The topics include: Be Safe Be Seen, Cycle Helmets, Walk to School.





- 5.4.3 A similar scheme could be set up in secondary school where any problems / safety concerns could be reported to a specific group or create a suggestion box system.

<http://www.jrsocymru.org.uk/en/1.htm>

- 5.5 Arrange a 'Green' Week/ Promote Sustainable events

- 5.5.1 To increase awareness and to increase participation - incentives could be included to encourage the scheme further.

- 5.5.2 Walk to school week, Walk on Wednesdays (WOW)/Fridays (WOF) days, Cycle to School week etc.

www.walktoschool.org.uk

5.6 Bus behaviour schemes

- 5.6.1 Buses are a sustainable mode of transport to school and encouraging pupils to use them rather than relying on a parent's car can help to reduce vehicular congestion outside of the school entrance. However, there is considerable concern regarding the behaviour and safety of pupils when travelling to and from school by bus. Bus behaviour schemes are generally used in secondary schools as their catchments are so wide there are often many buses reaching the school every day.

- 5.6.2 'Bus Passenger Code of Conduct' - The pupils could produce this code themselves – how they should behave, how bus drivers should behave.
- 5.6.3 'Three strikes and you are out!' - This is a scheme that involves pupils signing a good behaviour code of conduct. If they misbehave on three separate occasions they are banned from getting to school by bus for a week. Many pupils have no other option but to use the bus so this often helps to lessen bad behaviour. The code of conduct the pupils sign also outlines exactly how they should behave.
- 5.6.4 Seat Allocation - To reduce graffiti and damage to buses, pupils could be allocated to a specific seat. The seats could then be checked twice a day and any damage would have to be explained by that particular student.
- 5.6.5 Adult supervision - For consistent bad behaviour by certain students this may be the only option.
- 5.6.6 Promote Road Safety - Wearing seat belts/ / drink driving/ speed restrictions - Road Safety Officers may be able to provide you with role play scenarios – showing the result of an accident etc.
- 5.6.7 'Your Life in Their Hands' - This comprehensive teaching pack, produced by Bridgend County Borough Council, includes a video, interactive CD-ROM, and teaching aids. The video, which is bilingual and was made by local teachers and pupils from Porthcawl Comprehensive School and Ysgol Gyfun Llanhari, focuses on the consequences of distracting the driver. It aims to encourage pupils to ask questions and think about the effects that misbehaving on school transport can have.
- 5.6.8 Meanwhile, the computer and card games require players to spot distractions on a typical school bus journey, both on the bus and outside in the busy street, reinforcing the message that if drivers have to watch what is taking place on board the bus, they can't always keep their eyes on the road.

5.7 Car-Sharing

- 5.7.1 Develop a car share database for staff / sixth form students and parents. This will reduce congestion outside of the school, improve parking issues and improve the local environment. It is also a way to save money and reduce fuel consumption.
- 5.7.2 For staff there is also a free online database for car users travelling to or from South East Wales. Visit: www.sewtacarshare.com for more details or ask your Sewta Travel Plan Co-ordinator.

Useful websites:

www.highwaycode.gov.uk/
www.saferoutestoschools.org.uk
www.sustrans.org.uk

6. Links to the Curriculum

- 6.1 Young people care a great deal about environmental issues. The more you involve them in developing your School Travel Plan, the better the chances of a successful implementation. Developing a travel plan provides a great learning opportunity for all ages. It gives children and young people the chance to work together to develop a plan that will shape their surroundings, improve their health, safety and the local and global environment.
- 6.2 Pupils need to be involved at every stage to make your School Travel Plan a success. All the gathering of data and analysis needs to be done by the pupils themselves.
- 6.3 Below are some suggestions that may be appropriate for your school:
- Primary children will be able to complete most of the travel plan themselves, in stages throughout the year. It will, however, require them to work alongside a group of adults (teachers, governors, parents) to collate all of the information together into the final plan.
 - Secondary schools could develop School Travel Plans within a particular subject area such as, for example, geography and technology where pupils could design cycle racks as part of their coursework.
 - It is important that pupils are involved in the initial school travel survey, site and local route network audit, analysis and design of the routes and facilities. This ensures that their knowledge about, for example, hazardous points on the route to school and preferred routes are included in the design. The pupils should be encouraged to take ownership of the plan in order for it to succeed and to change current travel habits.
 - All pupils throughout the school need to be involved in the travel plan at some stage although one class or group should be more heavily involved in the project every year. Ideally year 5 for Primary, year 10 for Secondary (GCSE based project?).
 - If your school has access to GIS (Geographical Information Systems) software this could be used to draw the local routes directly onto the screen. If not, you should be able to get hold of suitable plans from Bridgend County Borough Council. Mapping will allow you to identify safer and more sustainable routes to school, it will also help to show the school's catchment area.
 - The development of the plan needs to involve all the key players. Pupils can interact with them to make sure the plan reflects the opinions of the whole area.
 - Use the Internet for research and to find case studies. This can be a powerful tool for independent learning for young people.
 - Once the plan is complete, pupils can be involved in the monitoring process. The responsibility for surveys could be rotated every term to different classes. Pupils can organise the surveys, analyse and display the results. The travel plan will evolve over time and the aims and targets will alter according to the travel trends and attitudes at the time.
 - Once the initial School Travel Plan is complete, feedback forms for reporting problems on the school journey could be designed and circulated by pupils, to inform further development of the plan.



6.4 Other curriculum initiatives

6.4.1 Other initiatives can be used to develop key skills such as problem-identification, problem-solving, leadership and public speaking. These are often useful for pupils moving into higher education and employment. They are also very relevant to primary school pupils as they help to develop their knowledge on a range of subjects such as road safety; the environment and pollution; and health standards. It is also a way to improve self-confidence and team work.

6.4.2 Below is a list of examples:

- Make presentations to Councillors and Council Officers
- Hold regular assemblies of all school pupils (keeping them informed)
- Conduct consultation exercises – pupils can be involved in making demonstration models including Safe Routes to School ideas and projects
- Develop and update notice boards (in school or within the community)
- Develop and design promotional materials – hold competitions for Travel Plan logos, slogans. These designs can be incorporated into cycle racks, gates etc.
- Take photographs for publicity purposes – these could be used in newsletters/ school prospectus
- Produce a regular newsletter - ideal project for pupils (English, Creative Writing)
- Work with the local media - press releases can help to report your successes and schemes through newspapers, tv and radio.
- Train for safety - Pupils could be involved in cycle training and cycle maintenance sessions.

6.5 Curriculum Class activities:

- Analyse the different ways to travel to school - see Appendix 3 for a sample questionnaire.
- Travel diaries (weekly) - see Appendix 4 for a sample questionnaire.
- Map your route to school.
- Interview fellow pupils, teachers, governors, local residents.
- Design a travel survey questionnaire, you can use the sample at Appendix 1 as a starting point.
- Analyse travel survey results and create graphs and pie charts to show the results (data-handling, ICT).
- Local route network and site audit - facilities available/ safe routes/ barriers etc.
- Poster competitions Road Safety Week, Walk to School week etc.
- Design the travel plan logo and slogan (art) - for promotional materials - signs, badges, stickers, leaflets, sign posting routes.
- Health topic - raise awareness of eating, exercise, fitness - walk and cycle (healthy schools).
- Environment - raise awareness of issues such as pollution, congestion - sustainable modes.
- Safety awareness - role plays and assemblies.
- Training - cycle proficiency and kerbcraft.
- Twin your school with one abroad and share ideas!

For any further information or advice please contact:

Kwaku Opoku-Addo

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Companion guides providing advice on the preparation of Travel Plans for primary schools, secondary schools and developers are also available from the Council through the above contacts.



Appendix 1 - Primary School Travel Survey

Dear Parents,

Please could you help us with the survey by helping your child to complete this form.

1. Are you male or female? _____

2. What class are you in? _____

3. How old are you? _____

4. What is your postcode? _____

5. How long does it take you to travel to school?
- Up to half a mile
 - Between half a mile and one mile
 - Between one and three miles
 - Over three miles

5. How do you usually travel to school?

Mode	To School - AM	From School - PM
Walk		
Cycle		
Bus		
Taxi		
Car		

6. How would you like to travel to / from school in an ideal world?

Mode	To School - AM	From School - PM
Walk		
Cycle		
Bus		
Taxi		
Car		

7. If you normally travel to school by car, please tell us why.

Please tick your reasons:

Reason	Please tick	Reason	Please tick
It's too far to walk		Weather	
It takes too long to walk		The roads are too dangerous	
Stranger Danger		Convenience	

Other: _____

8. What would encourage you/ your family to walk to school? If you already walk, what would make the journey safer?

Please tick your answers:

Reason	Please tick	Reason	Please tick
Safer crossing points		A drying room	
Slower cars		Better street lighting	
Less traffic		Road Safety training	
Other children to walk with		An entrance away from cars	
Cloakrooms in school		More school crossing patrols	

Other: _____

9. What would encourage you to cycle to school, if your already cycle, what would make your journey safer?

Please tick:

Reason	Please tick	Reason	Please tick
Slower traffic		Storage space for cycle equipment	
Less traffic		A drying room	
Other children to cycle with		Cycle training	
A safe place to store cycles		A separate entrance away from cars	

Other: _____

Appendix 2 - Travel plan review questionnaire

School: _____

Date: _____ Officer: _____

	Class No in class	Class No in class	Class No in class	Class No in class	Class No in class	Class No in class	Class No in class
1. How many of you have noticed the work that has been done outside your school?							
2. How many of you think that your journey to School has been made easier since the work outside has been completed?							
3. How many of you come to school by car?							
4. How many of you come to school by taxi?							
5. How many of you come to school by bus?							
6. How many of you come to school by Train?							
7. How many of you car-share to get to school?							
8. Does anyone come to school using another mode of transport and if so what?							

9. How many of you walked to school before the work was done?							
10. How many of you walk to school now?							
11. How many of you cycled to school before the work was done?							
12. How many of you cycle to school now?							
13. How many of you think that some form of pedestrian or cycle training would be of help to you?							
14. How many of you think that there is less traffic around your school now that the work has been completed?							
15. How many of you think that the traffic around your school has slowed down since the work has been done?							
16. How many believe that you have become more aware of the correct procedures for using the road?							

Any further comments:

Appendix 3 - Travelling to school

Think about the different ways you can travel to school and which modes you think are better for the environment and for your health.

How many of the travel modes can you try?

Mode of transport to school	Is this mode good for the environment?	Is this mode good for your health?	Is this a safe mode when travelling to your school?	Why do you enjoy travelling this way?	Why do you not like travelling this way?	Which modes can you take to school? Tick box
Walking						
Cycling						
Bus						
Car						
Car sharing						
Taxi						

Appendix 4 - Travel diary

Name: _____ Class: _____

Day	How I travel to school in the morning	Reason for this choice
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Day	How I travel to school in the evening	Reason for this choice
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Dangers I see on the way to school: _____

Appendix 5 - School Travel Plan - Action Plan Template

Aim:																		
Action:		Responsibility		Timescale		Success criteria												
What is required?		Who will be responsible for each action		When will the action take place?		How will you measure the success of the action?												

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