



Central Bedfordshire Local Transport Plan: Appendix C

Sustainable Modes of Travel to Schools and Colleges Strategy

August 2011



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Policies

The authority's policies as contained within the Action Plan comprise:

No.	Policy
SMoTS 1	All schools and colleges to have an annually updated travel plan in place
SMoTS 2	All new school developments and development on a school site planning applications are accompanied by travel plans as a compulsory element and that these are enforced through the planning process
SMoTS 3	All new schools to be provided with appropriate facilities to facilitate safe dropping off for bus users
SMoTS 4	The implications of school closures and expansions on school travel and safety issues should be explicitly considered
SMoTS 5	All new school developments to be situated on roads with 20mph speed limits along with measures to facilitate 20mph speeds.
SMoTS 6	All new school developments to have 'School Keep Clear' markings with appropriate Traffic Regulation Orders
SMoTS 7	All new school developments to have separate pedestrian and cycling entrances to the school site
SMoTS 8	All new school developments to have cycle parking facilities for pupils, staff and visitors in-line with CBC's Cycle Parking Guidance
SMoTS 9	20 mph zones/speed limits, shared space scheme opportunities and Traffic Regulation Orders on 'School Keep Clear' markings to be positively considered for all schools involved in the Highways Capital Programme.
SMoTS 10	All schools engaged in the Highways Capital Programme to be active participants in delivering promotional, publicity and educational measures.
SMoTS 11	All new school developments or school structure re-organisation to include a Travel and Transport Impact Assessment as part of the Environmental Impact Assessment.
SMoTS 12	All schools and colleges to develop their own cycling policy. (School Cycling Policy guidance can be located in Appendix C)
SMoTS 13	All schools with on-site transport and parking issues to develop and implement site management plans in consultation with relevant CBC departments
SMoTS 14	CCTV to be a requirement for all ITU tendered school transport services on vehicles with 16 seats or more
SMoTS 15	Seatbelts to be a requirement for all ITU tendered school transport services on all vehicles
SMoTS 16	School route tenders to take in to consideration vehicle emissions with vehicles to be Euro 3 compliant as minimum standard and to provide emission and route rationalisation monitoring data.
SMoTS 17	Schools and Colleges to take travel and transport implications into consideration when altering the times of the school day or when pupils mobility requirements for accessing the site alter
SMoTS 18	All schools and colleges to annually nominate a person to be the contact for all issues relating to travel and transport
SMoTS 19	All new ITU school transport contract lengths to be for either 1, 3, 5 or 8 years in length
SMoTS 20	The registering of ITU provided routes to schools to be explicitly considered in the when setting the tender for a route



Executive Summary

This Sustainable Modes of Travel Strategy forms the strategy for accessing schools and colleges in Central Bedfordshire, and sits within a framework of documents which comprise the third Local Transport Plan (LTP) for the area covered by Central Bedfordshire Council. As part of the LTP, the Strategy covers the period between April 2011 and March 2026.

Background

This strategy forms the basis of the requirements of The education and inspections act 2006 (EIA 2006) for all local authorities to assess the travel and transport needs of all pupils, and promote sustainable travel.

It is intended to help achieve the Government's aim for every child to get the education they need to enable them to reach their full potential. Central Bedfordshire council will take on the strategic role to provide:

- Choice;
- Diversity;
- High Standards; and
- The fulfilment of every child's educational potential

Vision and Objectives

The vision of the Strategy seeks to increase the number of pupils and students travelling to school by sustainable mode.

To achieve this, the authority will implement a programme of infrastructure, training and promotional measures which will build upon best practice previously established both within Central Bedfordshire and also by other Local Authorities and sustainable travel organisations.

A series of objectives have been devised to represent the range of areas through which it will be achieved as follows:

No.	Objective
1	Headline Objective: Increase the number of children travelling using sustainable modes of transport to schools and colleges
2	To promote sustainable modes and routes to schools and colleges
3	Improve the quality of the walking and cycling environment
4	Improve passenger transport services to, from and between educational establishments
5	Improve the safety and perceived safety of walking, cycling, car sharing and travelling by bus
6	Increase awareness of the benefits of active travel modes



The Strategy

There are four elements to the promotion of sustainable school travel and transport that Central Bedfordshire and all other local authorities must satisfy:

1. An assessment of the travel and transport needs of young children and young people within the Authority's area;
2. An audit of the sustainable travel and transport infrastructure within the authority that may be used when travelling to, from, or between, schools/institutions;
3. A strategy to develop the sustainable travel and transport infrastructure within the authority so that the travel and transport needs of children and young people are better catered for;
4. The promotion of sustainable travel and transport modes on the journey to, from and between schools and other institutions.

Whilst Central Bedfordshire's strategy implements the requirements of the EIA 2006, this document also brings together the issues and needs of education travel and transport in Central Bedfordshire. It is the implementation mechanism for facilitating educational choice through the provision of safe and sustainable modes of travel.

By detailing the existing situation with regard to educational provision in Central Bedfordshire together with the variety of initiatives that already exist to promote sustainable travel and transport, this strategy sets out a framework for the future.

Central Bedfordshire

Central Bedfordshire has a total of 144 schools, nurseries and special schools, attended by over 39,000 pupils. The Local Education Authority (LEA) schools operate on a three tier education system of lower, middle and upper schools. Within Central Bedfordshire there are:

- 4 Nursery schools (LEA)
- 96 Lower schools (94 LEA, 2 Academy)
- 23 Middle schools (17 LEA, 6 Academy)
- 10 Upper Schools (7LEA, 3 Academy)
- 6 Special schools (LEA)
- 5 Independent schools
- 2 Colleges of further education
- 1 University

76.3% of pupils travelled by sustainable modes as of January 2010, with the following initiatives are in place to facilitate sustainable travel to schools:

Transport Services

Central Bedfordshire Council organises transport for around 7,000 school pupils and college students. It is the council's policy to, where possible; provide this transport in a sustainable and environmentally friendly manner. Provision includes:

- School transport by contract bus or,
- where necessary, by contract taxi



Walking Initiatives

Walking helps promote healthy lifestyles for young people as well as reducing the reliance on private car for the school run. The council has a number of schemes in place to promote walking in schools these include:

- School crossing patrols
- Walking buses
- Park and stride schemes
- Walking incentive schemes – Star Challenge/Walk Once a Week
- Pedestrian training

Cycling Initiatives

Cycling helps improve the health of young people as well as being a sustainable mode of transport that helps the environment through reducing car use. The council has a number of schemes in place to promote cycling in schools, and to make cycling safer by training young people. Some of the initiatives in the authority include:

- Cycling promotions
- Bikeability cycle training
- Cycle parking
- GoCycle Leighton-Linslade (Cycling Town)

Publicity and Promotion

As well as co-ordinating sustainable travel initiatives, Central Bedfordshire Council promotes new schemes, shares success stories and offers best practice advice through publicity that includes:

- School Travel Plans
- Newsletters
- Walk to School Week
- Bike Week
- Bullying on the journey to school theatre production
- Curriculum measures

Highway Measures

It is recognised that sometimes changes to infrastructure are needed, as well as training and promotional initiatives. For this reason the Central Bedfordshire Council has a number of highway measures in place to make travelling to school as safe as possible. Some of these measures include:

- Safer Routes to Schools Schemes
- Traffic regulation orders on school keep clear markings
- 20 mph speed limits outside schools



A full list of schools and the schemes that they run, as well as more information on the above initiatives, and Central Bedfordshire's work to facilitate safe and sustainable travel to school can be found within the strategy document itself or on Central Bedfordshire's website at: www.centralbedfordshire.gov.uk

Policy Context

Increasing numbers of people travelling to schools and colleges by sustainable modes is embedded within a multitude of Government guidance at the national and regional level, whilst it also contributes towards the authority achieving a series of local priorities through the Local Area Agreement.

The importance of increasing levels of sustainable travel to schools and colleges across Central Bedfordshire is reflected in the number of other policy areas which may be positively influenced through investment in infrastructure and promotion of walking, cycling, bus travel and car sharing as a realistic means of travel, predominantly:

- **Health:** Regular active travel, such as walking and cycling, can bring about major health benefits in terms of reducing coronary heart disease and obesity, hypertension, depression and anxiety. Measures to promote, encourage and support walking and cycling as well as an improved environment is easier for people to travel actively and to incorporate the recommended 30 minutes of daily exercise into their routine.
- **Economy:** Improving and promoting routes to schools, colleges and other services and facilities will help to develop local economies and improve the offer of Central Bedfordshire has.
- **Climate change:** Increased promotion and provision for walking and cycling will help to create an environment and the promotion of the benefits of cycling will help generate an ethos that sustainable travel modes are realistic alternatives to the car for many short journeys. Once sustainable transport is seen within this light it will provide an opportunity to reduce car use and the associated emissions which contribute towards climate change.
- **Social exclusion:** Walking, cycling and passenger transport have vital roles to play in reducing social exclusion amongst local residents, particularly for those without access to a car, who comprise some 15% of the households within Central Bedfordshire. It is important that these modes provide a realistic travel option and alternative to car based travel to increase accessibility to education, employment and training opportunities, healthcare provision and leisure facilities.

Actions and Interventions

The provision of improved infrastructure to form a comprehensive and coherent series of routes to educational establishments, training to increase confidence of parents pupils and staff, and promotional activities to raise awareness of the benefits of sustainable transport options form the basis to the Strategy's attempts to increase the attractiveness of travelling by sustainable mode.

- **Infrastructure:** In encouraging more people to walk and cycle, safely and more often, it is important that the infrastructure is in place which provides a dedicated, comprehensive and coherent walking and cycling network. The Network Hierarchy which has been established across the authority will direct investment in infrastructure provision to help achieve this.



- **Training:** Increasing the confidence of pedestrians, cyclists and bus passengers is fundamental to increasing the number of sustainable journeys. In order to achieve this high quality pedestrian and cycling training needs to be delivered for children and young people.
- **Promotion:** By promoting sustainable travel modes awareness will be raised, allowing walking, cycling, car-sharing and bus use to be considered as realistic options for journeys to, from and between schools and colleges. Raising the profile of sustainable travel modes will also help to reduce many of the barriers and perceptions which that are often cited as preventative to travelling by sustainable mode. Whilst new infrastructure, training courses and promotional material all represent incentives to various different types of cyclists, financial incentives and savings also have a role to play in encouraging people out of their cars.

Delivery

In order to deliver the aims of the Strategy the authority will work closely with other organisations, in the public, private and voluntary sector. Partnership working and continued public consultation is critical to delivering the Strategy at the local level and ensuring the needs of all stakeholders are taken into consideration.

Indicators

A series of indicators have been devised to reflect the overall objectives of the Strategy as set out below:

No.	Target
1	Increasing the percentage of students regularly walking to school
2	Increasing the percentage of children regularly cycling to school
3	Increasing the percentage of children regularly travelling by bus to school
4	Increasing the percentage of children regularly sharing car trips to school
5	Increasing the percentage of the identified cycle network which is complete
6	Increase the percentage of children aged 10 receiving Bikeability Level 2 training
7	Improve the perception of sustainable transport modes as realistic travel choices



1. Background

This document forms the Sustainable Modes of Travel Strategy (SMoTS) to schools and colleges in Central Bedfordshire and comprises part of the third Local Transport Plan (LTP) for the authority covering the period up until 2026. The Strategy replaces the previous Sustainable Modes of Travel Strategy for Bedfordshire, which was adopted by the former County Council in 2008.

Increased car use and the impact of the 'school run' is a problem nationally. The level of congestion due to the number of cars on the road is something that Central Bedfordshire is keen to address. Within the authority's area, travel to nurseries and schools generates a significant number of car journeys contributing to peak time traffic flow. In association with this there are increasing concerns around road safety at schools and poor health in young people, both in terms of inactive lifestyles and the effect of the environment around them.

In recent years there has been an increasing awareness of the links between education provision and transport, and this has become even more apparent with the introduction of parental preferences, increased diversity of provision, extended schools services and developments in the 14-19 curriculum. Coupled with this, there has been greater environmental awareness and a desire for sustainability both in transport and education policies and provision. Schools have been encouraged to become eco-friendly and significant efforts have been put into the development of school travel plans.

Central Bedfordshire's Sustainable Modes of Travel Strategy responds to the changing environment around school travel, and to the requirements set out in the Education and Inspections Act 2006.

Through this strategy we seek to deliver greater sustainability in all forms of travel to, from and between schools, colleges and other education provision that is available in Central Bedfordshire. The document aims to draw together the related strands of work in education travel planning, transport provision and road safety across the authority and by other stakeholders. It links education and travel considerations, with the aim of developing effective and comprehensive ways of both improving access to learning and promoting the use of more sustainable means of travel.

1.1 The Education and Inspections Act

It is the Government's aim for every child to receive the education they need to enable them to fulfil their potential. The Education and Inspections Act 2006 intends to help achieve this aim. As a local authority we have taken on a new strategic role; our duties include the promotion of choice, diversity, high standards and, for the first time, the fulfilment of every child's educational potential. The Act also extends our duties to support choice through the provision of transport arrangements, including free transport for the most disadvantaged families.

The insertion of a new section (508A) into the Education and Inspections Act 2006 has placed a duty on us to promote the use of sustainable travel and transport, and to publish a Sustainable Modes of Travel Strategy.



Sustainable travel is defined the Act as:

“A mode of travel that improves the physical well being of those using them, the environmental well-being of all or part of our area, or a combination of the two”.

Examples of sustainable modes of travel include walking and cycling which are both likely to improve the health of those travelling on foot or by bicycle and also may bring environmental benefits from reduced levels of congestion and pollution. Similarly, bus use and other forms of public transport, as well as car sharing where there are no other practical alternatives available could be considered to be sustainable as they bring environmental benefits in comparison to individuals travelling by car.

Scope of the duty to Promote Sustainable Travel

The table below summarises who and what the duty to promote sustainable travel applies to. It points to strategies, policy and departments which may help fulfil that duty.

Table 1.1: Scope and Duty to Promote Sustainable Travel

Extent and coverage of duty (Groups and journeys covered by the Duty)	Related areas for inclusion in strategy (Implications for strategy work)
Children and young people of 6 th form age	Children and Young People’s Plan 16-18 year old students must be included. (Mode of travel survey results and baselines could be split into primary, secondary and 6 th form).
All those resident in the authority area, and in education or training	Liaison with other neighbouring LA STAs with regard to travel patterns of pupils resident in the LA who attend educational / training establishments in neighbouring LAs and could be split into primary, secondary and sixth form.
All those not resident in the authority area, but who travel within the authorities area to receive education or training	Children and young people receiving education in the LA who live outside of the LA. (Should be covered by travel plan surveys carried out at places of education). This information can be obtained through ASC (Annual School Census) data mapping utilising postcodes.
All journeys made by these children and young people at the start and end of the day (including attendance at pre- and after school activities).	School Travel Plans Extended schools strategy and activities. Special Educational Needs (SEN) transport, Local Authority (LA) bus and taxi routes. The Disability Discrimination Act (DDA) and EO legislation and LA policies.
Journeys made to, from and between schools (including independent schools), further education institutions, and other institutions where education or training or other services might be delivered.	School Travel Plans 14 -19 Agenda School trip policies

1.2 Coverage of the Strategy

The Strategy addresses all issues relevant to travelling to schools across the authority, and draws linkages between encouraging and promoting sustainable transport to schools and



colleges and wider transport, environmental, economic and health benefits. It considers all journeys to and from schools and colleges and all of the school tiers in Central Bedfordshire.

This strategy assesses the transport needs for children and young people travelling to educational establishments, and then provides an audit of the infrastructure in place in order to facilitate sustainable travel to schools and colleges. Finally, an action plan has been developed to build upon the measures in place and encourage greater uptake of sustainable modes of travel for young people travelling to schools and colleges in Central Bedfordshire. This is done through the following structure:

- **Chapter 2 – Vision and Objectives:** Highlights the overarching vision and objectives for sustainable travel to schools and colleges in Central Bedfordshire and the circumstances within which sustainable travel modes will be prioritised by the Council as the preferred means of travel.
- **Chapter 3 – Central Bedfordshire Context:** Provides an overview of the authority in terms of the population, area covered and the educational context.
- **Chapter 4 – Policy Context:** Sets out the national and local transport policy context within which the Strategy has been developed and the contribution of the Sustainable Modes of Travel Strategy to the wider LTP, Sustainable communities Strategy, and Children and Young Peoples Plan. It also draws out the wider linkages with other policy areas to demonstrate the importance of encouraging sustainable travel to schools and colleges, with particular reference to health, the economy, climate change and social exclusion.
- **Chapter 5 – Assessment of Pupil’s Travel and Transport Needs:** Presents the current travel trends and existing travel patterns of pupils in Central Bedfordshire and examines some of the key travel issues and barriers to sustainable transport.
- **Chapter 6 – Audit of Sustainable Travel and Transport Infrastructure:** Details the areas of intervention through which efforts to increase the number of people travelling by sustainable mode will be focused, notably infrastructure provision, training and promotion, ongoing initiatives and examples of best practice.
- **Chapter 7 – Sustainable Modes of Travel Strategy Delivery Plan:** Details the sources of funding, partnership working, responsibilities for delivery and timescales against which the initiatives to be taken forward through the Strategy will be implemented.
- **Chapter 8 – Conclusion:** Provides a concluding overview of the strategy and the way forward for travelling by sustainably to schools and colleges in Central Bedfordshire.
- **Appendix A – Audit of Schools Initiatives and Services:** Highlights the current measures in place at each establishment to facilitate sustainable travel for the school journey.
- **Appendix B – School Travel Plan Evidence Checklist:** Provides the detail of what should be included in a Travel Plan in order to meet approval status in Central Bedfordshire.
- **Appendix C – Cycling to School Policy Example:** A model policy which school for schools to utilise to form and adopt their own policies.



- **Appendix D – Mainstream School transport Code of Conduct:** Details the behaviour expectations for children and young people travelling to school on CBC provided transport.
- **Appendix E – Safer Routes to Schools Prioritisation Criteria:** The criteria for selecting schools for inclusion into the SRTS programme.

The first part of the strategy looks at Central Bedfordshire in context and provides an assessment of the travel and transport needs of children and young people within the authority's area. This section goes on to identify the key needs of young people from three different areas:

- Needs identified from current travel and transport trends and associated research
- Needs that have arisen from the introduction of new education and transport policy
- Needs that have been identified by other strategies in Central Bedfordshire

Following this is an audit of the sustainable travel and transport infrastructure within Central Bedfordshire. This section focuses on what schemes and projects are currently being undertaken throughout Central Bedfordshire, including promotional, educational and marketing measures and also improved infrastructure measures.

Understanding the needs of young people in the Central Bedfordshire and reviewing the current sustainable infrastructure allows us to develop a strategy to develop and promote the sustainable modes of travel strategy and delivery plan for Central Bedfordshire. In this section we highlight what needs to be done so that the travel and transport needs of children and young people are met. A priority action plan has also been developed which summarises the key action points for us to take forward over the coming years.

The sustainable travel and transport infrastructure development and the action plan follow similar themes:

- Organisation, management and development
- Travel plans and accessibility
- Learning and skills for children and families
- Operational quality, efficiency and safety
- Information and marketing

Delivering the strategy will be dependant on the development and active review of school and college travel plans. Not only will these have local interest and ownership, they will provide mechanisms for identifying local problems and formulating local solutions that are relevant to the circumstances of those establishments, their learners and staff and their catchment population. Consequently, a key action will be to ensure that all schools and colleges have travel plans, regularly update them and adopt and use them as living documents. Each of these plans should have its own programme of planned actions, targets and monitoring regimes.

Over and above travel plans, there will be a number of authority-wide initiatives. These relate to research, quality of provision, efficiency and effectiveness, and affordability of travel.

1.3 Local Transport Plan Framework

The LTP framework within which this Sustainable Modes of Travel Strategy sits is set out in Figure 1.1. The Strategy focuses on the strategic approach to delivering sustainable travel

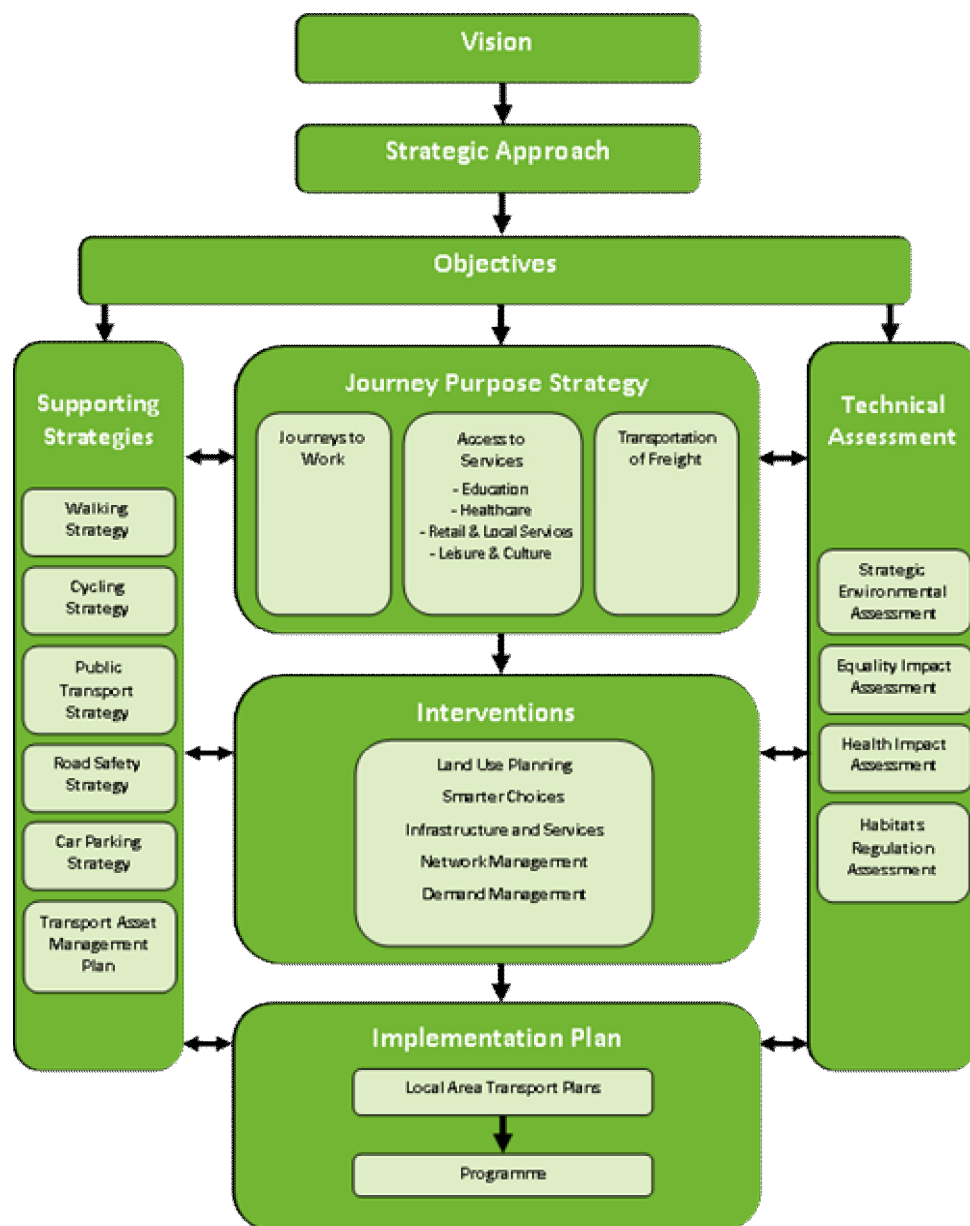


and transport improvements and establishes key principles and policy approaches to be adhered to in developing investment priorities.

The Strategy does not detail scheme specific improvements. These are drawn out within the Local Area Transport Plans which are produced for each sub-area of the authority, and which apply the principles within this strategic document at the local level.

The Sustainable Modes of Travel Strategy to schools and colleges sits within and forms one of the journey purpose strategies which form the core structure of the LTP and detail the overarching approach to managing end to end journeys by trip type. It has also informed and been influenced by a series of Supporting Strategies.

Figure 1.1: Travel to Schools and Colleges within the LTP Structure



2. Vision and Objectives

This section details the vision and objectives which have formed the steer to the development of the Sustainable Modes of Travel Strategy and which will guide future actions to encourage sustainable travel to schools and colleges across the authority.

2.1 Vision

Central Bedfordshire will be a place where every school, college and other centre of education provision is easily accessible by sustainable modes. Every educational provision will benefit from a network of walking and cycling and bus routes linking to nearby conurbations to make sustainable travel to schools and colleges a realistic alternative to the car particularly for journeys of less than five miles.

In essence the vision of the Strategy seeks to:

“Encourage greater sustainability in all forms of travel to, from and between schools colleges and other educational provision in Central Bedfordshire”

To achieve this, the authority will implement a programme of infrastructure, training, curriculum and promotional measures which will build upon best practice established nationally and within Central Bedfordshire.

2.2 Aims

The aim of this strategy is to encourage sustainable travel through informing people of the travel choices available to them and making them aware of the consequences of the travel choices on their health, community and environment. There are also circumstances where sustainable modes are most advantageous in terms of time, cost and health benefits. Through pro-active promotion, car use associated with education and learning can be reduced.

2.3 Objectives

On the basis of the vision for sustainable travel to schools and colleges across Central Bedfordshire, a series of objectives have been devised to represent the range of areas through which it will be achieved, and these are set out in Table 2.1 below.



Table 2.1: Sustainable Modes of Travel Strategy Objectives

No.	Objective
1	Headline Objective: Increase the number of children and young people travelling using sustainable modes of transport to schools and colleges
2	To promote sustainable modes and routes to schools and colleges
3	Improve the quality of the walking and cycling environment
4	Improve passenger transport services to, from and between educational establishments
5	Improve the safety and perceived safety of walking, cycling, car sharing and travelling by bus
6	Increase awareness of the benefits of active travel modes

Progress towards achieving these objectives will be monitored by a series of indicators and associated targets, including the contribution of sustainable travel to authority wide priority areas, and these are detailed in Chapter 7 of this document.



3. Central Bedfordshire Context

This section provides an overview of the Central Bedfordshire local authority area which this Sustainable Modes of Travel Strategy covers, and the surrounding sub-region with which there are close linkages, especially from a transport perspective. A map of the area covered by the Strategy is set out in Figure 3.3.

3.1 Context

Central Bedfordshire’s Sustainable Modes of Travel Strategy brings together the issues and needs of education and transport in the unitary area. It builds on, and complements, other strategies, including the Local Transport Plan (LTP), Children and Young People’s Plan (CYPP) and the Sustainable Community Strategy (SCS), by drawing together the specific issues relating to education travel into one document.

Tables 3.1 and 3.2 show how the strategy fits within the context of other plans and strategies. The delivery mechanism will be through school and college travel plans which focus on local needs and local perspectives. The strategy’s action plan is based on achieving targets set in other overarching strategies such as the LTP and Local Area Agreement.

For Central Bedfordshire, delivering this Sustainable Modes of Travel Strategy also supports four of the five Council priorities of:

- Promoting healthier lifestyles
- Educating, protecting and providing opportunities for children and young people
- Creating safer communities
- Managing growth effectively

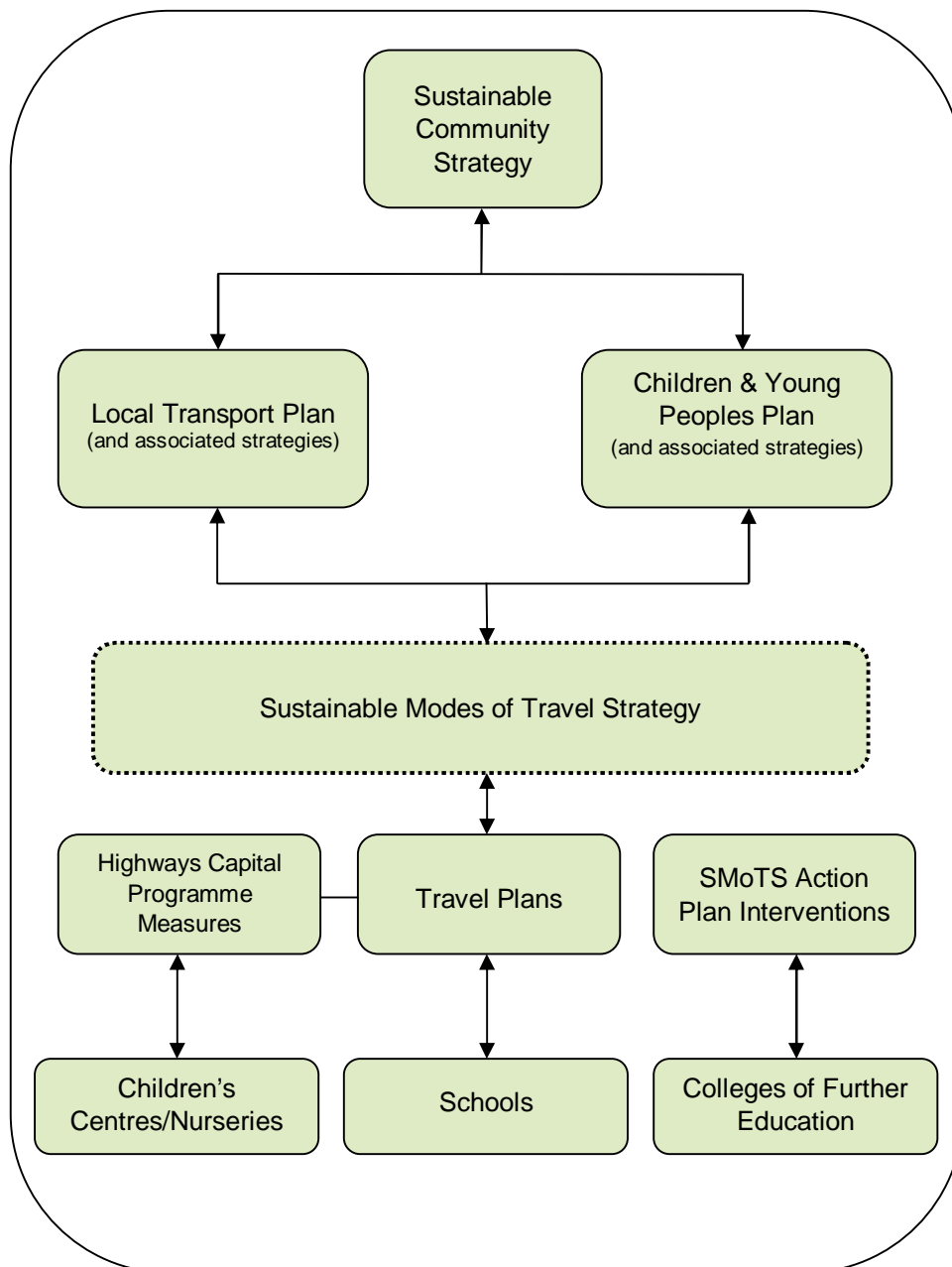
Table 3.1: Key School Travel Partners’ Roles and Responsibilities

Children’s Services	Transportation and Planning	Environment and Economy	Public Health
Education / LEA / Children and Young Peoples Plan	Sustainable Modes of Travel Strategy	Sustainable Communities Strategy	Primary Care Trust (Obesity strategy / Change4Life)
Extended Services Provision	School Travel Plans	Local Area Agreement	Healthy Schools
14-19 agenda / provision	Local Transport Plan	Greener Cleaner teams/ Green spaces and Leisure	Diabetes and Coronary Care
SEN provision	Highways Capital Programme (Cycling, Walking, Safer Routes to School)	Climate Change and Sustainability Teams and Strategies	
Home to School Transport Commissioning	Client Transport (Schools Transport)	Sustainable/ Eco Schools	
Schools Admissions	Public transport provision	Environmental Health (AQMA’s)	
Children’s Centres Development	Road Safety Education	Countryside Access/Rights of Way Teams	



Education Planning (Primary Capital Programme/Learning Transformation)	Bikeability cycle training	Economic Development (Economic Powerhouse Initiative)	
Schools Improvement Team (Anti-Bullying Strategy)	Development Management – Development Control (Planning conditions & 106 agreements)		
Connexions	Leighton-Linslade Cycling Town Programme		
	Traffic Management (congestion/Parking Enforcement)		

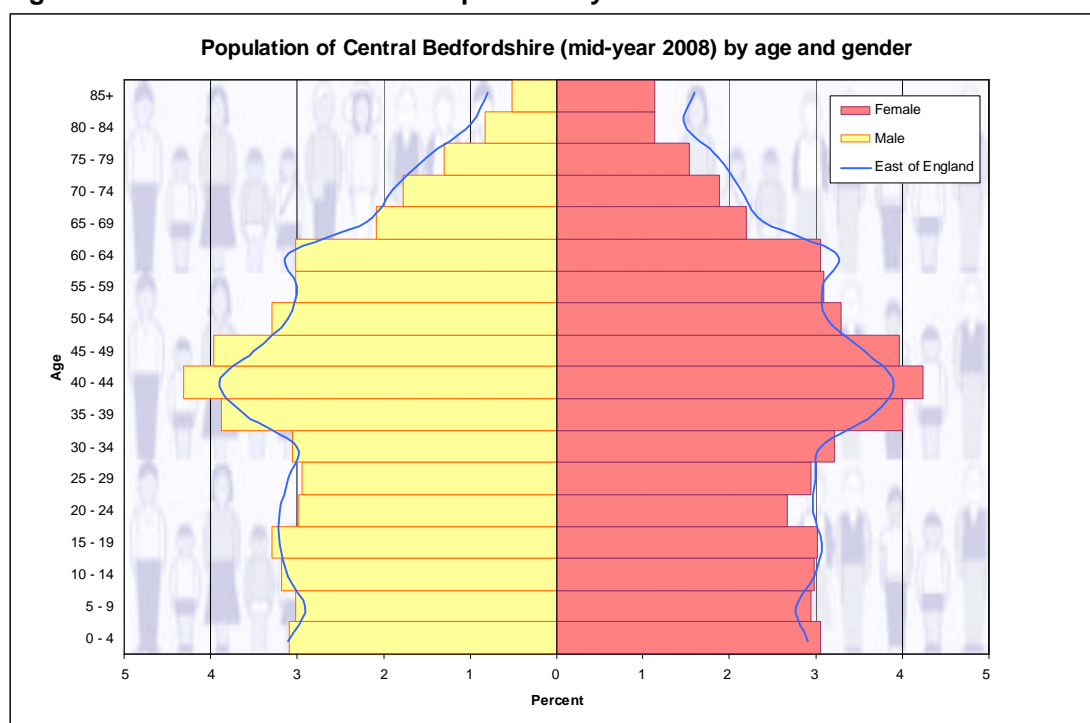
Figure 3.1 The Sustainable Modes of Travel Strategy in Context



3.2 Demographics

Central Bedfordshire has a population of around 255,000 and this is expected to rise to some 282,000 by 2021, which represents a 12% increase from 2007. The largest centres of population are the towns of Leighton Linlade (36,540), Dunstable (35,070), Houghton Regis (17,000), Biggleswade (16,640), Flitwick (13,310) and Sandy (11,690).

Figure 3.2: Central Bedfordshire Population Pyramid



Some 15% of households do not have access to a car (Census 2001), and whilst this represents a high level of car ownership when compared to the rest of the country, also emphasises the importance of providing realistic alternatives for those who do not.

Young People

There are currently 58,700 children and young people aged 0-19 in Central Bedfordshire. Population growth of under 19's in Bedfordshire is predicted to stay low, as can be seen by the estimated population trends of 0-19 year olds until 2011 in Table 3.2 below.

Table 3.2: Population Trends

Age Groupings	Population 2006	Population 2011
0-4	15,800	16,500
5-9	15,200	16,400
10-13	12,500	12,400
14-16	9,600	8,800
17-19	9,100	8,600
Total 0-19 Population	62,100	62,700

Source: CBC Population Model (2010)



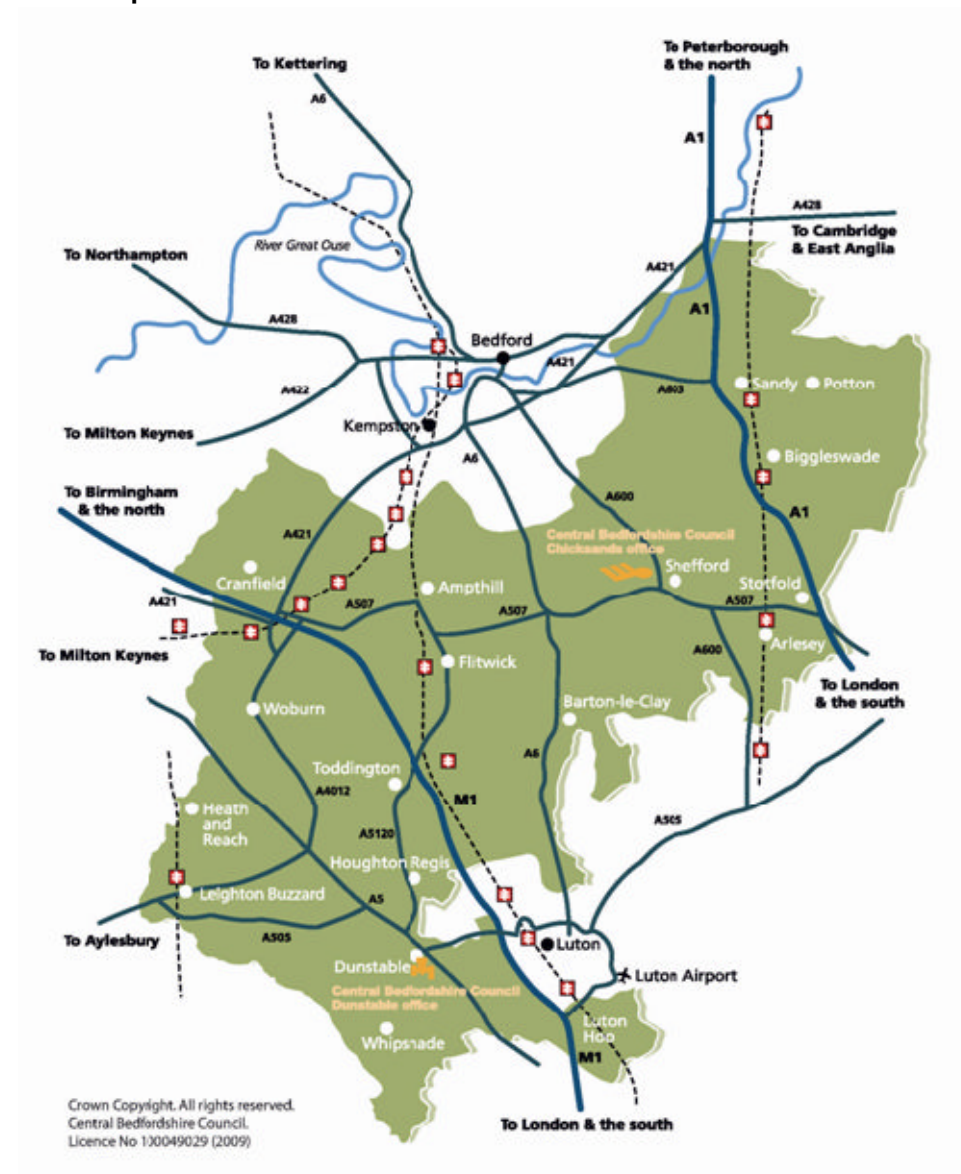
3.3 Geography

The authority covers an area of 716 square kilometres, making the 11th largest unitary authority in the country¹. Central Bedfordshire is one of the least densely populated unitary councils with a density of 356 people per square kilometre. Central Bedfordshire is classified as predominantly rural with just over half of the population living in rural areas.

Central Bedfordshire is bordered by a number of other authority areas which are closely related in terms of cross boundary movements, and these include:

- Bedford – to the north
- Cambridgeshire – to the east
- Hertfordshire – to the south east
- Luton – to the south
- Buckinghamshire – to the south west
- Milton Keynes – to the west

Figure 3.3: Map of Central Bedfordshire



¹ Defra's Rural/Urban definition, Local Authority classification – based on 2001 census population figures.



3.4 Educational Context

School System

Central Bedfordshire has a total of 144 schools, which consist of 118 LEA mainstream schools and 11 Academies attended by 37,460 students², operating largely on a three tier education system of lower, middle and upper schools. In addition there are 4 LEA nursery schools, 6 LEA special schools and also 5 independent and private schools all of which are included in both the Government and local targets for adoption of school travel plans.

Table 3.3: Number of Educational Providers in Central Bedfordshire

Type	Lower Schools	Middle school	Upper School	Special Schools*	Nurseries	Independent Schools	Colleges
Number	96 (94 LEA, 2 Acad)	23 (17 LEA, 6 Acad)	10 (7 LEA, 3 Acad)	6	4	5	2
%	65%	16%	7%	4%	3%	3%	1%

*There are no Pupil Referral Units in Central Bedfordshire

Table 3.4: CBC State Funded Schools and Pupils, by School Type³

Phase	Number of schools	Number of pupils
Primary School	96	15,796
Middle School	23	10,869
Upper School	10	11,593
Mainstream Total	129	37,460
Nursery School	4	349
Primary School Nursery Unit	23	942
Special School	5	426
TOTAL	161	39,177

All of Central Bedfordshire's upper schools offer 6th form courses. There are also two further education colleges taking students from 16 years. Within the Central Bedfordshire authority area Central Bedfordshire College provides a full range of courses for both statutory school age and post-16 students. Shuttleworth College provides specialist agricultural and land-based studies courses. In addition, students from Central Bedfordshire also travel over the boundary into Luton and Bedford Borough for courses at Luton 6th Form College, Barnfield College and Bedford College.

Central Bedfordshire Council currently provides transport for or assistance with travel for approximately 7,000 students to attend schools and colleges within the authority.

² Source: Central Bedfordshire School Census. Jan 2011

³ Source: Central Bedfordshire Council Performance Team. Jan 2011



Table 3.5 shows the number of Central Bedfordshire pupils attending schools outside the unitary boundary. Table 3.6 shows the number of pupils outside of Central Bedfordshire attending Central Bedfordshire schools.

Table 3.5: Pupils Attending Schools Outside of Central Bedfordshire Boundary⁴

AUTHORITY	PRIMARY	SECONDARY	SPECIAL	16+	TOTAL
Bedford	80	921	89	161	1251
Cambridgeshire	28	100	6	0	134
Hertfordshire	311	428	10	145	894
Luton	268	217	0	0	485
Buckinghamshire	65	91	4	45	205
Milton Keynes	30	26	3	12	71
TOTAL	782	1783	112	363	3040

Table 3.6: Pupils Attending Central Bedfordshire Schools from Other Authorities⁵

AUTHORITY	PRIMARY	SECONDARY	SPECIAL	16+	TOTAL
Bedford	113	591	44	53	801
Northamptonshire	3	0	0	0	3
Cambridgeshire	21	131	0	35	187
Hertfordshire	17	48	5	9	79
Luton	334	342	26	81	783
Buckinghamshire	41	131	0	39	211
Milton Keynes	258	286	0	26	570
Unknown	107	70	0	0	177
TOTAL	894	1599	75	243	2811

Higher education

Central Bedfordshire has one centre of higher education, namely the Cranfield University; which although outside the focus of this strategy, has an active travel plan.

Independent Schools

The provision of private education in Central Bedfordshire presents its own particular challenge to the any sustainable school travel initiative in that these schools have no fixed catchments and their popularity is such that they take pupils from across the unitary boundary and from neighbouring areas.

⁴ Source: www.dcsf.gov.uk/rsgateway/DB/SFR/s000925/SFR09-2010-XBMt.xls

⁵ Source: www.dcsf.gov.uk/rsgateway/DB/SFR/s000925/SFR09-2010-XBMt.xls



Whilst independent schools were not eligible for the Government's capital grant independent schools are still included within the overall target for the production of travel plans. No transport is provided for these pupils by the local authority, or the schools' trusts; there are however, a range of private parent consortia that pay for school bus services into the schools.

Special Educational Needs (SEN)

Across Central Bedfordshire there are 522 children with a special educational need, who receive transport assistance from the local authority. This accounts for 47.4% of statemented SEN pupils.

Table 3.7: Pupils with Statements of SEN 2008-09

Total pupils	Pupils with statements	%
39,177	1,055	2.7

Retention in Education and NEETS

There is a drop in the participation in learning between Year 12 and 13. The percentage of school leavers in Central Bedfordshire going onto higher education is above the regional and national average. Not in Employment, Education or Training (NEET) figures are positive at 5.3% (274 students). This figure is divided equally between males and females.

Table 3.8: Young People Not in Education, Employment or Training⁶

Latest Data	NEET	2011 (%)
Central Bedfordshire	257	3
East of England Region	Not Known	6
National	Not Known	6.5

A full list of schools in Central Bedfordshire can be found in *Appendix A*, which also details the facilities available at each school. This contributes to the infrastructure audit section of the strategy.

⁶Central Bedfordshire Council, June 2010



4. Policy Context

This section sets out the transport policy context within which the Sustainable Modes of Travel Strategy (SMoTS) for Central Bedfordshire has been produced. It focuses upon national transport priorities and guidance, strategies and priorities in place at the local level which the SMoTS builds upon.

4.1 National Policies – Transport

The duty to have a Sustainable Modes of Travel Strategy in place as well as to promote sustainable travel to, from and between schools and colleges is set out in section 508A of the Education and Inspections Act (2006).

In addition the SMoTS agenda has evolved to reflect the current Government priorities. Within this there are a number of consistent themes which SMOTS contributes towards have been outlined below within the broad categories of Transport, Education, Health, and Planning.

Indications from the coalition government have been issued as per instruction from The Department for Transport (DfT). Directive states that councils should focus on interventions at a local level that would enable changes to patterns of travel and to encourage more sustainable travel journeys in ways that stimulate growth, to assist this a new transport fund will be made available – ‘The Local Sustainable Transport Fund’.

The Sustainable Transport Fund will enable local authorities to build on plans for sustainable travel through the measures identified within the LTP3 and to develop enhanced packages of measures that support economic growth and reduce carbon. DfT also indicate that these packages should help to tackle problems of air quality and deliver improvements in public health and transport safety in our local communities.

In summary early direction focuses on:

- Bidding for funding
- Strong focus on Sustainable Transport Solutions i.e. walking, cycling and public transport
- Initiatives to improve integration between travel modes and end to end journey experiences
- Improved traffic management schemes, such as 20mph zones.
- Partnership working with businesses, transport providers, users and the voluntary sector
- The requirement to include such measures into the LTP

Travelling to School Initiative⁷

The aim of this initiative is to develop a strategic and sustainable approach to school travel issues and to reduce car dependency on journeys to school. School Travel Plans are selected as the key strategies for achieving this, and the objective is that all schools should have active travel plans before the end of the decade (2010). The intention is to make school transport more inclusive; allow greater independence of travel by school children; promote the use of and make conditions more favourable for the safe take up of walking, cycling and public transport. For bus travel, local education and transport authorities are directed to make more

⁷ Travelling to School: A Good Practice Guide. DfT and DfES, September 2003



services available for those pupils poorly served at present and to encourage more bus services that cater for the extended school day.

4.2 National Policies – Education

The schools White Paper, *The Importance of Teaching*⁸, sets out a radical reform programme for the schools system, with schools freed from the constraints of central Government direction and teachers placed firmly at the heart of school improvement. The White Paper also sets out that Local Authorities will be responsible for schools transport arrangements which promote fair access.

The Education and Inspections Act⁹

The Education and Inspections Act 2006 is intended to help achieve the Government's aim for every child to get the education they need to enable them to fulfil their potential. Local authorities will take on a new strategic role, including duties to promote choice, diversity, high standards and, for the first time, the fulfilment of every child's educational potential. The Act extends local authorities duties to support choice through provision of transport and transport arrangements, including provision of free transport for the most disadvantaged families.

The insertion of a new section 508A into the Education Act 1996 places a general duty on local authorities to promote the use of sustainable travel and transport, and to publish a Sustainable School Travel Strategy.

Every Child Matters¹⁰ and Every Child Matters: Change for Children¹¹

This document sets out an approach to the well-being of children and young people from birth to age 19. The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Five Year Strategy for Children and Learners¹²

This five year strategy advocates that every school should also be an environmentally sustainable school, with a good plan for school transport that encourages walking and cycling. As well as meeting government transport objectives, School Travel Plans can help meet education or health objectives.

This strategy outlines the development of 14-19 Diplomas where by 2013 all 14 to 19 year olds should have access to a range of diploma courses in vocational subject areas. The delivery of this is likely to require several schools to work together as a consortium, and therefore more students can be expected to travel during the school day to different sites. This places an importance for SMoTS to consider not only home-to-school travel, but also travel between schools, colleges and educational providers.

⁸ DfE, 2010

⁹ DfES, 2006

¹⁰ DfES, 2003

¹¹ DfES, November 2004

¹² DfES, July 2004



The five year strategy also introduces the concept of Extended Schools. An ‘extended school’ is one which “provides a range of activities and services, often beyond the school day to help meet the needs of its pupil, their families and the wider community. Examples of services available at extended schools include before and after school activities and clubs, parenting support and community access to ICT facilities. This concept of extended Schools has implications for school travel which must be addressed for those children and young people that utilise the extended schools services.

4.3 National Policies – Health

Healthy Lives, Healthy People¹³ builds on ‘Equity and Excellence: Liberating the NHS’ sets out plans for a new integrated health service – Public Health England and a more locally delivered public health services based in Local Authorities.

The paper sets out the Government’s long-term vision for the future of public health in England. It describes a new approach in improving the health of the population. This approach will help to empower individuals to make healthy choices and will give communities the tools to meet their own health needs.

It identifies ‘active travel’ to become an important factor for improving health and cites successful sustainable travel initiatives, behavioural change, spatial planning as ways of supporting and encouraging healthy lifestyles.

In addition it identifies the improvement of health through the life course:

- *Starting well* – giving children the best start in life
- *Developing well* – delivering better outcomes for children and young people
- *Living well* – encompassing all of the factors that contribute to health such as housing, transport, planning and the natural environment
- *Working well* – promoting work as providers of good physical and mental health
- *Ageing well* – helping people to live longer, more active and healthier

Choosing Health: Making Healthy Choices Easier- Chapter 3: children and young people – starting on the right path¹⁴

This document sets out actions to support children and young people lead healthier lifestyles. School Travel Plans are seen to play a significant part in encouraging children to be physically active. It is noted that the contribution of the school journey to children’s physical activity is important.

A survey conducted at University College London, using pupils aged eight, found that more calories were burned up walking to and from school than during their two hours of weekly physical education lessons. It also outlines that walking and cycling are excellent forms of exercise and help to reduce the risk of diabetes, heart disease and osteoporosis in later life.

¹³ Department of Health (2010). Healthy Lives, Healthy People: Our Strategy for Public Health in England; Public Health White Paper

¹⁴ Department of Health (2010). Choosing Health: Making Healthy Choices Easier; Public Health White Paper



4.4 National Policies – Planning

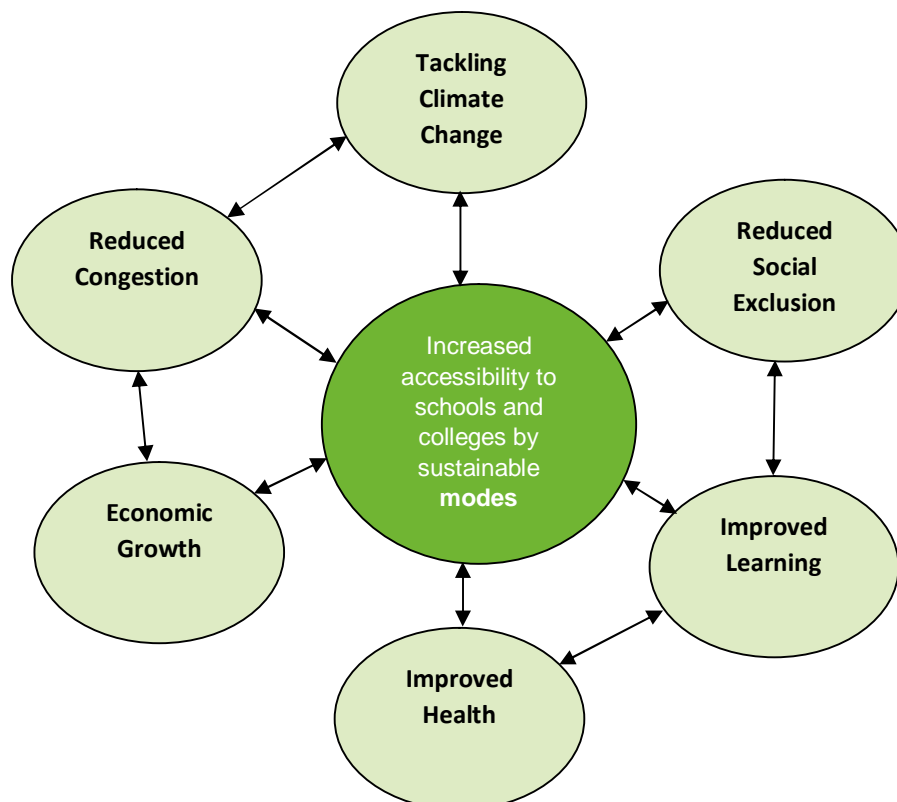
National Planning Policy Guidance 13: Transport¹⁵, promotes sustainable transport choices; its principle aims are to reduce the need to travel, especially by car and to limit the amount of parking allowed through the planning process. The guidance states that “travel plans should be submitted alongside planning applications which are likely to have significant transport implications, including those for new and expanded school facilities which should be accompanied by a travel plan which promotes safe cycling and walking routes, restricts parking and car access at and around schools, and includes on-site changing and cycle parking facilities”.

4.5 Local Policy Linkages

This Strategy has been developed to reflect the vision and ambitions set out in Central Bedfordshire Council’s Strategic plan. It aims to help deliver the policies set out in the Local Transport Plan, the Core Strategy and Local Development Framework to provide high quality cycling infrastructure across Central Bedfordshire. A number of policy documents have previously been produced which cover the Central Bedfordshire area and which have strong sustainable transport related content and these are detailed below.

The importance of increasing travel by sustainable modes across Central Bedfordshire is reflected in the number of other policy areas which may be positively influenced through investment in infrastructure and promotion of sustainable modes as a realistic means of travel, and this section draws out the key linkages the Strategy seeks to make. Figure 4.1 demonstrates the relationship between sustainable transport and these policy areas.

Figure 4.1: Sustainable Travel Links to Wider Policy Areas



¹⁵ Office of the Deputy Prime Minister, April 2001



Sustainable Community Strategy¹⁶

The Sustainable Community Strategy (SCS) is the longer term vision for the area. It's developed from a detailed evidence base that includes views from citizens and communities about quality of life and service delivery issues that are important to them. The SCS and the priorities that are identified by it are agreed by all the main organisations working in the area – such as the local authority, police, fire service, health, businesses, the voluntary and community sector, and further education.

At present two such SCS's are in place and these reflect the former Mid and South Bedfordshire District Council areas. The Strategies are in place until 2011 when a new, combined SCS will be produced for the whole of Central Bedfordshire.

In terms of the South Bedfordshire SCS, the aim is to “*create a first class sustainable integrated transport system so that people have an attractive and realistic alternative to the car*”, and cycling will play an important element in this regard. The Mid Bedfordshire SCS also includes an objective to “*promote sustainable modes of transport including opportunities for walking and cycling*”.

Healthier Communities Strategy 2010-2031¹⁷

This Strategy links to and supports delivery of the Sustainable Communities Strategy and seeks to deliver improvements within Central Bedfordshire that will underpin the conditions required to create economic success, community prosperity and reduce inequalities.

A study of 10 industrialised countries in the mid 1990s identified that better health increased the rate of economic growth by around 30%. By developing healthier communities there are typically concomitant increases in levels of employment, improved productivity and reduced sickness absenteeism. This, in turn, improves social capital and can assist in delivering the population level improvements reducing costs over time.

The strategy details how most of the determinants of health sit outside the direct remit of the NHS. Place shaping, planning, housing, education, transport and access to services, together with projected population growth will all impact on population health and as such has close ties to the LTP3 and subsequent strategies.

The Healthier Communities Strategy has a number of themes that will positively impact on the population and support delivery of the Central Bedfordshire vision to enable economic growth and development, the key themes are:

- Ensure a healthy start to life
- Supporting and caring for an ageing population
- Reduce health inequalities
- Improve lifestyle behaviours and promote active transport
- Improve access to services
- Early intervention and prevention
- Reduce risky behaviours

¹⁶ Sustainable Communities Strategy; South Bedfordshire / Mid Bedfordshire Local Strategic Partnerships, June 2008

¹⁷ NHS Bedfordshire, 2010



Children and Young Peoples Plan¹⁸

This plan sets out our shared vision for children, young people and their families in Central Bedfordshire and it shows how we plan to achieve it. We know that most children and young people in Central Bedfordshire enjoy their childhood and go on to be confident and successful young adults – we want to make sure that we maintain this and improve the achievements and outcomes for those children and young people who are not doing as well.

Central Bedfordshire Children's Trust's CYPP vision is for:

"...every child in Central Bedfordshire to enjoy their childhood and have the best possible start in life. We want every child to do well at school, make friends and build strong relationships with their family. By the age of 19, as young adults, we want every young person to have the knowledge, skills and qualifications that will give them the best chance of success, so that they are prepared to take their full place in society as a happy, healthy, contributing and confident citizen".

The plan outlines a number of priorities to be addressed under the 'Every Child Matters' themes. The priorities which travel and transport have links to are:

Be Healthy

Priority 4: Support children and young people to lead healthy lifestyles including reducing smoking and childhood obesity and increasing physical activity and healthy eating.

Stay Safe

Priority 8: Reduce the incidence and impact of bullying on children and young people.

Enjoy and Achieve

Priority 9: Transform teaching and learning and strengthen leadership to ensure that every school and early years' setting is at least good.

Priority 11: Improve engagement and enjoyment for all children and young people

Make a Positive Contribution

Priority 12: Develop and promote children and young people's positive contribution to communities across Central Bedfordshire.

Priority 14: Promote and provide activities and information for all children and young people and their families, ensuring that the hard to reach and those with disabilities can take part in mainstream activities.

An Education Vision for Central Bedfordshire¹⁹

There are proposals within the Local Development Framework for some significant areas of growth which will result in the need for major investment in the schools sector in the medium to long term. The impact of these areas of growth is currently being assessed, but it is likely that they will begin to impact from 2014/15 onwards. This is when it is expected that pupil numbers in the secondary sector will begin to increase as a result of natural population increases which are already beginning to impact on the Primary sector.

In addition to meeting the anticipated growth in pupil places, there are challenges in improving the condition of existing school buildings within Central Bedfordshire. All schools were inspected by building surveyors during 2009 and the results of those surveys will be analysed

¹⁸ Central Bedfordshire Childrens Trust, August 2009

¹⁹ Central Bedfordshire Council, January 2010



on an on-going basis in order to address the key findings and to assist in the prioritisation of the Council's Modernisation capital programme.

The Authority's commitment to the reduction of carbon emissions will have a qualitative impact on many of the plant replacement and building improvement decisions, which affect the energy efficiency of our schools. This sits hand in hand with rising utility costs and the need for schools to seek greater efficiencies to minimise energy costs.

The Educational Vision for every child in Central Bedfordshire is:

'to enjoy their childhood and have the best possible start in life. We want every child to do well at school, make friends and build strong relationships with their family. By the age of 19 we want every young person to have the knowledge, skills and qualifications that will give them the best chance of success, so that they are prepared to take their full place in society as happy, healthy, contributing and confident citizens. We will encourage high participation in both Further and Higher Education'.

This vision is driven by the following seven principals:

More specifically, the Vision is driven by seven guiding principles:

- The need to raise standards and improve outcomes for young people.
- To ensure there is continuity of provision across the 0 to 19 age range so there is a 'one phase' approach to learning.
- Schools should be based around communities and their needs.
- That what is best for children and families should be at the centre of any change.
- That as far as possible services should be delivered locally.
- New models of leadership and governance for schools should be considered.
- That the vision should reflect recent curriculum reform.

The Educational Vision incorporates developing a strategy on sustainable modes of travel for educational establishments to promote walking, cycling and the use of sustainable transport to school. Through this schools will be encouraged to showcase good sustainability practices in energy, water, waste, travel, food and procurement in buildings and grounds to their pupils, staff and communities. This will place schools at the centre of community action on climate change and promote learning about the environmental features of buildings and also about wider sustainability and environmental issues.

Central Bedfordshire is now preparing an area review for each of the four geographical areas, beginning with Dunstable and Houghton Regis, to determine how school organisation in each area can best meet the aspirations set out in this Vision.

14-19 Strategy

The 14-19 Education and Skills White Paper (2005) reflected the Government's intention to transform education so that all young people achieve and continue in learning until at least the age of 18. In Central Bedfordshire, the aim is for the local authority and its partners to ensure that all 14-19 year olds have access to high quality education and training that prepares them for adult and working life. A series of new diplomas will be phased in from September 2009. By 2013, every young person will be entitled to pursue any of the specialised diploma lines at a level appropriate for their needs.

A 14-19 Strategic Group is overseeing the implementation of the diplomas, beneath which are two consortia management groups: one for Southern area of Central Bedfordshire and the other for North and Mid Central Bedfordshire. Partnership working is key and consortia membership is drawn from schools' senior management, colleges, local authority, work-based learning providers, support agencies and the Learning & Skills Council.



The delivery of diplomas will be achieved through collaborative working within the consortia, which has implications for course timetabling. Inevitably, there will be a need for learners to travel between sites, either at the start, end or part-way through the day. The full extent of this is not yet known, as course delivery arrangements are still being developed. However, the implications could be significant; for example, with the Environment and Land Based Studies diploma likely to be delivered only at Shuttleworth College, there will be a need for learners to travel there from across Central Bedfordshire.

Foundation diplomas require learners (years 10 and 11) to have one day per week on a more vocational course, which may be delivered away from their school. Advanced diplomas (years 12 and 13) will involve 3.5 days of learning per week, which might be delivered at various sites. Until course details and timetabling have been finalised, it will be difficult to assess the likely demand for courses. It is therefore difficult to determine what the travel implications might be. In the early days take-up of the diplomas could be relatively small, although this is likely to increase as the new qualifications become established and more widely recognised.

There are, however, additional issues for Central Bedfordshire in relation to the 14-19 curriculum. The rural nature of the authority means that transport costs are escalated, both in terms of distance and cost. In recognition of this the DCSF gave £26m nationally to support delivery of diplomas in 2008/09. This is designed to cover extra teaching costs involved in delivering the diplomas, there is also sparsity top up funding available to support access to learning in rural areas i.e. inter site travel costs. These funds will be available in Bedfordshire, but are only available for approved diploma places. In addition the DfE has allocated funding for rural authorities to co-ordinate transport needs and provision associated with the 14-19 curriculum.

There is good experience of joint working amongst providers and a set of Quality Assurance protocols is being established. Within the consortia there are clusters of schools working together to achieve viability for certain courses. This means that a wider range of courses is available to learners. To support this, inter-site travel arrangements (mainly by taxi or minibus) are being made.

There are also arrangements in place for particular learners to attend vocational courses (for example in the 'Bridges' centre at Bedford College one day per week) to promote a more vocational based programme alongside school education.

Extended Schools

In Central Bedfordshire, the strategy for extending services in and around schools builds on a range of strong and effective partnerships between schools and the communities they serve. It reflects the shared vision and commitment of the statutory, voluntary and community sectors to the well-being and achievement of children and young people. The development of extended services in and around schools is central to the delivery of the wider Children's Services agenda which is a follow-up activity from the 2004 Children's Act. Details of these are described in Every Child Matters – Change for Children (2004). By 2010 every primary and secondary school in the UK, will be expected to offer access to:

- Childcare (available 0800 - 1800)
- Varied menu of activities, such as homework clubs and support, sport, music tuition, dance and drama, arts and crafts and special interest group
- Parenting support
- Swift and easy access to a wide range of specialist support services
- Wider community services including ICT, sport and arts facilities, and adult learning

It is important that the development of extended child care facilities on school sites considers existing problems and that travel plans are developed that mitigate the effects of extra visitors.

As part of the development of extended schools and care provision, schools should be consulting with their local communities to identify needs. Access issues will be identified through this, with the opportunity for transport implications to be considered during the



implementation phase of the School Travel Plan. As of June 2010 Central Bedfordshire has 100% of all schools providing access to Extended Services.

Children's Centres

There are 22 Children's Centres in Central Bedfordshire. Children's Centres provide good quality services to children, young people and their families, in order to give every child the best possible start in life, and have a broad and lasting impact on children, their families and the wider community. The Sure Start Children's Centres programme is based in the idea that providing high-quality integrated services (health, education, family support and care), particularly in disadvantaged areas, leads to positive effects for children, families and their communities, including:

- Increase in the breastfeeding initiation figures
- Reduction in smoking in pregnancy and beyond
- Childhood obesity
- Narrowing the gap in the lowest 20% of the Foundation Stage Profile
- Reduction in the number of workless households
- Swift and easy access to health visitors and maternity services

Children's Centres are at the heart of the Government's Every Child Matters: Change for Children Programme. By 2010 there will be 3,500 Children's Centres across the Country – one for every community.

Statutory Provision of Home to School Transport

At present, Central Bedfordshire Council operates a number of initiatives focussed on travel and transport, including: providing free home to school transport for Central Bedfordshire pupils of statutory school age who are attending their catchment school, and whose home address meets the required criteria. Central Bedfordshire also provides free school transport on road safety grounds where the walking route does not meet certain guidelines with regard to safety. Further detail of this is included in the audit of sustainable infrastructure.

In accordance with the requirements of the Education and Inspections Act 2006, in addition to the current distance qualification for free transport²⁰, Central Bedfordshire will continue to provide free transport for primary aged children from low income families living two miles from their nearest/designated primary school.

In the case of secondary aged children a three mile limit is also introduced for low income families with the designated school becoming one of the three nearest available schools within six miles.

For those who do not receive free school transport, there may be an ability to purchase concessionary tickets where appropriate routes exist. This would apply where children live less than three miles (statutory distance for pupils over 8 years) for instance or for post-16 students who are no longer eligible for free transport.

Local Authorities have responsibility for home to college transport for students aged 16 and over. They must therefore make transport provision, in the form of financial support or transport services, for students aged 16-18 and those 19 continuing in education.

There is potential to further develop Central Bedfordshire's Post-16 Partnership in order to link with ongoing work to improve access to education and promote sustainable travel for the Authority's 14-19 year olds. Previously LSC funding has been used to support innovative transport solutions, which include investigating independent travel training and to supporting the 14-19 agenda, through the Post 16 Partnership.

²⁰ Over two miles for children up to the age of eight and over three miles for children aged eight or over



Local authorities are provided with funds by DfE in the form of flexible funding to support 14-19 reforms in education. This can be used in many different ways and some areas have used this funding as a contribution towards developing local 14-19 transport solutions. In Central Bedfordshire this is part of the extended services offered in LEA schools.

Post-16 Transport

Local Authorities have the statutory responsibility to consider how it will assist learners to access the appropriate post-16 provision. In order to achieve this, the Council is required to have a Post 16 Transport Policy Statement. Once a student reaches the age of 16 and completes year 11 at school there is no statutory entitlement to free home to school transport.

The Post-16 transport policy has recently been consulted upon which has been taken to CBC executive for consideration. Subsequently the Post-16 Transport Policy was adopted and will take effect from 1 September 2012. The Post-16 Transport Policy for 2013/13 can be viewed on the Central Bedfordshire Council website.

Local Development Framework

It is a statutory requirement for local planning authorities to produce a Local Development Framework (LDF). There are two LDFs in place within Central Bedfordshire, covering the former local authority areas of Mid and South Bedfordshire respectively.

LDFs are made up of a suite of documents which set out the extent and location of future growth within an area. The Core Strategy of the LDF sets out the spatial vision and objectives and 'strategic sites' for development, whilst the Site Allocations Document, Proposals Map and Area Action Plans provide more detailed information on site specific development sites.

Transport and accessibility is closely integrated with planning and the site allocations process within the development of the LDFs. In general the allocation of sites seeks to reduce the need to travel and reduce reliance on the car. These principles have significant implications for the promotion of sustainable travel to schools within the Central Bedfordshire area.

4.6 Economic Growth

The quality of the environment is a key factor in attracting economic investment. Ensuring our communities are well connected not only by road, rail and air but by offering a choice to walk and cycle across and between our market towns and villages at the local level is part of a truly sustainable community. By providing secure storage of cycles and well maintained safe pedestrian and cycling routes to services (including schools and colleges), facilities and business, it will enable a choice of travel and less dependence on the car.

A well connected network of routes will open up the countryside of Central Bedfordshire through improvements to rights of way for all residents and visitors to enjoy. It also offers the health benefits to those who choose to exercise resulting in a healthier more productive workforce as well as the all age benefits to children and families.

The vitality and viability of the town centres within Central Bedfordshire will be enhanced through improvements to the pedestrian, cycling and public transport environment in terms of design, quality and maintenance. Measures to 'civilise streets' and reduce the dominance and severance caused by significant levels of through traffic will help in creating more pleasant shopping environments and thereby add to the attractiveness of towns and villages across Central Bedfordshire.



Economic Powerhouse

Central Bedfordshire has witnessed strong economic growth and is strategically located at the heart of the England's largest sustainable growth area. These factors and many others, including world leading companies and education institutions mean Central Bedfordshire has the potential of becoming an Economic Powerhouse. This would see significant additional job creation, and prosperity for our communities, and would see Central Bedfordshire as:

“A place that is highly attractive, well connected prime location for businesses to thrive in an global economy – generating numerous, wide ranging and sustainable job opportunities – with the area being renowned for innovative, high-tech, knowledge based industries”

Ensuring that there are good transport links to schools, colleges and businesses for education and training is fundamental for enabling the development of skills which are essential to building a thriving economy in Central Bedfordshire.

4.7 Climate Change

Increasing the attractiveness of walking and cycling as modes of transport for shorter journeys, and bus-use, train and car sharing for longer journeys may assist in reducing reliance on the car, congestion, and the environmental impacts associated with significant levels of car use. Around 21% of the UK domestic greenhouse gas emissions come from transport²¹ and as a carbon neutral mode of travel, cycling has the potential to contribute towards a reduction in this area.

4.8 Social Exclusion

Walking and cycling have vital roles to play in reducing social exclusion amongst local residents, particularly for those without access to a car, who comprise some 15% of the households within Central Bedfordshire. It is important that these modes provide realistic travel options and alternatives to car based travel in order to increase accessibility to educational establishments as well as access to employment and training opportunities, healthcare provision and leisure facilities. In addition the worst impacts of traffic, namely pedestrian accidents, air and noise pollution and busy roads cutting through communities, disproportionately affect deprived areas and people facing social exclusion²²

²¹ Delivering Sustainable Low Carbon Travel: An essential guide for local authorities; DfT, November 2009

²² Making the Connections: Final Report on Transport and Social Exclusion; Social Exclusion Unit, February 2003



5. Assessment of Travel and Transport Needs

In this section we look to understand the key needs and issues that have been highlighted by current travel and transport trends and associated research, needs that have arisen from the introduction of new educational and transport policies and needs that have been identified by other strategies in Central Bedfordshire. This chapter highlights the key travel and transport trends in Central Bedfordshire and issues effecting young people.

5.1 Travel and Transport Trends

The level of congestion due to the number of cars on the road is something that we are keen to address. Within the Central Bedfordshire travel to nurseries and schools generates a significant number of car journeys contributing to peak time traffic flow. In association with this there are increasing concerns around road safety at schools and poor health in young people, both in terms of inactive lifestyles and the effect of the environment around them.

Central Bedfordshire's position is further exacerbated by its rural nature, with limited public transport services in some areas and relatively high travel costs.

There is a large evidence base that supports the concern that the cost of public transport is a barrier to its use. The Governments Social Exclusion Unit found that many people considered the cost of public transport was high or unaffordable; one in four young people had not applied for a job because of transport problems.

Looking closer at education transport; at the turn of the century 16-18 year olds were spending, on average, £370 a year on education related transport. 20% of young people said they had to drop out of further education because of financial difficulties – the biggest expenditure being transport. Just under 50% of 16-18 year olds found transport costs hard to meet²³.

Often these issues are more pronounced in rural areas. The commission for Rural Communities found that in settlements of less than 3,000, people spend over 40% more on transport than those living in urban settlements²⁴. Because car dominates as the travel mode, it influences life styles – and very often the young and elderly suffer from poor accessibility because of this.²⁵

5.2 Existing School Travel Patterns

Patterns of school travel are complex and involve significant flows. Apart from the fact that most of the journeys are concentrated between 08:00 and 09:00 and 15:00 and 16:00, there is little more that can be said in general terms. Travel patterns vary from school to school, according to local circumstances including location catchment area, attractiveness of the school and demographics. It is important, therefore, to consider the needs and patterns of each school.

²³ Social Exclusion Unit. Making the Connections: Final Report on Transport and social exclusion. 2003

²⁴ Commission for Rural Communities. State of the Countryside'. 2005

²⁵ Commission for Rural Communities. Rural disadvantages; Priorities for action. June 2006



School Travel Data

Data has been collected at two levels; at a authority-wide level through the school census and from Central Bedfordshire's school travel monitoring surveys, and at the local level through the delivery and implementation of School Travel Plans. All LEA schools that have completed School Travel Plans must now incorporate a question on how pupils usually travel to school in their annual school census returns.

Currently 92% of LEA schools in Central Bedfordshire have a School Travel Plan that complies with the DCSF/DfT guidelines. The results from these census returns are illustrated below.

Figure 5.1: School Travel Information 2010/11²⁶

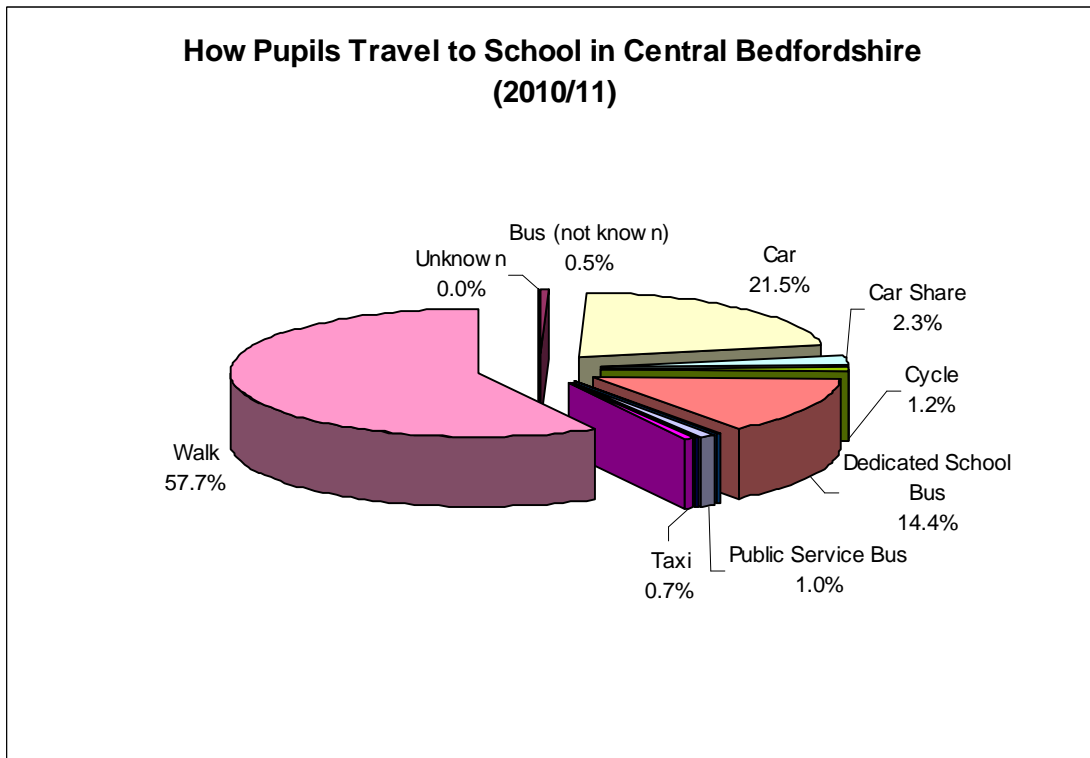
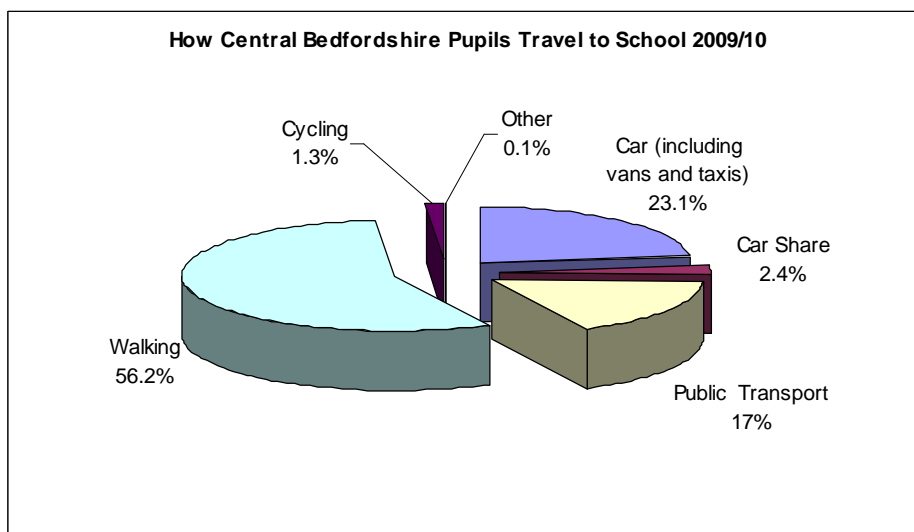


Figure 5.2: School Travel Information 2009/10²⁷



²⁶ Source: DfE, May 2011

²⁷ Source: DfE, July 2010



The most common mode of travel to and from school is on foot, with 58% of all journeys made this way. Car and taxi journeys make up around 22% of journeys, and public transport around 15%. Car sharing and cycling together account for 4%.

Local authorities are required through LTP monitoring mechanisms to carry out their own surveys to monitor journeys to school for schools without STP's and for which the school census requirement is not mandatory.

This data gives an overall picture for Central Bedfordshire of current patterns with regard to school travel. School children and young people at different stages of their education display different patterns of travel behaviour including chosen mode. Their travel behaviour is often influenced by parents' attitudes and by perceptions of safety with regard to the surrounding roads. These trends are shown for statutory school age pupils at Central Bedfordshire schools in Figure 5.3.

Figure 5.3: Sustainable Travel to school by sector

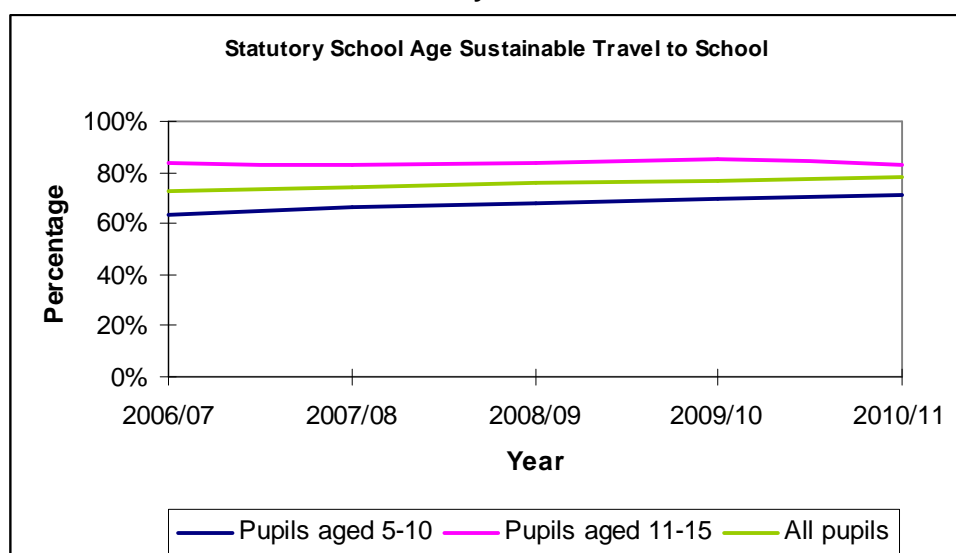


Figure 5.3 illustrates a noticeable trends that the percentage of both Primary aged (ages 5 – 10; School year groups 1 –6) and Secondary aged (ages 11 – 15; School year groups 7 – 11) pupils using sustainable means of transport to and from school have increased over the 5-year period 2006/07 to 2010/11.

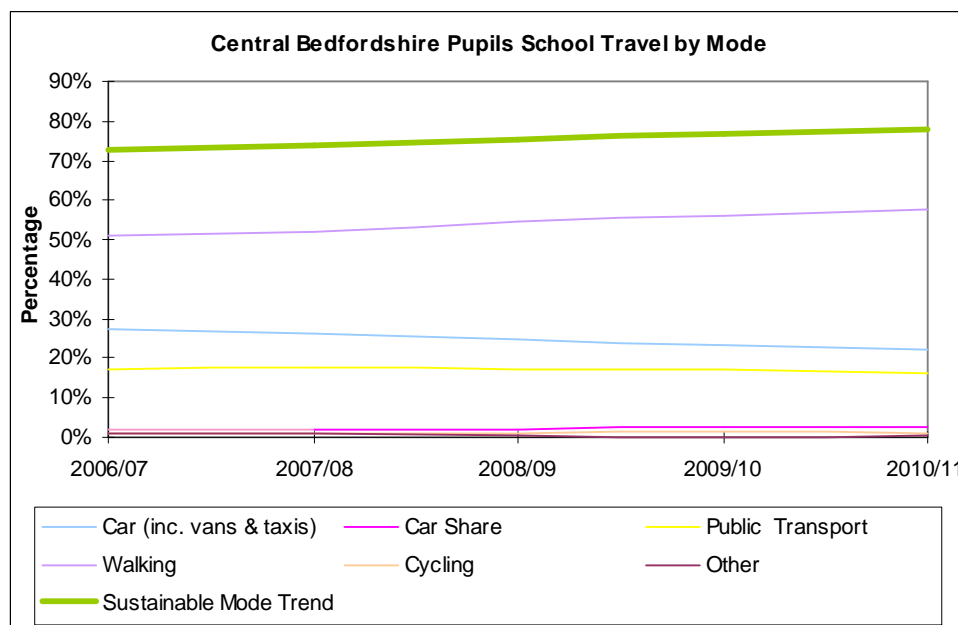
5.3 School Travel Trends

Table 5.1: Mode of Travel to School Data 2006/07 - 2009/10

Year	Car (inc. vans & taxis)	Car Share	Public Transport	Walking	Cycling	Other	Sustainable Mode Trend
2006/07	27.2%	1.9%	17.4%	51.1%	1.1%	1.3%	72.8%
2007/08	26.1%	1.8%	17.7%	52.3%	1.2%	0.9%	73.9%
2008/09	24.5%	2.2%	17.0%	54.7%	1.2%	0.4%	75.5%
2009/10	23.1%	2.4%	17.0%	56.2%	1.3%	0.1%	76.9%
2010/11	22.1%	2.3%	16.4%	57.6%	1.2%	0.4%	77.9%



Figure 5.4: Sustainable Travel to School 2006/07 – 2009/10



The above graph demonstrates the trends in school travel in the academic years from 2006/07 to 2010/11. The main points to emerge from Figure 5.4 are as follows:

- There is a noticeable decrease in the proportion of pupils travelling to school by car over the five-year period
- The percentages of children walking to school has increased over the five-year period
- The percentages of pupils using public transport, cycling and car sharing from 2006/07 through to 2010/11 for the journey-to-school were stable in percentage terms
- That the most important finding from Figure 5.4 is the discernible increase in the percentage of pupils who travel by sustainable transport modes for their journey to and from school.

The proportion of learners travelling by sustainable modes increases as they get older, as is demonstrated in Figure 5.3.



Figure 5.5: Modal Splits 2006/07 to 2008/09 (statutory school age pupils)

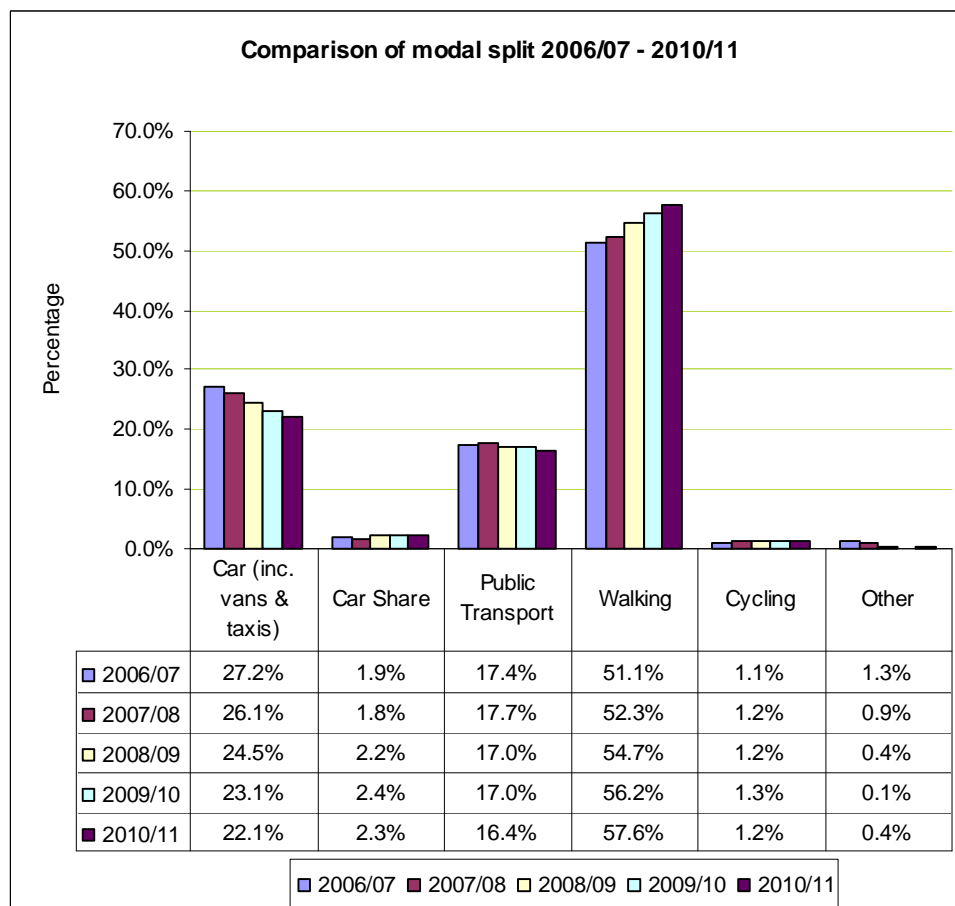


Figure 5.1 represents the picture for 2010/11. The method of data collection is the annual school census for schools with STP's and also the Council's hands up survey for those without. This method of data collection is now mandatory for all local authorities and the data shown here represents the baseline against which LTP targets will be measured.

It can be seen from table 5.1 that 77.9% of the pupils in Central Bedfordshire travel to school by a sustainable modes.

Using historical data to analyse, Local Area Agreement (LAA) targets (NI 198) have previously been set that would ideally result in an increase of 0.6% per annum for sustainable modes travel and an annual decrease of 0.6% for school trips by car. TAs of March 2010 this data set was no longer required to be collected for part of Central Bedfordshire's LAA.

Table 5.2: Local Area Agreement Targets and Results

Academic Year	Target (Car Mode decreasing)	Actual
2007/08	25.3 %	n/a
2008/09	24.5 %	24.2 %
2009/10	23.8 %	23.1 %
2010/11	23.0 %	22.1%

Working on the above assumptions, it is envisaged that by 2010/2011, 77% of the pupils in Central Bedfordshire should be travelling to school by sustainable modes of transport. In fact the actual number was above the target with 77.9% of pupils in Central Bedfordshire travelling by sustainable forms of transport.



The monitoring of modal split data for the journey has been incorporated into Central Bedfordshire's Local Transport Plan(LTP3). Within LTP3 targets have been set which equate to 0.5% increase in sustainable trips on an annual basis.

Table 5.3: LTP3 School Travel Targets and Results

Academic Year	Target (Car Mode decreasing)	Actual
2010/11	76.6%	77.9%
2011/12	77.1%	
2012/13	77.6%	
2013/14	78.1%	
2016/17	79.6%	
2019/20	81.1%	
2022/23	82.6%	
2025/26	84.1%	

In addition, the School Census data collected annually in January enables further examination of the travel habits of children aged between 5 and 15 years which can be broken down by gender, school phase, deprivation (measured using eligibility for free school meals) and ethnicity. This is shown below in figures 5.6; 5.7 and; 5.8.

Figure 5.6: Modal split by school tier and gender²⁸

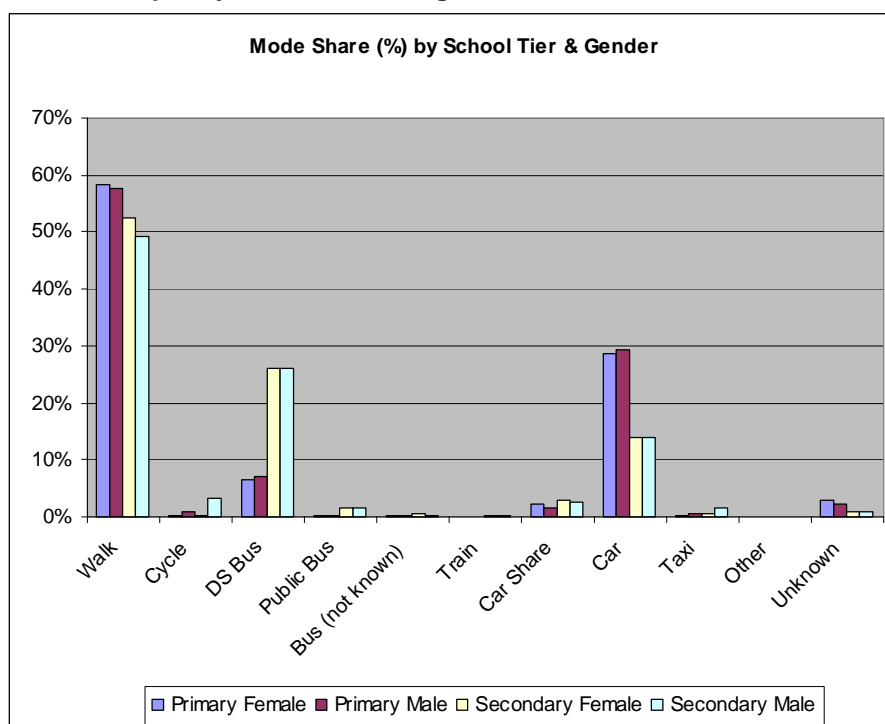


Figure 5.7: Deprivation and Travel to School²⁹

²⁸ Central Bedfordshire Council – School Census, January 2010



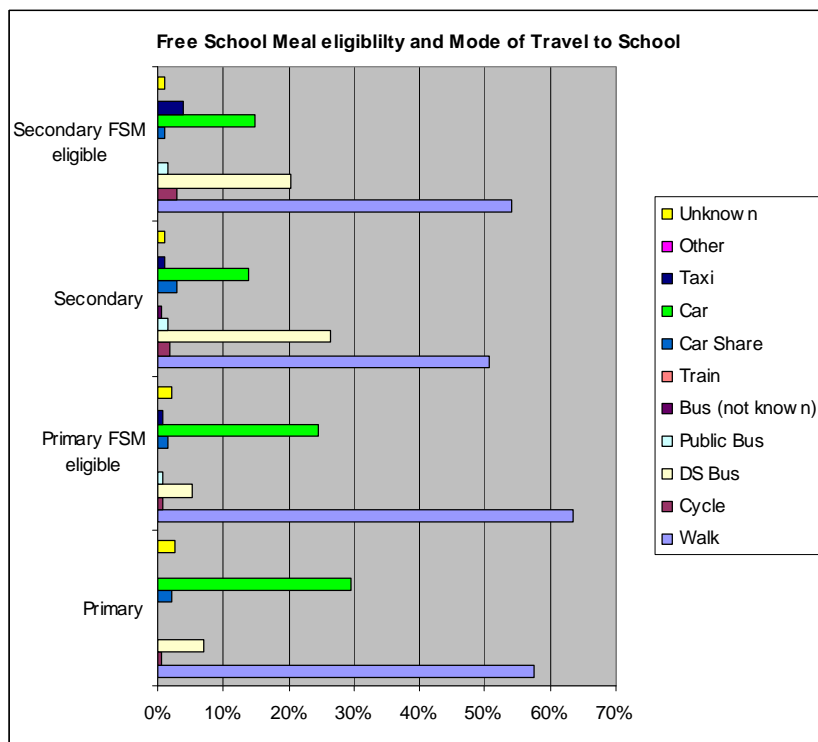
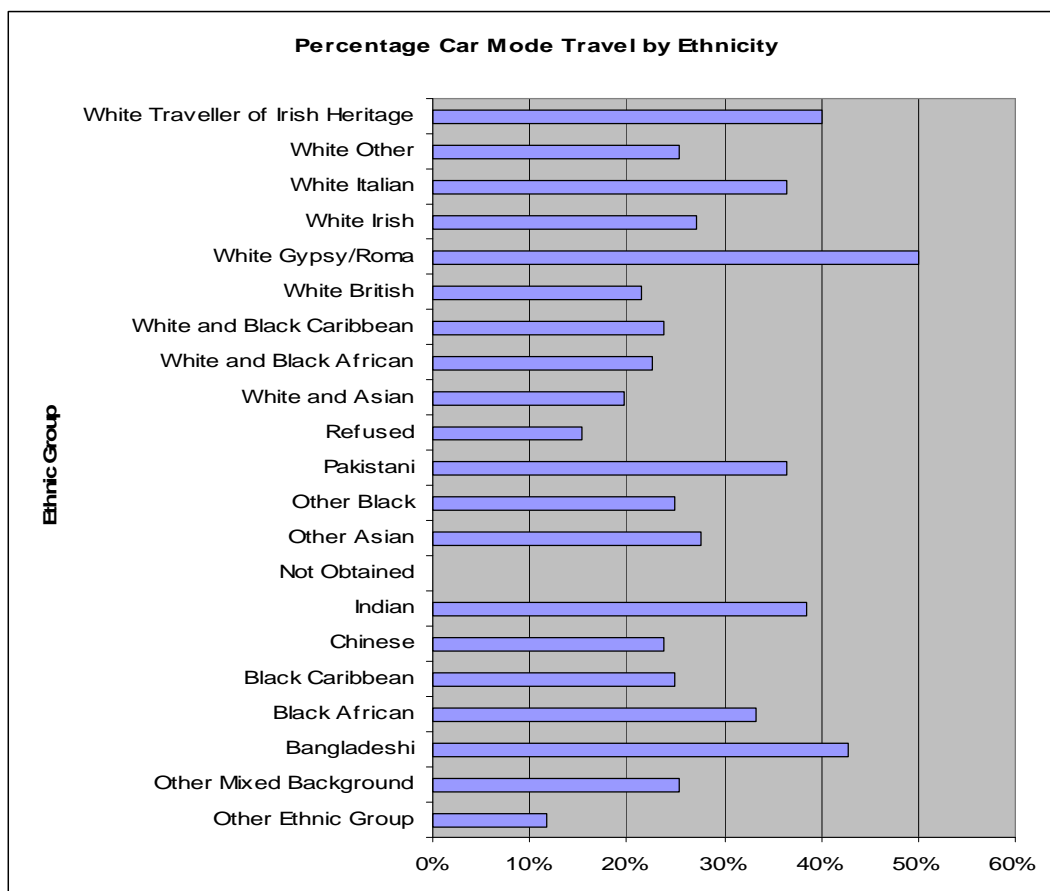


Figure 5.8: Car Mode Travel to School by Ethnicity³⁰



This data highlights the fact that there is no significant trends in travel habits between genders. Slight variation is shown in walking and cycling with marginally more males cycling

³⁰ Central Bedfordshire Council – School Census, January 2010



to school whilst marginally more females walk. Deprivation is shown to have little effect on mode choice.

Whilst data shows variation in mode choice by different ethnic groupings it is worthwhile observing that other factors may have a significant influence on travel choice such as spatial locations of some of these ethnic communities. This may point towards other factors influencing travel to school other than cultural factors.

5.4 Key Travel Issues Affecting Young People

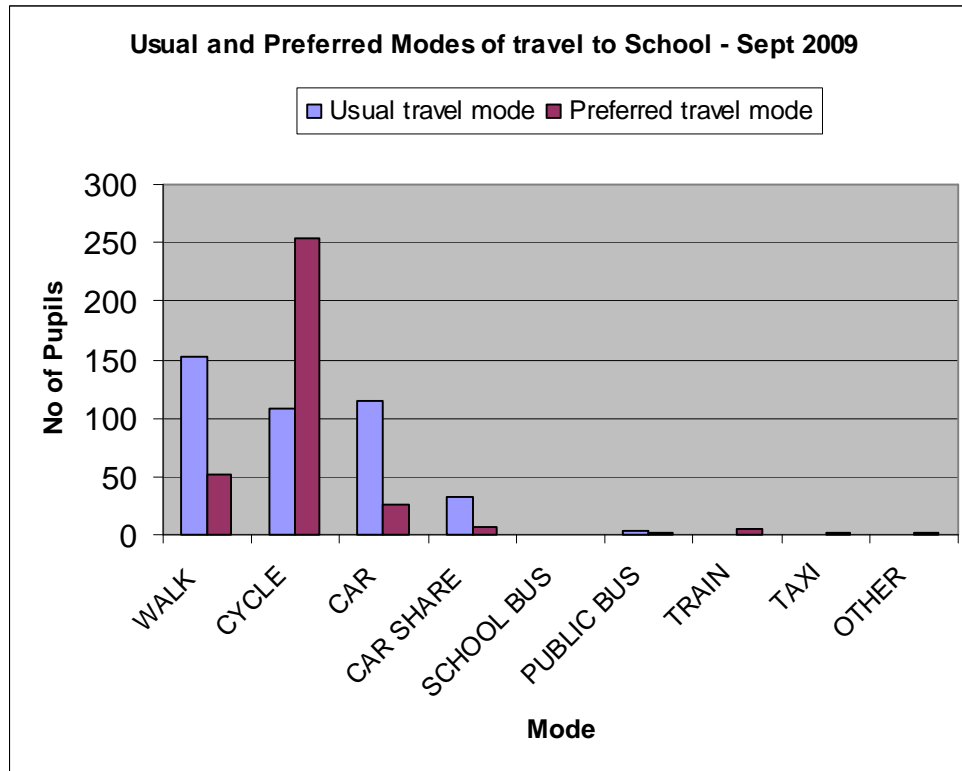
School Travel Plans are site specific and therefore remain the most comprehensive source of data for understanding the key issues effecting young people in Central Bedfordshire. They also provide a basis for developing local solutions. Appendix A highlights all the schools that have travel plans in place, as well as identifying other services and provision offered by the school. Below are summarised some key themes.



Travel Mode

School travel plans suggest that many pupils would prefer to cycle, as an alternative to walking or travelling by car. An example of typical travel preferences is illustrated in the following figure.

Figure 5.9: Etonbury Middle School Normal Vs Preferred Mode of Travel



Travel Distance and Cost

Distance travelled to school and its associated cost varies according to local geography and the school location however, in general, children travel the longest distance in rural areas. Travel choice and preference for independent and faith schools can lead to travel over longer distances for urban schools.

55% of secondary school aged pupils in England attend a school other than the nearest one to their home. In county authorities 47% attend a school other than the nearest one and these learners travel on average 3.7 miles. By comparison, pupils going to their nearest schools on average only travel 1.2 miles³¹.

Given the proportion of pupils attending a school other than their nearest one, it is not surprising that a DfES study found that nearly two thirds of pupils who travelled to school by bus or taxi had their fares paid by their family rather than by their local authority³². The average cost to parents who paid bus/taxi fares for their children was £7.29 per pupil per week. Some of these pupils will have been travelling by bus from within the statutory 'walking distance', whilst others will have been travelling more than 3 miles, but to a school other than their nearest suitable one. Furthermore, the study found that the cost of paying bus and taxi

³¹ Figures taken from 2005 PLASC data. Includes all pupils up to age 15 attending maintained secondary schools (excluding Middle deemed secondary), CTCs and Academies. Distances are measured in a straight line.

³² See The Cost of Schooling, RR588, Department for Education and Skills, November 2004



fares for the journey to school did not fall equally. Pupils from lower income families were more likely to have to pay for their bus travel than pupils from higher income families.

Choice of school is often hindered by concerns amongst parents about the cost and availability of transport, and there is a real inequity in how far children are able to travel to school. More affluent children travel on average nearly half a mile further than the poorest, with only around 10% of children entitled to free school meals travelling 3 or more miles to school compared to 18% of children not entitled to free school meals.

DfES research also suggested that transport arrangements can have a disproportionate impact on the reasons why parents choose a particular school for their children. For example, 41% of parents living in social housing cite travel convenience as the most important reason for choosing a school, compared with only 33% of owner occupiers³³.

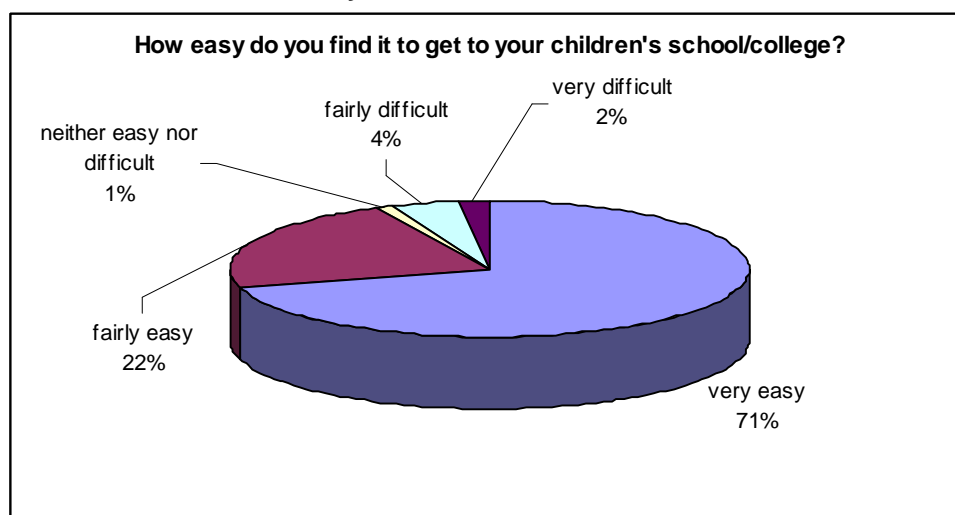
The recent DCSF report on 'delivering 14-19 reforms in rural area' ranked Bedfordshire at 31 amongst 40 rural local authorities in terms of density of 14 and 15 year olds.

5.5 Householder Travel Survey³⁴

As part of the evidence gathering process for the development of LTP3 a personal travel survey was commissioned which was representative of the population demographics in Central Bedfordshire, and to a level where there is statistical significance.

Results showed that schools/colleges in Central Bedfordshire are accessible and that sustainable modes of travel are the dominant modes of travel.

Figure 5.10: School Accessibility in Central Bedfordshire

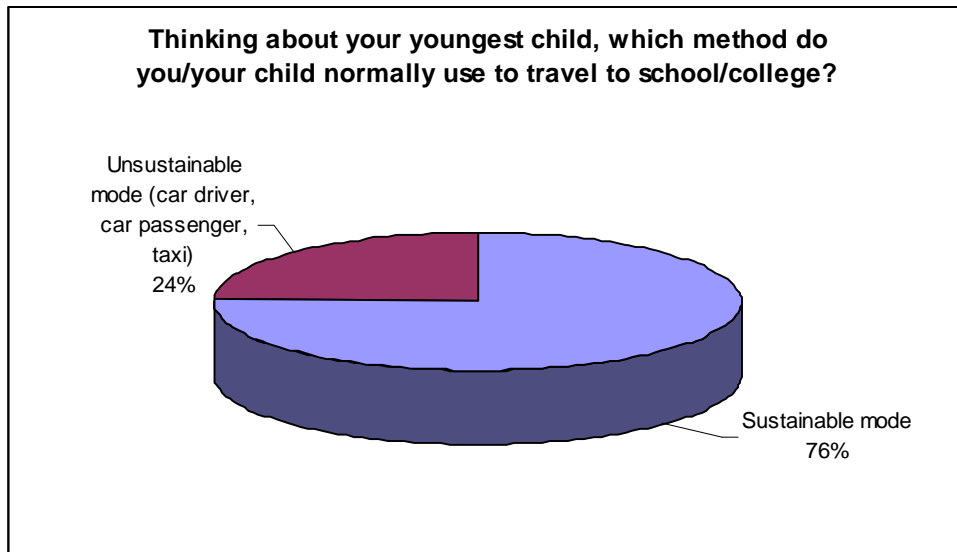


³³ Parents' experiences of the process of choosing a secondary school, RR278, Department for Education and Skills, June 2001

³⁴ Central Bedfordshire Council, 2010



Figure 5.11: Normal Travel Mode to School

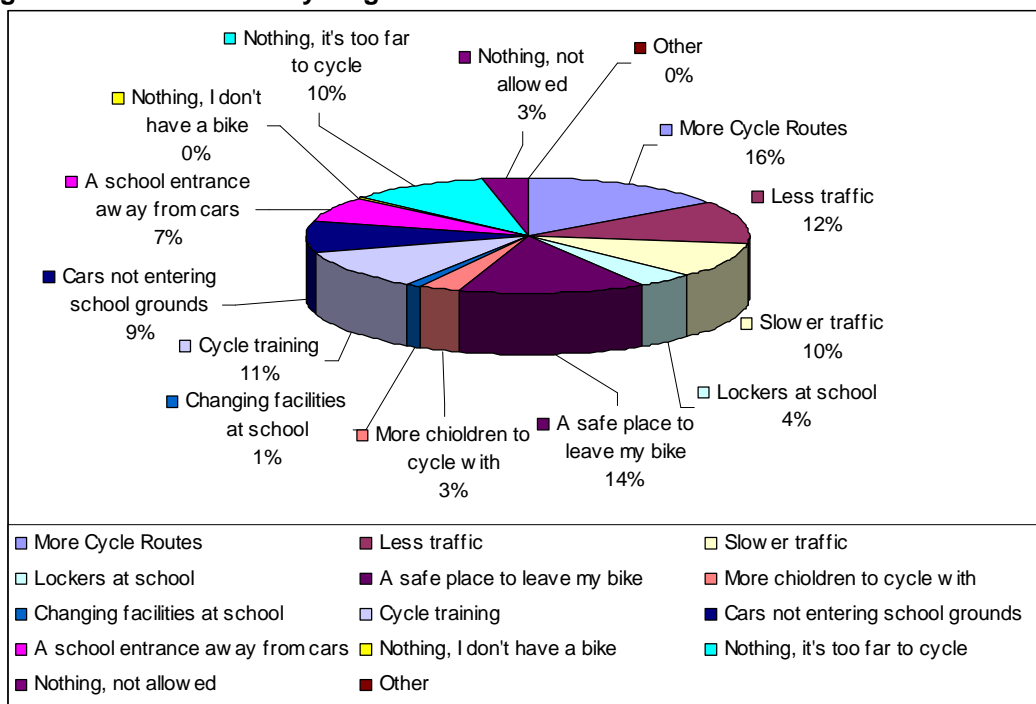


The survey shows that where individuals did feel that it was fairly or very difficult to travel to their children's school/college this was attributed to the distance they had to travel or the Lack of their own transport, poor public transport links, time and frequency.

Barriers to Sustainable Travel

The travel plan survey is also the most important source of information for identifying the barriers to sustainable travel as the example data in figure 5.6 illustrates from Burgoyne Middle School's travel plan. As with many surveys undertaken as part of the travel plan process' barriers that are often cited are: more cycle routes, distance (too far), secure cycle parking, cycle and pedestrian training, speed of traffic on routes to schools. In many instances these perceptions don't reflect the actual conditions which suggest that there is the potential to address these perceptions as part of the actions taken in this strategy.

Figure 5.12: Barriers to Cycling



Bullying Outside of School

The consultation on priorities for Central Bedfordshire's Children and Young Peoples Plan (CYPP) undertaken with children and young people in 2009 highlighted that bullying outside of school was a key issue for them. When this was probed further this highlighted the journey to and from school as of particular significance when children felt vulnerable to bullying and consequentially likely to deter them from walking, cycling or using the bus to travel to school. This issue has been identified as one of the priorities to be tackled in the CYPP, and as such should also be addressed in this SMoTS.

Transport Provided by CBC's Integrated Transport Unit

Throughout the gathering of evidence for SMoTS it has become clear that in order to gain the trust of pupil passengers on ITU provided transport, their parents and school staff, a number of initiatives to enhance transport provided for transporting children and young people to educational establishments is necessary.

New policy has been developed and to improve safety by tendering for vehicles with CCTV and seatbelts fitted as a standard. Improve emission levels by giving preference to lower emitting vehicles, and offer the chance for operators to invest in their services and fleet by tendering for longer contract lengths. In addition school routes will be considered as registered routes which will give wider community benefits.



6. Audit of Sustainable Travel Promotion and Transport Infrastructure

A wide range of solutions have been developed and implemented in Central Bedfordshire's schools. Most schools find that a range of 'soft' measures are the most effective solution: these include better public transport information, marketing, awareness raising, educational and promotional activities and initiatives such as cycle training, road safety education and campaigns. At some schools, however, engineering and infrastructure measures are required: for example, cycle parking and storage facilities, safer crossing points, safer routes and traffic calming.

Specific details are provided below, but for quick reference Appendix A lists all the schools in Central Bedfordshire and states the initiatives and services that each one offers.

6.1 Travel Plans

Travel plans provide mechanisms for identifying local problems and formulating local solutions that are relevant to the circumstances of those establishments and their catchments. They will be a key factor in the delivery of this strategy, not only identifying problems but also introducing solutions and monitoring impacts. For this reason Central Bedfordshire's Travel Plan Guidelines (Appendix B) ensure that a School Travel Plan contains, at minimum, the data in Table 6.1.

Table 6.1: School Travel Plan Guideline Criteria

Components	Details
Background and scope of the plan	Policy background & travel elements of the organisation's activity that the plan is addressing.
Objectives	Stating what the travel plan is designed to achieve, (e.g. reduction in car use, increase in cycling)
Description of location, type and size of school and facilities	The site and location, numbers of staff/pupils and their home locations, school catchments, school hours and other site users.
Description of the travel issues and problems faced by school or cluster	Detailing measures already in place, existing travel patterns and barriers to sustainable travel (from surveys). Include site assessment of existing transport links and site audit of transport/travel related infrastructure. Identify existing patterns of travel to school.
Details of proposed measures	Detail proposed actions and measures for achieving the objectives above. Consider measures designed to increase walking, cycling, car sharing or public transport use as appropriate. Plans for awareness raising/publicity/marketing. Appointment of a travel plan co-ordinator.
Targets	Identify targets against which the effectiveness of each measure will be reviewed.



Components	Details
	Consider short, medium and long term milestones based on survey results or the travel assessment and LTP targets.
Detailed timetable for implementation with appropriate timescales	Set out a timetable for implementation of the proposed measures
Monitoring & Review proposals	Set out arrangements for the ongoing monitoring and review of the travel plan to determine whether objectives are being met.
Evidence that all parties have been consulted	Detail evidence of consultation in the travel plan including travel plan working group, school council and PTA with appropriate signatories included whose involvement is key to the success of the plan, these signatories to include:- Head teacher, Chair of Governors, School STP co-ordinator, Central Bedfordshire's School Travel Advisor. Others might include Central Bedfordshire's school transport officer, local police officer and parish council representative.

6.2 Walking initiatives

Walking Buses

The walking bus is a popular way for lower school children to travel to school. Whilst they do require commitment and dedication from parents and volunteers they have demonstrated their effectiveness to get parents and pupils out of their cars and achieve a reduction in school gate traffic and car trips.

Walking buses operating particularly in the villages and market towns of rural Central Bedfordshire have many community benefits. These include the promotion of sustainable travel, health improvements through regular walking, increased awareness of road safety issues, and fewer cars on the road during the school run. Schools participating in the walking bus project receive advice, practical assistance and support from both the School Travel and Road Safety Teams.

There are currently 10 schools with walking buses operating at schools in Central Bedfordshire.

Highlighting Success: Walking Buses

Templefield Lower, Flitwick

Templefield Lower School in Flitwick is currently running walking buses three mornings a week. Approximately one third of children previously having been taken by car to school are using the walking bus. The scheme qualified for the Government's Walking Initiative grant which has been used for prizes and customised hi-visibility vests and for special themed day walks.

Park and Stride Schemes

As more and more children are driven to school the issue of parking outside the school gate is one of ever increasing concern. This is not only a problem for the schools and local residents as parents compete for available parking space but also for the police as they are called to deal with the problem. The issue then becomes one of road safety as the number of cars and often-erratic behaviour of parents endangers the children themselves.

Park and Walk (Park & Stride) schemes build upon the use of existing parking opportunities away from the school gate thus improving safety but also providing an opportunity for a short walk to school. This recognises the needs of parents whose journey is linked to another destination.



There are a number of schools in Central Bedfordshire with supported park and walk schemes, where it has been arranged for parents and children walk from nearby supermarket or pub car parks.

Highlighting Success: Flitwick Park and Stride

Templefield Lower, Flitwick Lower and Woodland Middle Schools

Flitwick Park and Stride is an outstanding example of where the establishment of a Park and Stride scheme from the local supermarket car park has effectively removed the need to park immediately adjacent to the school gates. The implementation of the scheme was undertaken in consultation with pupils, parents and local residents and was positively supported by the governing body and teaching staff at the schools. Parents who normally drive their children to school are encouraged to park away from the school gate in the Tesco car park, and walk with or allow their children to walk the last part of the journey to school.

Walking Incentive Schemes

Across the UK a number of successful walking incentive schemes are in place. These are simple but effective ways of encouraging children to walk to school.

Schools in Central Bedfordshire have used a scheme entitled 'Walk Once a Week' whereby children have their journey-card stamped every time they walk to school. The most notable example of a school using this scheme is Langford Lower School where it has been linked to a park and walk scheme from the village hall and local pubs. The success of this scheme has been nationally recognised. A short film about the scheme is available at <http://www.youtube.com/user/Walk2School#p/a/u/0/H0mtqx14xB4>

Central Bedfordshire Council also developed a new scheme entitled the 'Star Challenge' which has been piloted in lower schools in Leighton Buzzard and then rolled out to schools across the authority. Pupils that travel to school by a sustainable mode are rewarded with a free pass for a local leisure centre. The 'Star Challenge' was launched in September 2007 and has been welcomed by schools as a positive incentive to reduce car use and promote sustainable and healthy travel to school.

Walk to School Week/Month

Walk to School Week is run annually in May and International Walk to School Month annually in October. It gives schools a chance to participate in a national effort to encourage walking to school and by doing this make parents and children alike realise that it is both enjoyable and achievable. Throughout these weeks schools are provided with promotional materials and exciting competitions and many schools continue the theme with weekly days such as Walk on Wednesday.

Pedestrian Training

Pedestrian education at lower schools is delivered by Central Bedfordshire's Road Safety Team in the form of the 'Stepping Out Safely' scheme. Following trials in Sandy, Biggleswade and Leighton Buzzard, the Road Safety Team are now working with police community support officers to offer vital support to schools which offer this training.



6.3 Cycling initiatives

GoCycle Leighton-Linslade

Central Bedfordshire is leading the Leighton-Linslade cycling town initiative which aims to increase the number of cycle trips taken in the area. Over £1m of funding has been gained through Cycling England to promote and support cycling as well as implement infrastructure measures. This is a three-year project which aims to increase cycling through various initiatives one of which is working with schools.

Highlighting Success: Leighton-Linslade Cycling Town

GoCycle Leighton-Linslade

Leighton-Linslade was successful with its bid to become one of England's eleven new cycling towns. As part of the initiative a cycling officer has been employed to work with schools. All schools in Leighton have now received new or upgraded cycle parking, Bikeability cycle training and a variety of lessons, workshops, activities and competitions. Further events are planned which will contribute towards the overall target of doubling cycling levels in Leighton-Linslade.

Cycle Training

Central Bedfordshire Council delivers cycle training to schools to the new national standard in support of the Cycling England initiative aimed at promoting 'more people to cycle, more safely and more often'. Central Bedfordshire Council is now an accredited provider of 'Bikeability' training, a training scheme designed to provide young people with the skills and confidence to ride their bikes on today's roads.

This is now being offered at schools across Central Bedfordshire replacing the old cycling proficiency test. In order to offset the financial impact of the 'Bikeability' roll out, Central Bedfordshire Council has been allocated a £40,160 grant from Cycling England for 2010/11 to train 1,004 pupils to Bikeability level 2 and offset any potential increase in cost to pupils. The Leighton-Linslade Cycle Town project has also been allocated grant funding of £70,160 to train 1754 pupils to Bikeability level 2.

It is not a requirement that pupils must have undergone cycle training before cycling to school. Schools are encouraged to develop their own cycling policies as part of their School Travel Plan and it is recommended that appropriate training is offered. A model cycle policy example is included in Appendix C.

Cycle Parking

Schools have benefited from improvements to cycle parking facilities as part of the 'Safer Routes to Schools' programme, examples being Linslade and Holmemead Middle Schools, while others have benefited from Sustrans match funding. For further details of Central Bedfordshire's cycle parking standards please refer to the appendix of 'More People Cycling: the strategy for Central Bedfordshire'.

Highlighting Success: Cycle Parking

All schools in Leighton-Linslade have benefited from funding to improve and increase cycle parking on their school sites. This has seen an increased number of pupils travelling to schools in the area. Many other schools that are keen to encourage cycling have improved their parking facilities using their School Travel Plan grants to make these improvements.



6.4 Publicity and Promotion

Publications used for publicity and promotional purposes include the Central Bedfordshire Council's own magazine, 'News Central' which is distributed to every household in Central Bedfordshire in addition to the use of local press to publicise school travel initiatives.

Information on School Travel Plans and the work involved in promoting sustainable travel for schools is also publicised on Central Bedfordshire's web site at:

http://www.centralbedfordshire.gov.uk/council-and-democracy/sustainability/Sustainable_dev-travel/school-travel-plans.aspx

The Big Pedal

The Big Pedal is a stage race and works a bit like the Tour de France. Each day is a new stage in the race which takes schools on a route all round the UK. Schools log how many people cycle into school each day and the more people that do, the faster their time will be for that stage. Each school is given an individual time weighting, depending on size and number of pupils, so that smaller schools are in with just as much of a chance to win prizes as larger schools. The winning school is the school that completes the whole race in the fastest time.

Highlighting Success: Fairfield Park Lower School, East of England Big Pedal Winners

Fairfield Park Lower School, Stotfold

Fairfield Park Lower School in Stotfold has emerged as the top school in the Eastern Region in the nationwide 'Big Pedal' competition which took place in March. The combined effort of children at the school clocked up a total time of 160 hours, 48 minutes and 17 seconds in the saddle which was enough to win the East of England region competition and finish 11th out of the 828 schools that participated across the country.

As one of the regional winners, pupils at Fairfield Park Lower School have won a bike workshop kit which consists of 78 bike tools, a shadow board to hold them all in and a bicycle work stand for all the school's cycle repair needs.

6.5 Infrastructure Initiatives

Routes to School Schemes

Routes to schools schemes in the highways capital programme are 'package of measures' based programme of infrastructure and supporting educational and promotional measures. It aims to improve the safety of local walking, cycling and public transport network, and providing a suitable environment to encourage modes of travel to school other than the private car.

Routes to Schools schemes can bring many benefits such as reduced congestion and pollution, improved health and fitness, cost savings and increased independence. This is in addition to improved safety around schools and improvements to cycling and walking routes that will benefit everyone.

Routes to Schools schemes are developed on a cluster of schools model, with a steering group of participating schools and stakeholders set up to identify local issues and progress initiatives to encourage sustainable travel to school. In order for a routes to school aspects of



the highways capital programme to be successful, it is fundamental that they are supported by all of the schools which they benefit.

Infrastructure improvements that can be implemented to develop a network of safer routes to schools may include:

- 20mph zones for the roads immediately adjacent to the school
- traffic regulation orders on 'School Keep Clear' markings
- parking restrictions around schools
- speed reduction measures such as road humps, raised junctions and road narrowing
- improved crossing points
- improvements to footways and cycle paths,
- new cycle paths
- signing of school zone and a network of safer routes trails

Educational and promotional measures that can be introduced to support safer routes to schools include:

- Provision of information about walking and cycling routes to schools
- Promotion via school websites, newsletters and prospectuses
- Walking/cycling/car share/bus user incentive schemes
- Pedestrian training
- Bikeability cycle training
- Educational curriculum lessons and assemblies
- Anti-bullying on the journey to school messages
- Competitions
- Travel plan review and updates
- Route mapping
- Park and Strides

Routes to schools aspects of the highways capital programme remains the mechanism for the delivery of highway, footway and other capital improvements with funding provided through the LTP process.

Schools with approved up-to-date School Travel Plans are drawn into the highways capital programme based on a number of criteria including the potential for modal shift, casualty reduction, social inclusion, physical environment and other infrastructure schemes in the vicinity.

Central Bedfordshire schools have benefited from the implementation of improved routes to schools measures since the start of the programme in 1999. Examples of schools that have benefited include, Alameda Middle and The Firs Lower Schools in Ampthill where through joint working with the schools the scheme involved the implementation of measures to improve safety for the school journey including the installation of both zebra and puffin crossings, junction re-alignment to prevent parent's cars turning and school safety-zone signing.

Joint working with schools in Leighton Buzzard including Brooklands Middle and Clipstone Brook Lower Schools resulted in traffic calming and 20 mph zones. In the Parkside and Tithe Farm areas of Houghton Regis, Kings Houghton Middle School together with local lower schools have benefited from improved school crossing facilities, bus shelters and traffic calming.



Highlighting Success: Safer Routes to Schools

Etonbury Middle School, Stotfold

The implementation of 20 mph zones has normally been accompanied by traffic calming measures due to the necessity for them to be self enforcing. However, 2009 saw the introduction of a mandatory but part time 20mph zone outside Etonbury Middle School in Stotfold Road, Arlesey which will be closely monitored to assess the impact of a 20mph without large scale traffic calming.

Early indicators show an increased perception of safety.

6.6 Other Initiatives

Scootability - Lower School Scooter Training

Scootability is a progressive course and has been developed for school teachers to use as part of the curriculum, at lunchtime or after school clubs.

The aim of this programme is to use the scooters as a fun and active way to revise and reinforce basic pedestrian safety messages. The key safety messages are equally relevant to younger children and to older children who walk or scoot independently to school, to the local shops or around where they live.

There are 3 Scootability levels for children to participate in:

Level 1 - Scooter control and pavement etiquette

Level 2 - Scooter control, pavement etiquette and priorities at driveways

Level 3 - Scooter control, pavement etiquette and priorities at driveways, with more practice on the pavement with side roads and driveways.

Central Bedfordshire Council Post-16 Transport Scheme

In order to support young people in accessing school or college beyond the age of 16, Central Bedfordshire Council provides a Post-16 Transport Scheme that, in certain circumstances, enables students to travel to school or college at a subsidised rate.

Further details about Central Bedfordshire's Post 16 Transport Policy and the options available for post-16 learners are available on the education and learning pages on the Central Bedfordshire Council website.

Behaviour on School Transport

The issue of poor behaviour on CBC provided school transport is currently addressed by raising awareness of expectations of pupils patronising buses. A 'code of conduct' (see Appendix D) is sent out with all bus passes, and details the consequences that will be enforced should any of the guidelines be breached.

Bullying on the Journey to School Initiatives

In order to address the issues flagged up in the course of developing the CYPP, Central Bedfordshire has started to develop a series of information leaflets entitled 'What Are You



Doing?’ which highlight the issues and incidents around the theme of bullying one of which is focussed particularly on the journey to and from school. This information also gives advice about who to talk to and what to do if bullying incidents are observed.

In addition, Central Bedfordshire has commissioned a theatre in education script, performance and workshop called ‘Next Stop’. The action takes place on board a bus (but equally is applied to journeys to school by other modes) and explores the issues surrounding bullying.

Traffic Regulations Orders and Keep Clear Markings

The implementation of traffic regulation orders (TRO’s) on school keep clear markings are dealt with on a school by school basis as part of highways capital programme projects. Each school is considered on its own merit and orders are implemented where there has seen to have been a problem, however as indicated in the action plan in Section 6 Central Bedfordshire Council is now promoting a policy that all school keep clear markings will have no stopping orders.

Speed Limit Review

Local authorities across the country have been issued with new guidance from DfT in order to carry out a major review of speed limits on A and B roads in a bid to improve road safety. The guidance encourages traffic authorities to set limits that reflect the road environment and characteristics and which drivers will instinctively understand. All ‘A’ and ‘B’ roads in central Bedfordshire have now been assessed and the appropriate changes implemented.

Reviews on other roads where there are public concerns, police concerns, or statistical evidence of accidents (or a combination of all three) a speed limit review will be required. Central Bedfordshire will be promoting 20mph speed limits/zones along with measures to facilitate 20 mph speeds for all schools involved in the highways capital programme.

SOS ‘Status of Schools’

Central Bedfordshire Council has a website that will allow everyone to see exactly which schools and school transport, in Central Bedfordshire, has been affected by bad weather.

During bad weather some head teachers may decide to close their schools and some school transport may not be able to run. The new ‘State of Schools’ portal will allow parents and schools staff to see if their school has been affected by any bad weather at the click of a button.

To register for this service and receive up to the minute updates log onto:

<http://www.centralbedfordshire.gov.uk/webApps/SOS>



7. Sustainable Modes of Travel

Strategy Delivery Plan

Much is already being done in Central Bedfordshire to develop the infrastructure and promote sustainable school travel. The various initiatives in place have been outlined earlier in this document. However, travel needs are changing all the time. Developments in education and learning provision are leading to increasing travel demands, whilst policies to encourage choice and improve accessibility add to increasingly diverse demands and needs.

It is vital, therefore, that travel and transport considerations are built into the planning and delivery of educational facilities and services, so that optimal solutions are found rather than new problems (unmet needs) created. The thrust of this strategy is consequently about the mainstreaming of activities and building on existing structures.

Development and implementation of the strategy will be through existing and ongoing activities rather than new or one-off initiatives. This approach has the advantage of being more sustainable and achieving the continued best use of staff and funding resources. Specifically this approach will involve the structures outlined in Table 7.1.

Table 7.1: Structures to Promote and Develop Sustainable School Travel

Element	Description
Travel Plans	All schools to have a travel plan by 2010. Criteria and checklists sets out requirements. Outline assessment of current infrastructure, needs and travel patterns. Plans can be used and promote travel options to parents/ pupils.
Safer Routes to School	Schools 'prioritised' for this programme will have the benefit of a rigorous and detailed assessment of the infrastructure and facilities in place in and around the school. Funding is available from the local transport plan to improve and upgrade infrastructure.
Other Initiatives	Other specific developments (e.g. transforming education) will provide opportunities to assess needs and develop infrastructure or promote sustainable travel. It is important that all such initiatives link with their strategy.

The development and maintenance of active and effective travel plans for schools and colleges is central to the strategy. There are a number of advantages in this:

- Local focus travel for learning centres on a particular establishment; the travel plan has the same focus and area of influence. Therefore, the approach is logical.
- Travel plans already consider the infrastructure and needs and seek to promote more sustainable travel modes
- All schools should have a travel plan by 2010
- Local school and its community is best placed to identify needs and promote change in behaviour
- Capable of incorporating all travel issues associated with the site(s), including those arising from the emerging 14-19 curriculum, extended schools, collaboration working



- Regular updating of the position should occur. And the additional focus on travel plans from the strategy should encourage schools to maintain and update their plans.

With regard to the promotion of sustainable travel it is the intention to link with existing opportunities, and the use of different media will be necessary for different circumstances. Again, travel plans will play a part, being establishment based, they provide ideal tools for schools to provide information on travel options to parents and pupils.

Travel is a means to an end. Therefore, travel options should not be isolated from other information. They need to be linked to information about the things people are travelling for (e.g. extended services; diploma studies). Similarly, travel options and comparisons need to be available alongside choices about education. Therefore, travel plans will have a promotional element and it will be important that their information is kept up to date.

GIS mapping tools provide useful means of capturing and displaying information. In Central Bedfordshire, there are two such tools under development. One or both of these will be used to collate information from infrastructure audits, as well as other information on location of school crossing patrols, walking buses, pedestrian crossing, and cycle facilities. At the same time, this information can be used for promotional purposes.

The following action plan has been formulated to deliver the strategy based around the considerations discussed above. The action plan is based upon 5 key themes:

Strategy Theme 1: Organisation, Management & Development

This will ensure the appropriate structures and management are in place to deliver the strategy and action plan. 'Ownership' of the strategy by all stakeholders will be important. Similarly, it will be important to ensure that good collaborative working is established across relevant initiatives and partnerships.

Strategy Theme 2: Travel Plans and Accessibility

This puts travel plans at the heart of the strategy and seeks ways of ensuring that they are truly live and active documents.

Strategy Theme 3: Learning and Skills for Children and Families

This seeks to build travel considerations into the wider educational agenda, and to ensure that the transport implications of the initiatives such as the 14-19 curriculum and extended services are identified. It also considers the requirements of children with special educational needs.

Strategy Theme 4: Operational Quality, Efficiency and Safety

This draws together a number of current initiatives and member-led aspirations to achieve improvements in safety, efficiencies in procedures and operations, and to promote sustainable travel behaviour

Strategy Theme 5: Information and Marketing

This draws together measures to better allocate information and promote sustainable school travel. This includes an information hub.



7.1 Action Plan

Strategy Theme 1: Organisation, Management & Development

Element	Actions	Responsibility	Key Players	Timescale	Policy Number
Strategic Oversight and direction of the SMoTS	Sustainable Modes of Travel Strategy to be incorporated into the Central Bedfordshire's Local Transport Plan adoption process via the Development Strategy Task Force	Sustainable Communities	Transport Strategy	March 2011	
Management and delivery	Establish Travel to School Theme Group which incorporates SMoTS to ensure co-ordinated approaches on all education and transport developments	Sustainable Communities Children's Services	Transport Strategy Portfolio holders and lead officers	Jan 2011 Following Passenger Transport Review report	
Post-16 Transport Partnership	Post-16 Transport Policy to be revised, consulted upon and published	Children's Services	Schools commissioning Post-16 transport Partnership	May 2011	
	Develop an application mechanism by which relevant organisations can apply for Post-16 funding with a priority for projects which promote sustainable travel behaviour and improve access to learning	Children's Services	Schools commissioning Post-16 transport Partnership		
Collaborative working and engagement	Provide an open platform for all stakeholders to be involved in the shaping and direction of policies and services that flow from SMoTS	Travel to School Theme Group	All stakeholders	Ongoing	



Element	Actions	Responsibility	Key Players	Timescale	Policy Number
	Establish information channels for potential funding streams to be identified and shared with the Travel to School theme group	Travel to School Theme Group	All stakeholders	Ongoing	
	Continue to work, and develop relations between the Sustainable Communities and Children's Services directorates	Travel to School Theme Group	All stakeholders	Ongoing	
Consultation and Information Sharing	Consult with Key Stakeholders on SMoTS and subsequent revisions	Sustainable Communities	Sustainable Transport Officer (Young People)	Aug 2010	
	Develop consultation with schools, pupils and parents	Sustainable Communities	Sustainable transport Officer (Young People)	Autumn term 2010	
Ongoing Strategic direction	Ensure the Strategy is updated annually and remains active ensuring that CBC's SMoTS continues to develop in line with local and national policy	Sustainable Communities	Sustainable Transport Officer (Young People)	Ongoing	
All Elements	Ensure the principles of sustainability and accessibility are embedded into all aspects of management and organisation	Sustainable Communities Children's Services	All	On going	



Strategy Theme 2: Travel Plans and Accessibility

Element	Actions	Responsibility	Key Players	Timescale	Policy Number
School and College Travel Plans	All schools to have an up-to-date travel plan in place	Schools	School Travel Advisor	Ongoing	SMoTS 1
	Encourage colleges to introduce travel plans, possibility with support from Post 16 Partnership	Colleges	School Travel Advisor Post 16 Partnership	2011/Ongoing	
	14-19 developments and their impact to be included in all upper school and college travel plans	Schools and Colleges	School Travel Advisor	2013/Ongoing	
	Encourage and support schools to develop and update Travel Plans annually to remain active, and regularly monitored and evaluated	Central Bedfordshire Council	Sustainable Transport Officer (Young People) Schools and Colleges	Ongoing	
	All SEN Schools and Colleges' Travel Plans to include links to 'Independent Travel Training'	Schools and Colleges	SEN Schools and Colleges	Ongoing	
	Integrate other elements of the strategy with travel planning, including the need for local infrastructure audits and needs assessment	Schools and Colleges	Sustainable Transport Officer (Young People)	Ongoing	
School and College Travel Plans	Align travel plans and strategy through maintaining good, two way, information flows between CBC directorates	Central Bedfordshire Council	Sustainable Transport Officer (Young People)	Ongoing	
	Develop and maintain an active flow of information through partnership working	Schools & Colleges School Travel Advisors Other relevant officers	Sustainable Transport Officer (Young People)	On going	



Element	Actions	Responsibility	Key Players	Timescale	Policy Number
School Planning and Development	Ensure that sustainable travel and transport issues are integrated into the transforming education strategy roll out to ensure that sustainability and accessibility principles are considered throughout the planning process	Schools Planning Transport Strategy	Transforming Education Programme lead Schools Planning lead Sustainable Transport Officer (Young People)	On going	
	All new school developments and developments on school sites are accompanied by travel plans as a compulsory element and that these are enforced through the planning process	Planning and Development Control Transport Strategy	Planning Officers Sustainable Transport Officer	Ongoing	SMoTS 2
	All new schools to be provided with appropriate facilities to facilitate safe dropping off for bus users	Planning and Development Control Transport Strategy	Planning Officers Sustainable Transport Officer	Ongoing	SMoTS 3
	The implications of school closures, expansions and structural re-organisation on school travel and safety issues should be explicitly considered	Children's Services Sustainable Communities	Schools planning lead Development Control Client Transport lead Transport Strategy	Ongoing	SMoTS 4



Element	Actions	Responsibility	Key Players	Timescale	Policy Number
School Planning and Development	All new school developments to be situated on roads with 20mph speed limits along with measures to facilitate 20mph speeds	Children's Services Sustainable Communities	Schools planning lead Development Control Client Transport lead Transport Strategy	Ongoing	SMoTS 5
	All new school developments to have 'School Keep Clear' markings with appropriate Traffic Regulation Orders	Children's Services Sustainable Communities	Schools planning lead Development Control Client Transport lead Transport Strategy	Ongoing	SMoTS 6
	All new school developments to have separate pedestrian and cycling entrances to the school site	Children's Services Sustainable Communities	Schools planning lead Development Control Client Transport lead Transport Strategy	Ongoing	SMoTS 7
	All new school developments to have cycle parking facilities for pupils, staff and visitors in-line with CBC's Cycle Parking Guidance	Children's Services Sustainable Communities	Schools planning lead Development Control Client Transport lead Transport Strategy	Ongoing	SMoTS 8
All Elements	Ensure the principles of Sustainability and accessibility are embedded into all aspects of travel plan and accessibility work	All	All	Ongoing	



Strategy Theme 3: Learning and Skills for Children and Families

Element	Actions	Responsibility	Key Players	Timescale	Policy Number
Extended Schools and Children's Centre's Services Provision	Members of relevant CYPP theme groups, Extended Schools and Children's Centre development to sit on the Travel to School Theme Group	Children's Services Sustainable Communities	CYPP Strategy Group theme leads Extended Schools lead Children's Centre Development lead	Ongoing	
	Children's Centres and Extended Schools services and their impact, to be included in all travel plans	Schools and Colleges	School Travel Advisor	Ongoing	
14 – 19 Education	Appointment of 14 -19 Transport Coordinator	Children's Services	14-19 Education lead	October 2010	
	Development of a draft strategy for how young people will be enabled to access the 14 – 19 entitlement	Key Stakeholders	School Consortia Client Transport Officer	March 2011	
	Establishment of 14 – 19 Transport Steering Group		14-19 Consortium Manager	Bi-monthly	
14 – 19 Education	Establishment of transport items on 14 – 19 Consortium and Operational Group meetings	14 – 19 Education	14 – 19 Consortium Manager 14 – 19 Transport Coordinator	Quarterly	
	Investigate the specific needs of SEN pupils and barriers to 14-19 curriculum	SEN Schools and Colleges 14 – 19	14 – 19 Transport Coordinator	2012	



Element	Actions	Responsibility	Key Players	Timescale	Policy Number
		Education			
SEN provision	Introduction of Independent Travel Training for SEN pupils (after individual assessment)	Children's Services	Home to School Transport Commissioning SEN & Inclusion Team	Jan 2011	
	Ensure the principles of sustainability and accessibility are embedded into all aspects of strategies for children	All	All	Ongoing	
All Elements	Develop the link between Education and Transport to encourage shared information and nominate key contact points in each field.	All	Travel to School Theme Group	Ongoing	



Strategy Theme 4: Operational Quality, Efficiency and Safety

Element	Actions	Responsibility	Key Players	Timescale	Policy Number
Create an environment in and around schools which promotes sustainable travel	20 mph zones/speed limits and Traffic Regulation Orders on School Keep Clear markings to be considered for all schools involved in the Highways Capital programme	Sustainable Communities	Transport Strategy Bedfordshire Highways	Ongoing	SMoTS 9
	All waiting restrictions to be given high priority in terms of enforcement with funding prioritised for enforcement outside schools	Sustainable Communities Parking Board	Traffic Management	Ongoing	
	All schools to have networks of safer routes to school	Sustainable Communities	Transport Strategy Bedfordshire Highways	Ongoing	
	Improved awareness between schools transport and schools and colleges in the reporting and dealing with incidents on school transport journeys to schools and colleges	Schools Transport	Schools and Colleges	April 2011	
	Schools to have cycle parking, in accordance with Central Bedfordshire guidelines	Sustainable Communities	Sustainable Transport Team/Planning and Development Control/Schools Planning	Ongoing	
Create an environment in and around schools which promotes	Central Bedfordshire Council to promote national standard cycle training (Bikeability)	Sustainable Communities	Sustainable Transport Team	Ongoing	
		Schools and Colleges	Road Risk Advisory Unit		



Element	Actions	Responsibility	Key Players	Timescale	Policy Number
sustainable travel	Lower schools to be given the opportunity to participate in an appropriate walking incentive scheme	Schools and Colleges	Sustainable Transport Officer (Young People)	Ongoing	
	All schools engaged in the highways capital programme to be active participants in delivering sustainable travel promotional, publicity and educational measures	Schools and Colleges CBC Sustainable Transport Team	Sustainable Transport Officer (Young People)	Ongoing	SMoTS 10
	All new school developments or school structure re-organisation to include a Travel and Transport Impact Assessment as part of the Environmental Impact Assessment.	Sustainable Communities Children's Services	Schools and Colleges Schools Planning Development Control Officers	Ongoing	SMoTS 11
Policy	Transforming Transport Project (Including Passenger Transport Review and Development of an Integrated Transport Unit)	Sustainable Communities Children's Services	Client Transport Schools Commissioning & Eligibility Transport Strategy	Dec 2010	
Policy	The principles for charging for post-16 and college transport should be reviewed.	Children's Services	Home to School Transport Commissioning Post 16 Transport Group		
	All schools and colleges to develop their own cycling policy (School Cycling Policy guidance can be located in Appendix C)	Schools and Colleges	Schools and Colleges	Ongoing	SMoTS 12



Element	Actions	Responsibility	Key Players	Timescale	Policy Number
	All schools with on-site transport and parking issues to develop and implement site management plans in consultation with relevant CBC departments	Schools and Colleges	Schools and Colleges Sustainable Transport Team	Ongoing	SMoTS 13
	CCTV to be a requirement for all ITU tendered school transport services on vehicles with 16 seats or more	Integrated Transport Unit Children's Services	Home to School Transport Commissioning	Ongoing	SMoTS 14
Policy	Seatbelts to be a requirement for all ITU tendered school transport services on all vehicles	Integrated Transport Unit Children's Services	Home to School Transport Commissioning	Ongoing	SMoTS 15
	School route tenders to take in to consideration vehicle emissions with vehicles to be Euro 3 compliant as minimum standard and to provide emission and route rationalisation monitoring data.	Integrated Transport Unit Children's Services	Home to School Transport Commissioning	Ongoing	SMoTS 16
	Schools and Colleges to take travel and transport implications into consideration when altering the times of the school day or when pupils mobility requirements for accessing the site alter.	Schools and Colleges	Schools and Colleges	Ongoing	SMoTS 17
	All schools and colleges to annually nominate a person to be the contact for all issues relating to travel and transport	Schools and Colleges	Schools and Colleges	Ongoing	SMoTS 18



Element	Actions	Responsibility	Key Players	Timescale	Policy Number
Policy	Update the Travel to School policy to include implications of 14-19 diploma lines and the extension of rights	Children's Services	Home to School Transport Commissioning 14-19 Transport Coordinator	March 2011	
Increased efficiencies in transport provision	Identify ways of working to deliver efficiencies and improve quality of school transport	Children's Services Sustainable Communities Transforming Transport Project	Home to School Transport Commissioning Client Transport Transport Strategy	Dec 2010	
	All new ITU school transport contract lengths to be for either 1, 3, 5 or 8 years in length	Integrated Transport Unit Children's Services	Home to School Transport Commissioning	Ongoing	SMoTS 19
	The registering of ITU provided routes to schools to be explicitly considered in the when setting the tender for a route	Integrated Transport Unit Children's Services	Home to School Transport Commissioning	Ongoing	SMoTS 20
All Elements	Ensure the principles of sustainability and accessibility are embedded into all aspects of operational quality and efficiency	All	All	Ongoing	



Strategy Theme 5: Information and Marketing

Element	Actions	Responsibility	Key Players	Timescale	Policy Number
Information Hub	Develop a central information Hub with online accessibility for parents and pupils to access all sustainable travel information in the Sustainable Modes of Travel Strategy	Travel to School Theme Group	Sustainable Transport Team Client Transport Team School Transport Entitlement Team	Ongoing	
	Develop a leaflet that contains primary information on the strategy	Sustainable Communities	Sustainable Transport Officer (Young People)	Annually by August 31 st	
	Develop information available regarding behaviour on School Transport and Bullying on the Journey to School	Sustainable Communities	Client Transport Transport Strategy Anti-Bullying Coordinator	Dec 2011	
Public Transport information	Work with Connexions, Post 16 and 14 - 19 Transport Partnerships and the Family and Youth Information Service to increase people's knowledge of transport options available which can help to improve access and participation in education, training and employment.	Sustainable Communities Children's Services	Passenger Transport Team FYIS Sustainable Transport Officer (Young People)	Jan 2011	
All Elements	Ensure the principles of sustainability and accessibility are embedded into all aspects of information and marketing	All	All	Ongoing	



8. Conclusion

This strategy has identified the context for encouraging and promoting sustainable travel to schools and colleges in Central Bedfordshire. This sets a clear direction in which Central Bedfordshire can meet the statutory responsibility to produce and update a Sustainable Modes of Travel strategy (SMoTS) but also develop in further and ensure its longevity through its inclusion into the Central Bedfordshire's Local Transport Plan.

The strategy's assessment of travel and transport needs provides a strong baseline with which to develop and promote sustainable transport from in the future. The audit of sustainable travel and transport infrastructure makes it clear that Central Bedfordshire already has a comprehensive 'package of measures' in place. From this strong base the Delivery Plan identifies areas of work that will further develop and enhance support and encourage sustainable travel and transport modes.

A summary leaflet has also been produced which outlines the key points in the strategy and provides information on where to find more information about sustainable travel options to schools and colleges in Central Bedfordshire. The summary leaflet can be found on line at <http://www.centralbedfordshire.gov.uk/education-and-learning/schools/school-travel> .



Appendix A – Audit of Schools Initiatives and Services

DCSF	Name	Phase	Numbers on Roll	School travel Plan	Safer Routes to Schools scheme	Cycling initiatives	Bikeability (2) Cycle Training	Walking buses	Park and Stride	Pedestrian training (Stepping out)	Schools with statutory transport provided	SEN transport
4099	Alameda	Middle	561	✓	✓ P		✓				✓	
3306	All Saints	Lower	148	✓						✓	✓	
2192	Ardley Hill	Lower	225	✓	P			✓		✓		
1019	Arlesey	Nursery	66	✓	P							
4040	Arnold	Middle	504	✓	✓		✓				✓	✓
5410	Ashton Middle	Middle	614	✓			✓					
5202	Ashton St Peters	Lower	155	✓	✓					✓		
2002	Aspley Guise	Lower	133	✓				✓		✓		
2067	Beaudesert	Lower	215	✓	✓	✓				✓		
2040	Beecroft	Lower	234	✓								
4046	Brewers Hill	Middle	181	✓	P		✓				✓	
4038	Brooklands	Middle	259	✓	✓	✓	✓				✓	
4092	Burgoyne	Middle	273	✓	✓		✓				✓	



DCSF	Name	Phase	Numbers on Roll	School travel Plan	Safer Routes to Schools scheme	Cycling initiatives	Bikeability (2) Cycle Training	Walking buses	Park and Stride	Pedestrian training (Stepping out)	Schools with statutory transport provided	SEN transport
4060	Caddington Village School	Primary	476	✓	✓		✓				✓	
3003	Caldecote	Lower	63							✓	✓	
2033	Campton	Lower	115	✓						✓	✓	
2136	Chalton	Lower	47	✓						✓		
2110	Church End	Lower	267	✓						✓		
2201	Clipstone Brook	Lower	169	✓	✓	✓				✓	✓	
3005	Cranfield	Lower	284	✓	P					✓	✓	
2056	Derwent	Lower	135	✓						✓		
2189	Doverly Down	Lower	148	✓		✓		✓		✓		
2285	Downside	Lower	98							✓		
2038	Dunstable Icknield	Lower	249	✓						✓		
3006	Dunton	Lower	57	✓						✓		
2042	Eaton Bray	Lower	111	✓						✓		
4502	Edward Peake	Middle	347	✓			✓				✓	
4004	Etonbury	Middle	424	✓	✓ P		✓				✓	
2046	Eversholt	Lower	75	✓						✓	✓	



DCSF	Name	Phase	Numbers on Roll	School travel Plan	Safer Routes to Schools scheme	Cycling initiatives	Bikeability (2) Cycle Training	Walking buses	Park and Stride	Pedestrian training (Stepping out)	Schools with statutory transport provided	SEN transport
2047	Everton	Lower	44	✓						✓		
3351	Fairfield Park	Lower	149	✓						✓		
2049	Flitwick	Lower	247	✓	✓				✓			
4043	Fulbrook	Middle	348	✓	✓						✓	
4073	Gilbert Inglefield	Middle	505	✓		✓	✓					
7017	Glenwood	Special	75									✓
2000	Gothic Mede	Lower	219	✓	P					✓		
2051	Gravenhurst	Lower	45	✓	✓					✓	✓	
3007	Greenfield	Lower	134	✓						✓		
2289	Greenleas	Lower	260	✓		✓				✓		
2168	Hadrian	Lower	274	✓	P					✓		
2180	Harlington Lower	Lower	118	✓						✓	✓	
4083	Harlington Upper	Upper	1437	✓							✓	✓
2209	Hawthorn Park	Lower	270	✓	✓					✓		
2055	Haynes	Lower	93	✓						✓		
2184	Heathwood	Lower	140	✓	P	✓		✓	✓	✓		✓
4503	Henlow	Middle	564	✓	✓		✓				✓	
7010	Hillcrest	Special	64									✓



DCSF	Name	Phase	Numbers on Roll	School travel Plan	Safer Routes to Schools scheme	Cycling initiatives	Bikeability (2) Cycle Training	Walking buses	Park and Stride	Pedestrian training (Stepping out)	Schools with statutory transport provided	SEN transport
7007	Ivel Valley (H'mead campus)	Special	69									✓
2218	Hockliffe	Lower	57	✓	✓					✓		
4006	Holmemead	Middle	484		✓ P		✓				✓	✓
5408	Holywell	Middle	533	✓	P		✓				✓	
2057	Houghton Conquest	Lower	58	✓						✓		
2058	Houghton Regis	Lower	194	✓						✓		
2059	Husborne Crawley	Lower	55	✓	✓					✓	✓	
3302	John Donne	Lower	72	✓						✓		
3010	Kensworth	Lower	52	✓					✓	✓		
4088	Kings Houghton	Middle	458	✓	✓ P		✓					
2174	Kingsmoor	Lower	151	✓	✓					✓		
2119	Laburnum	Lower	123	✓	✓					✓	✓	
2193	Lancot	Lower	278	✓						✓		✓
2066	Langford	Lower	162	✓	✓					✓		✓
2217	Lark Rise	Lower	221	✓	✓					✓		
2153	Lawnside	Lower	249	✓						✓		



DCSF	Name	Phase	Numbers on Roll	School travel Plan	Safer Routes to Schools scheme	Cycling initiatives	Bikeability (2) Cycle Training	Walking buses	Park and Stride	Pedestrian training (Stepping out)	Schools with statutory transport provided	SEN transport
2177	Leedon	Lower	279	✓	✓	✓		✓		✓		
4120	Leighton	Middle	462	✓	✓	✓	✓				✓	
2188	Linslade Lower	Lower	202	✓		✓				✓		
4077	Linslade Middle	Middle	596	✓	✓ P	✓	✓					
5401	Manshead	Upper	1090	✓	✓ P						✓	✓
2001	Maple Tree	Lower	181	✓	✓					✓		
2112	Maulden	Lower	146	✓	✓					✓	✓	
3320	Meppershall	Lower	98	✓				✓		✓		
4056	Mill Vale	Middle	393	✓	✓ P		✓					
5204	Moggerhanger	Lower	59	✓						✓		
4008	All Saints	Academy	524	✓		✓					✓	
3323	Northill	Lower	235	✓						✓		
7018	Oak Bank	Special	57									✓
4054	Parkfields	Middle	468	✓	✓		✓				✓	✓
2117	Potton	Lower	235	✓	✓					✓		
4007	Priory	Middle	483	✓			✓				✓	
3313	Pulford	Lower	151	✓	✓	✓		✓		✓		
2154	Pulloxhill	Lower	54	✓						✓		



DCSF	Name	Phase	Numbers on Roll	School travel Plan	Safer Routes to Schools scheme	Cycling initiatives	Bikeability (2) Cycle Training	Walking buses	Park and Stride	Pedestrian training (Stepping out)	Schools with statutory transport provided	SEN transport
5400	Queensbury	Upper	1176	✓	✓ P						✓	
2282	Ramsey Manor	Lower	274	✓	✓ P					✓	✓	✓
3008	Raynsford	Lower	148	✓	✓					✓		
4003	Redborne	Upper	1422	✓	P						✓	✓
2118	Ridgmont	Lower	48	✓						✓	✓	
4034	Robert Bloomfield	Middle	821	✓			✓				✓	
2202	Robert Peel	Lower	255	✓	✓					✓		
2129	Roecroft	Lower	158	✓	P					✓		
2146	Russell	Lower	201	✓	✓					✓	✓	
4079	Samuel Whitbread	Upper	1705	✓	✓						✓	✓
4078	Sandy Upper	Upper	833	✓	✓ P						✓	
4033	Sandye Place	Middle	479	✓	✓						✓	
2121	Shefford	Lower	322	✓						✓		
2111	Shelton	Lower	52	✓						✓	✓	
2122	Shillington	Lower	112	✓						✓		
3013	Silsoe	Lower	116	✓						✓		✓
2032	Slip End	Lower	80	✓						✓		



DCSF	Name	Phase	Numbers on Roll	School travel Plan	Safer Routes to Schools scheme	Cycling initiatives	Bikeability (2) Cycle Training	Walking buses	Park and Stride	Pedestrian training (Stepping out)	Schools with statutory transport provided	SEN transport
2203	Southcott	Lower	318	✓	✓					✓		
2124	Southill	Lower	59	✓						✓	✓	
2210	Southlands	Lower	284	✓	✓					✓		
3001	St Andrew's	Lower	361	✓	✓				✓	✓		✓
2149	St Christopher's	Lower	210	✓						✓		
2069	St George's	Lower	72	✓	P					✓	✓	
3310	St Leonard's	Lower	96	✓						✓		
3346	St Mary's (Caddington)	Lower	122	✓	✓					✓		
3307	St Mary's (Clophill)	Lower	131	✓						✓		
3014	St Mary's (Stotfold)	Lower	241	✓						✓		
3012	St Swithun's	Lower	129	✓	✓					✓		✓
3348	St Vincent's	Lower	194	✓						✓		
2125	Stanbridge	Lower	82	✓						✓	✓	
2072	Stondon	Lower	80	✓						✓		
4005	Stratton	Upper	1250	✓							✓	✓



DCSF	Name	Phase	Numbers on Roll	School travel Plan	Safer Routes to Schools scheme	Cycling initiatives	Bikeability (2) Cycle Training	Walking buses	Park and Stride	Pedestrian training (Stepping out)	Schools with statutory transport provided	SEN transport
4093	Streetfield	Middle	393	✓	✓		✓				✓	✓
3015	Studham	Lower	39	✓						✓	✓	
5203	Sundon	Lower	54	✓						✓		
7009	Ivel Valley (S'side campus)	Special	69									✓
3331	Sutton	Lower	57	✓						✓		
2003	Swallowfield	Lower	256	✓						✓	✓	
2213	Templefield	Lower	258	✓	✓			✓	✓	✓		
4011	The Cedars	Upper	1241	✓	✓	✓	✓				✓	✓
2195	The Firs	Lower	283	✓	✓ P					✓	✓	
1001	The Lawns	Nursery	103	✓								
2176	The Mary Bassett	Lower	161	✓	P	✓				✓		
2070	Thomas Johnson	Lower	83	✓						✓		
5200	Thomas Whitehead	Lower	196	✓						✓		
2166	Thornhill	Lower	147	✓	✓			✓		✓		
2279	Tithe Farm	Lower	141	✓	✓					✓		
3016	Toddington St George	Lower	302	✓	✓			✓		✓	✓	✓



DCSF	Name	Phase	Numbers on Roll	School travel Plan	Safer Routes to Schools scheme	Cycling initiatives	Bikeability (2) Cycle Training	Walking buses	Park and Stride	Pedestrian training (Stepping out)	Schools with statutory transport provided	SEN transport
2137	Totternhoe	Lower	62	✓						✓		
4096	Vandyke	Upper	890	✓	✓	✓	✓				✓	
2152	Watling	Lower	178	✓	✓					✓		
7006	Weatherfield	Special	93									✓
1017	Westfield Nursery	Nursery	93	✓								
5201	Westoning	Lower	131	✓						✓		
1002	Willow	Nursery	87	✓								
2143	Woburn	Lower	49	✓						✓		
4117	Woodland	Middle	606	✓	✓		✓		✓			
3017	Wrestlingworth	Lower	51	✓						✓		
			38,235	130	55	16	24	10	6	93	5500 pupils	400 pupils



DCSF	Name	Phase	Numbers on Roll	School travel Plan	Safer Routes to Schools scheme	Cycling initiatives	Bikeability (2) Cycle Training	Walking buses	Park and Stride	Pedestrian training (Stepping out)	Schools with statutory transport provided	SEN transport
6007	St George's School	Other Independent										
6015	Fernwood School	Other Independent										
6018	Orchard School and Nursery	Other Independent										
6019	Sceptre School	Other Independent										
6020	Holme Court School	Other Independent Special School										
	Central Bedfordshire College (K'way campus)	College										✓
	Central Bedfordshire College (H. Regis campus)	College										✓
	SRTS Key	P = Programmed										



Appendix B – School Travel Plan Evidence Checklist



STP Evidence Checklist

Name of School _____ Date _____
 Postcode _____

1. Description of the location, size and type of school			
Type – primary or secondary, independent voluntary aided etc.	<input type="checkbox"/>	Location map and site plan	<input type="checkbox"/>
Age range and number of pupils	<input type="checkbox"/>	Extended or community use of site	<input type="checkbox"/>
Written description of the locality of the school	<input type="checkbox"/>	Photographs	<input type="checkbox"/>
DCFS unique school reference number	<input type="checkbox"/>	Facilities (e.g. existing cycle storage, lockers etc)	<input type="checkbox"/>
Opening times – pre and after school clubs	<input type="checkbox"/>	Postcode plots	<input type="checkbox"/>
Transport needs of all pupils (e.g. SEN)	<input type="checkbox"/>	Details of school catchment area	<input type="checkbox"/>
Transport links – details of key walking routes (map), cycle routes, bus services and railway stations serving the school.	<input type="checkbox"/>	Number of parking spaces for staff and visitors	<input type="checkbox"/>
Deliveries to the school, kitchen, office etc.	<input type="checkbox"/>	Current involvement in school travel activities and education	<input type="checkbox"/>
Site audit of transport/travel related infrastructure	<input type="checkbox"/>	Indication of sign up to other related initiatives e.g. Healthy Schools, Eco Schools, Sustainable Schools	<input type="checkbox"/>
Details outlining the travel needs of other services on the school site (Extended Schools/Children's Centre, Pre-School, Nursery etc.)	<input type="checkbox"/>		

2. Description of the travel issues faced by a school or cluster			
This is a written description of the particular travel issues at the school and can be in text or bullet format	<input type="checkbox"/>	Journeys made during the school day	<input type="checkbox"/>
Opportunity to say how these issues have been identified by the school community, demonstrating evidence of consultation	<input type="checkbox"/>	Travel needs of other users (e.g. staff, community etc if relevant)	<input type="checkbox"/>
Arrangements in place to deal with incidents of bullying on the journey to/from school	<input type="checkbox"/>	Future development likely to increase traffic levels	<input type="checkbox"/>
		Mission statement/letter of recommendation stating what the STP is designed to achieve. Planning conditions included.	<input type="checkbox"/>
		Existing policies to ensure good behaviour on public transport, cycling policy etc	<input type="checkbox"/>
		Travel between school sites could also be considered	<input type="checkbox"/>

STP Evidence Checklist 2010-04-01/NPS



3. Survey results	
Date survey undertaken <input type="checkbox"/>	Use (if available) historical data to show progress to date <input type="checkbox"/>
Survey of how <u>all</u> pupils "usually travel to school" and prefer to travel to school" (report data as numbers so that year on year comparisons can be made) <input type="checkbox"/>	Survey of how pupils "usually travel to and from school" (number, percentage and total number surveyed) <input type="checkbox"/>
Where pupil numbers are high and it is not feasible to survey all pupils a representative sample should be surveyed. ¹ <input type="checkbox"/>	To and from data should be surveyed and reported separately and reported separately as it is not uncommon for pupils to travel by different modes at the start and end of the day <input type="checkbox"/>
Survey all pupils through a "hands up" survey (especially if it is a small school) <input type="checkbox"/>	More detailed questionnaires allow for greater identification of issues, barriers, possible solutions and innovative ideas e.g. asking "distance travel to school" and linking postcodes to mode of travel (actual and preferred) to identify potential modal shift <input type="checkbox"/>
Report numbers surveyed as well as numbers responded <input type="checkbox"/>	Staff travel survey <input type="checkbox"/>
Survey data should be recent preferably in the current school year, but no more than 18 months old <input type="checkbox"/>	Parents surveyed and asked for their contribution and ideas <input type="checkbox"/>

¹ As school travel patterns may be influenced by age, socio-economic group and SEN these factors should be taken into account when selecting the sample. 1 option might be to survey a minimum of 1 class in each year, provided the allocation of pupils to different classes is not related to factors such as socio-economic group. Alternatively, a random sample could be generated based on pupil numbers.



4. Clearly defined objectives and targets	
<p>Clear objectives (i.e. statements of intent – what do we want to achieve) stated within the text and linked back to the issues identified within the STP <input type="checkbox"/></p> <p>Correlating SMART targets associated with each objective (i.e. a specific point to reach by a stated time) that reflect the survey data and issues identified <input type="checkbox"/></p> <p>Targets should be specific, measurable, achievable, realistic and time-bound <input type="checkbox"/></p> <p>All STP's must include at the very least, one SMART target <input type="checkbox"/></p> <p>Baseline data must always be included as without this there is no standard against which future performance can be measured <input type="checkbox"/></p>	<p>Encourage schools to look to 2 – 3 years for longer term objectives <input type="checkbox"/></p>

NE: A list of example objectives and targets can be provided for reference by the STPO but schools are strongly recommended to draw up their own

5. Details of proposed measures	
<p>A clearly defined yearly action plan stating what will be done to meet the STP's objectives and targets <input type="checkbox"/></p> <p>Starting from when the school signs up or approves the STP <input type="checkbox"/></p> <p>Link actions to specific objectives and/or targets <input type="checkbox"/></p> <p>Any measure or action that has been identified within the body of the STP should be included within the action plan <input type="checkbox"/></p>	<p>Table format covering criteria 5, 6 and 7 (i.e. what, when and who) <input type="checkbox"/></p> <p>Monitoring activities added to ensure tasks and actions are not overlooked <input type="checkbox"/></p> <p>Action plans should include existing or ongoing projects (e.g. cycle training, WOW etc) <input type="checkbox"/></p>



6. Detailed timetable for implementation	
Clearly state when the action or activity will be completed and/or undertaken <input type="checkbox"/>	Avoid unclear or open statements such as "ongoing" or "2008" <input type="checkbox"/>
State month and year or term and year or a specific date <input type="checkbox"/>	Identification of risks which would prevent implementation <input type="checkbox"/>

7. Clearly defined responsibilities	
Individuals should be named and duties should be spread around in order to reduce the load on any one individual within the school and ensure the plan will be sustained. It is advisable to identify specific individuals from larger organisations where their help and support is required to achieve actions identified <input type="checkbox"/>	Identify a lead person within the school to take up any actions with external bodies (e.g. with road safety units or engineering depts. in LAs) <input type="checkbox"/>
	Avoid unclear statements such as school or LA or listing the same individual for every action <input type="checkbox"/>

8. Evidence that all parties have been consulted	
Say how you have sought to find out the opinions and ideas of all those directly affected by the action plan in the STP <input type="checkbox"/>	Findings of more detailed questionnaires to identify greater issues, barriers, and solutions. <input type="checkbox"/>
Who was consulted and how <input type="checkbox"/>	Parents survey and asked for their contribution/ideas <input type="checkbox"/>
Consultation must involve as a minimum parents/pupils, staff and governors. Evidence of the consultation must be included and must involve more than just mentioning or referring to consultation without including an evidence base <input type="checkbox"/>	Staff survey <input type="checkbox"/>
Attach as appendices, or include in the main body of the plan evidence of consultation. This may include examples such as: findings of detailed questionnaires, minutes of staff/PTA/Govs/working group meetings, school council tasked with actions, letters sent home to parents, newsletters. <input type="checkbox"/>	List of members of the STP working group <input type="checkbox"/>

NE: Hands up surveys on actual and preferred means of travel on their own would not be evidence of consultation

STP Evidence Checklist 2010-04-01/NPS



9. Monitoring and review proposals	
Say when the next surveys will be done <input type="checkbox"/>	It is good practice to monitor actions and initiatives as well as specific targets <input type="checkbox"/>
Set a month and years for reviewing the STP <input type="checkbox"/>	
State who (i.e. a specific role) is responsible for ensuring both surveys and reviews will be completed <input type="checkbox"/>	Include "success criteria" or "monitoring indicators" in a column against each action in the action plan <input type="checkbox"/>
The STP must include a commitment that the review will consider pupil travel needs arising from new developments in education and transport provision and that the STP will be revised as necessary to take account of these <input type="checkbox"/>	Make links to the school development or improvement plan <input type="checkbox"/>
Any review of an STP should be planned to start before the action plan has run its course to guard against inactivity. <input type="checkbox"/>	Good monitoring proposals linked back to a good quality action plan, with clear activities that have monitoring built in. <input type="checkbox"/>

10. Signatures of representatives from the school and governors	
Head teacher <input type="checkbox"/>	School STP co-ordinator <input type="checkbox"/>
Chair of Governors <input type="checkbox"/>	School Council <input type="checkbox"/>
Director of Environment <input type="checkbox"/>	Local Police officers <input type="checkbox"/>
Director of Children's Services <input type="checkbox"/>	Parish Council <input type="checkbox"/>
	Other relevant parties <input type="checkbox"/>

Comments

Signature of STP Officer

Local Authority



Appendix C – Cycling to School

Policy Example

This school actively encourages pupils to cycle to school since it improves their health and fitness, reduces traffic outside the school making conditions safer for everyone and benefits their general development.

Pupil safety on the school journey

Parents and guardians have responsibility for ensuring the safety of pupils cycling to the school.

Cycle permits

The school operates a cycle permit scheme. All pupils due to attend the school will be issued with a permit and provided with a cycle training consent form and details of the school's cycle parking arrangements.

Cycle parking

The school will use its best endeavours to provide sufficient safe and secure parking for cycles. Provision will be available on a first come, first served basis. Access to the cycle parking area will be available between designated hours at the start and end of the school day. Cycling within the school grounds is only permitted on designated routes and paths serving the cycle parking area.

Other storage

The school will use its best endeavours to provide a secure space where pupils can leave helmets, lights and outdoor clothing.

Liability for bicycles on the school premises

The school is not liable for property on its premises, and therefore is not liable for pupil's cycles being stolen or damaged by a third party.

Training

The school will use its best endeavours to arrange Bikeability course provision at Level 1 for pupils in Year 4, Level 2 for pupils in Years 5 or 6 and Level 3 for pupils in Year 9 or 10. Wherever possible the training will be arranged during the school day.

Safety

The school recommends children wear a BSI-approved and correctly fitted cycle helmet and appropriate clothing, such as high visibility vest.

Cycle maintenance



The school recommends pupils have their cycles regularly checked for roadworthiness by a competent mechanic. If in the opinion of the head teacher a cycle is judged not to be roadworthy their cycle permit may be withdrawn temporarily.

School Cycle Parking Permit

Cycling to School – Important Notice to Parents

The school wishes to encourage and facilitate pupils cycling to school.

We recommend before pupils begin cycling to school they gain practical experience to safely deal with their specific route to school. The skills and experience can in large part be gained through the Bikeability courses arranged through the school and we strongly recommend pupils take advantage of this training.

The final decision as to whether your child is competent to cycle independently to school is yours and the school cannot accept liability for your decision.

Care of Cycles

The school recommends pupils have their cycles regularly checked for roadworthiness by a competent mechanic. Pupils are shown how to perform a pre-ride bike check as part of Bikeability training.

Parents are advised to take out appropriate insurance cover as the school's insurance does not cover loss or damage to cycles while parked on school premises.

Cycle Helmets

The school recommends pupils wear a BSI-approved cycle helmet and appropriate clothing, such as high visibility vest and bike lights when visibility is poor. Parents should be aware cycle helmets only afford protection when correctly adjusted.

Pupils are shown how to adjust a helmet so it fits correctly as part of Bikeability training.

Conditions for Cycling to School

1. Pupils must register details of their bicycle with Reception so that it can be identified.
2. Bicycles should be in a roadworthy condition and locked securely when stored.
3. Cyclists must ride courteously and follow the Highway Code and must dismount and walk with their bike when entering the school grounds unless a designated cycle path has been provided. This school reserves the right to withdraw a cycling permit should these conditions are ignored.

CYCLE REGISTRATION

Pupil Name Date of Birth.....

Cycle Make and Model

Features and Fittings

Cycle Frame Number

Please complete this form and hand to Reception



Appendix D – Mainstream School Transport Code of Conduct

CODE OF GOOD CONDUCT

Central
Bedfordshire

FOR STUDENTS TRAVELLING TO MAINSTREAM SCHOOLS AND COLLEGES

The Objective:

Adherence to the code of good conduct will ensure that travelling on transport is a safe and pleasant experience for everyone and reduces risks for students, drivers and members of the public.

1. Wait until the bus stops before trying to board or alight.
2. Have your bus pass ready to show the driver.
3. Be polite and courteous to the driver and treat other passengers with respect.
4. Whilst travelling: remain seated, do not stand on stairways or the platform and do not obstruct others.
5. Put your belongings in a safe place – do not block the gangway.
6. Do not distract the driver.
7. Do not tamper with emergency exits or windows.
8. Do not throw things around or out of the bus.
9. Smoking, eating or drinking are not permitted.
10. Bullying, vandalism, bad language and unruly behaviour will not be tolerated and could lead to exclusion from transport.
11. Leave the bus clean and tidy.
12. Comply with safety instructions given by the driver and/or escort.
13. Central Bedfordshire Council reserves the right to issue warnings and/or bannings to students whose behaviour is deemed to put themselves or others at risk or causes offence.

DECLARATION

Pupils enter a commitment with Central Bedfordshire Council not to act in a manner which causes or is likely to cause harassment, alarm or inconvenience to other transport users.

Pupils also understand that breaching the code of good conduct will result in action being taken in line with published penalty guidelines.

STUDENTS NAME (PRINT): _____ SIGNED (STUDENT): _____

SCHOOL: _____ DATE OF BIRTH: _____

PARENT / GUARDIAN: _____ Dated: _____

If a driver is distracted an accident could occur. The driver is there to ensure that everyone has a safe journey. If pupils do not follow the code of conduct and their behaviour endangers themselves, other passengers or the driver, a pupils right to travel may be reviewed. Parents would then be responsible for ensuring that their children get to school.



Appendix E – Safer Routes to Schools Prioritisation Criteria

The criteria for selecting schools for inclusion into the SRTS programme are:

Criteria	Measured by:
1) Maximising the potential for delivering modal shift (potential reduction in car journeys and increase in walking and cycling)	School tier Annual school census data (% travel by car)
2) Commitment to the 'travelling to school' initiative	An approved and active travel plan in place
3) School location in relation to other walking and cycling infrastructure	Existing infrastructure/measures Capital programme
4) Cluster approach – Potential for delivering the SRTS to other schools in the vicinity	Location of schools in the area
5) Availability of funding from development (e.g. S106) or from other partners (internal or external).	Funding streams available

The criteria is set out above, all middle upper and upper schools in Central Bedfordshire have therefore been prioritised as it is these at which pupils are capable of independent travel and therefore capable of demonstrating the greatest potential for modal shift. Schools will be dealt with on a cluster basis and therefore lower schools will be looked at as part of an area wide SRTS scheme. Rural schools will only be included if they have a significant accident history or if external funding can contribute. The majority of rural lower schools are significantly car dependent while middle and upper schools will largely be served by school transport.

The measures to be provided at all schools will be assessed on a site by site basis applying 20 mph speed limits wherever possible but this will be dependent upon the appropriateness of such a measure.

The priority listing reflects those schools that have already benefitted from SRTS measures and also those that are already within a 20 mph speed limit. Those that have not benefitted are therefore accorded a higher priority.

This list will be re-assessed annually and schools moved up or down according to changing circumstances.



Central Bedfordshire in contact



on the telephone...

0300 300 8000



by email...

customer.services@centralbedfordshire.gov.uk



on the web...

www.centralbedfordshire.gov.uk



Alternatively, you can write to:

Central Bedfordshire Council Priory House, Monks Walk,
Chicksands, Shefford, Bedfordshire, SG17 5TQ.

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**Central
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