



Sustainable Modes of Travel to Schools Strategy

A great place to live and work.

Revision History

Version	Description	Date	Initials
7b	CS SC-OSC version	June 25	AS, SL

DRAFT

Executive Summary

The Education and Inspections Act, 2006 places a general duty on local education authorities to assess the school travel needs of their area annually, and to promote the use of sustainable modes of travel. The Council is legally required to prepare and publish a Sustainable Modes of Travel to Schools Strategy, that addresses journeys made to and from school, and to journeys between schools and to and from other educational institutions. This version of the strategy replaces the one published in August 2011.

Through its Sustainability Plan, Central Bedfordshire Council is committed to tackling climate change. Transport represents the largest contributing source of greenhouse gas emissions in the Central Bedfordshire area. This reflects the authority's semi-rural nature, where the car is often the most convenient mode of travel.

An effective way to reduce emissions is to encourage as many journeys to and from local schools as possible to be made in a sustainable way. For those whose journeys involves travelling a greater distance, we want to encourage pupils to use public transport where this option is available.

Since well before the publication of the 2011 strategy, the Council has actively and effectively promoted walking, wheeling and cycling to schools. The broad range of initiatives the Council sponsors and undertakes are described in this strategy.

The efforts of the Council are set against a national context that has seen a steady decline in walking and cycling to school, with pupils increasingly being driven. This strategy explains why this has happened and the measures the authority is undertaking in primarily urban areas to arrest this trend.

Active Travel (Walking, Wheeling and Cycling) Strategy

The Sustainable Modes of Travel to Schools Strategy is part of a suite of documents that inform and support the delivery of the fourth Central Bedfordshire Local Transport Plan. This document sits alongside the authority's strategies for promoting active travel, specifically walking, wheeling and cycling. Collectively, these strategies make a compelling case for ongoing and sustained investment in facilitating and promoting more sustainable transport and active travel. This is particularly the case for schools, given the myriad of benefits that accrue for young people from increasing levels of physical activity.

The delivery of this and the above referenced strategies for walking and cycling alongside the authority's suite of Local Cycling and Walking Infrastructure Plans will provide a generational foundation for better health and independence.

Contents

Revision History	2
Executive Summary.....	3
Contents	4
Guidance Documents	5
1. Introduction	6
2. Demographics	8
3. Policy Background	8
4. Aim of the Strategy	12
5. Objectives of the Strategy	12
6. Barriers to walking, cycling, or scooting to school.....	13
7. Tracking travel patterns and preparing a School Travel Plan.....	16
8. Encouraging mode shift.....	19
Appendix 1: School Travel Plan Template.....	26
Appendix 2: Highways Feasibility Assessment	38
Appendix 3: Modeshift STARS Initiatives Guide.....	41

Guidance Documents

National Policy and Guidance

[Bikeability](#)

[Cycling and Walking Investment Strategy](#)

['Gear Change'](#)

[Local Transport Note 1/20 'Cycle Infrastructure Design'](#)

[Modeshift STARS](#)

[School Streets](#)

[Scootability](#)

Regional Guidance

[England's Economic Heartland Regional Transport Strategy](#)

Local Guidance

[Junior Road Safety Officer scheme](#)

[Local Plan](#)

[Parking Standards for New Developments](#)

[Policy for Travel Assistance for Children and Young People Attending School](#)

[Road Safety](#)

[School Travel Plan Template](#)

[Speed Management Guidance](#)

[Sustainability Plan](#)

[Travel Plans and Transport Assessments](#)

[Walking Buses](#)

1. Introduction

1.1 Overview

- 1.1.1 Walking, wheeling, cycling or scooting to school is good for everyone. It reduces the number of cars making short journeys on our streets, helps improve air quality and reduces congestion. As well as getting more children walking, scooting, and cycling, the Council wants the school journey to be a healthy, safe, and enjoyable part of the day for every participant.
- 1.1.2 Many parents recognise the benefits of walking to school, including improvements in children's mood and behaviour. From reduced congestion to higher footfall for local businesses, the whole community benefits when children walk, wheel or cycle to school.
- 1.1.3 People have over time become less and less active. This is partly because technology (including car use) has made lives easier. The result is that most people move around far less and burn off less calories than previously. The easiest way to get people moving more is to make physical activity part of everyday life, such as walking, cycling, or scooting to school. Supporting children to be more physically active from a young age increases the likelihood that they will continue to be physically active as adolescents and adults. This has major long term health benefits.
- 1.1.4 Nationally the number of children walking, cycling, or scooting to school has been in decline over several decades. In 1975-76, 74% of primary school pupils walked, cycled, or scooted to school. In 2022, the figure for walking for children aged 5-16 was 51%, as reported through the National Travel Survey. That more pupils are driven is evident through the traffic congestion people experience, particularly during the school run period.
- 1.1.5 With more parents opting to drive to drop off and collect there is increasing pressure on kerb space. Many now must park further away from the school or arrive earlier. Residents living close to schools suffer daily from indiscriminate and often inconsiderate parking, resulting in safety, air quality and engine-idling complaints. Parking pressures at the start and end of the school day can be a daily misery for those living nearby. The competition for parking near to the school gate makes it less attractive and safe for those who walk, cycle and scoot.
- 1.1.6 The Government's second Cycling and Walking Investment Strategy, published in 2022, contains a target for 55% of primary school children (aged 5-11) in England to be walking to school by 2025. In 2022 the figure recorded through the National Travel Survey was 53%.
- 1.1.7 In Central Bedfordshire, based on the 'hands up' data collected in September 2024, 39.2% of pupil journeys to all mainstream Central Bedfordshire schools were on foot. This percentage increases to 51.6% when cycling and scooting are included. Public and school transport use is 9.9%. Car use is 38.5% of which 2.3% is shared and 6.1% classed as 'Park and Stride'.
- 1.1.8 For lower and primary schools, the figure for active travel, walking, scooting and cycling is 53.3%. This is a little below the national target of 55%. Car use is 45.6% of which 7.6% is 'Park and Stride'. Bus use at lower/primary level, both public and school provided, is 1.1%.
- 1.1.9 There is a significant disparity in pupil travel habits. Some schools experience much greater levels of car-use, and some much lower. The highest car use in the most recent survey was to a rural lower school, at 95.7%. The lowest was to an urban primary school, at 15.1%. Where a 'School Street' scheme is in operation, school gate car trips fall below 1%.

- 1.1.10 The variance in numbers of children walking, scooting and cycling can in part be explained by the number of children attending a non-catchment school. In the 2019-20 academic year for example, around a third of pupils did not attend their closest or catchment school¹. Although not everyone who attends a school that is not their closest school will be driven, the likelihood is greater. This is particularly likely for lower and primary aged pupils who are most often accompanied to school by an adult.
- 1.1.11 This strategy looks at the barriers to using sustainable modes of travel, sets out the Council's aim and objectives to encourage sustainable travel to schools, and the ways in which these can be achieved.

1.2 Transition from Three to two tier schooling

- 1.2.1 Central Bedfordshire Council is committed to supporting all three-tier schools across the area to transition to the established Primary and Secondary school (two-tier) model.
- 1.2.2 There is a program of works underway that considers how schools in various geographic areas or 'clusters' need to change in order to transition from a three-tier system. The programme affords an opportunity to systematically review travel patterns and school-gate arrangements.
- 1.2.3 As the transition progresses, the planning process provides a powerful mechanism to promote a shift away from car use towards more active travel through the adoption and updating of School Travel Plans. These plans set out the measures the school has agreed to take to promote sustainable and active travel to staff, pupils and parents.

¹ This figure excludes pupils that attended a specific school for a reason such as a faith school, a Special Educational Needs school or pupil referral unit.

2. Demographics

2.1 Central Bedfordshire

- 2.1.1 Central Bedfordshire is predominantly a rural authority, characterised by large open areas of countryside with picturesque villages, hamlets and small to medium sized market towns. Within easy commuting distance to London, much of the area has either a suburban or rural feel with the largest conurbations including Leighton-Linslade, Dunstable, Biggleswade, Houghton Regis, Sandy, and Flitwick.
- 2.1.2 At the time of the 2021 census, 294,250 people lived in Central Bedfordshire, of whom 46,090 were of school age (5-17). The authority's population is forecast to increase by 15% by 2035. The main drivers for this growth are increased life expectancy, a rising birth rate (exceeding mortality rate) and net increased migration because of planned developments.

3. Policy Background

3.1 National Legislation covering Home to School Travel

- 3.1.1 The Education and Inspections Act, 2006 requires every local authority to promote the use of sustainable modes of travel to meet the school travel needs of their area in the form of a *Sustainable Modes of Travel Strategy*.
- 3.1.2 The legislation requires the Council to assess school travel needs and to conduct an annual audit of the sustainable travel and transport infrastructure within their area². The assessment relates to the needs of children in full time education.
- 3.1.3 Central Bedfordshire Council has duties to provide school travel assistance in accordance with Section 508B, 508C and Schedule 35B of the Education Act 1996 (the Act), as inserted by Part 6 of the Education and Inspections Act 2006 (the EIA 2006). All children who are in reception year to the end of year 11 qualify for travel assistance if they go to their nearest suitable or catchment school and live at least:
- 2 miles from the school if they are under 8
 - 3 miles from the school if they are 8 or older
 - Live in an area where there are no 'available' walking routes
 - Other pupils may also qualify, including those with special educational needs, disabilities, those whose parents are on a low income and pupils with temporary medical conditions.

The statutory walking distances are measured by the shortest available, suitable walking route.

- 3.1.4 The type of assistance offered will be the most cost effective to meet the needs of the pupil being transported. The first offer of assistance for pupils aged 9 -16 will be a travel pass for

² This infrastructure may serve the needs of children resident and receiving education in the same authority; resident in, but receiving education in another authority; or not resident in the authority, but travelling through the authority to receive education in another authority.

a public bus or train where routes are available; this can help ensure the continuing viability of public bus routes, which can then be used by all members of the public. Buses and trains also help reduce congestion and the number of vehicles on the road, as well as parking issues near to schools.

- 3.1.5 Where it is more cost effective, the Council could commission the school to run their own minibus instead of commissioning a private bus operator. Some schools already run their own minibuses. It therefore makes sense for the school to also use them for pupils to travel to and from school. The schools would receive a payment for this, which in turn would help schools to fund minibuses which are also used for other aspects of school life, such as trips and attending sports matches.
- 3.1.6 Through its Local Cycling and Walking Infrastructure Plans, the Council is progressively improving the connections between urban schools and their catchment areas through the provision of high-quality walking and cycling routes. Such routes are designed in accord with national design guidance. Over time the number of pupils eligible for home-to-school transport should decline as new routes are implemented in locations where currently none deemed 'available' exist.

3.2 Regional Policy

England's Economic Heartland Regional Transport Strategy

- 3.2.1 In February 2021, England's Economic Heartland (EEH) published England's Economic Heartland Regional Transport Strategy with the overarching aim to support sustainable economic growth against an ambition to achieve net zero carbon emissions from transport by 2040. Central Bedfordshire Council was involved through the strategy's formulation and endorsed the policies therein.
- 3.2.2 The EEH Strategy notes that current patterns of travel and consumption of resources are incompatible with the ambition to achieve net zero carbon emissions ahead of 2050, nor with the need to ensure the long-term sustainability of the region. Hence, the necessity to effect a change in travel patterns; both by reducing the need to travel and by achieving changed travel behaviours and patterns of demand, including reducing reliance on the private car, with active travel modes (pedestrians and cyclists) prioritised.

3.3 Local Policies

Local Plan

- 3.3.1 The current [Local Plan](#) sets the Council's vision to 2035 and focuses on six key themes: local character, environment, transport, jobs and business, growth, infrastructure, and homes. The transport theme is shown below:
- *Reduce the reliance on the use of the car by improving facilities at bus and train stations, delivering transport interchanges and by promoting safe and sustainable forms of transport, such as improved walking and cycling routes.*
 - Ensure a reliable network of east / west and north / south public transport routes to improve access to local services and facilities, especially for those without a car, through well planned routes and integrated public transport. Encouraging the shift from road to rail freight to reduce demands on the highway network.

- 3.3.2 All strategies and planning documents should be aligned to support the delivery of the Local Plan. This Sustainable Modes of Travel to Schools Strategy is one of these strategies and will be realised through the various infrastructure improvement schemes and education initiatives set out in [Section 8](#).

Sustainability Plan

- 3.3.3 The Council's [Sustainability Plan](#) was updated in 2024. The plan sets out the actions the Council will take to be carbon neutral by 2030 and to facilitate the wider transition to net zero.
- 3.3.4 The transport choices that individuals make will strongly influence the Council's ability to achieve this target; active travel and shared transport are promoted within the plan over private car use. Actions within the Plan specific to active travel and the school journey are:
- *Develop, pilot and promote interventions designed to manage demand for car-based travel, particularly during peak periods*
 - *Promote existing and introduce new initiatives that encourage and 'nudge' individuals into making healthier and more sustainable travel choices for the trips they regularly make*
 - *Expand the engagement with schools to promote walking, cycling and scooting through a range of initiatives such as Bikeability and School Streets.*

Central Bedfordshire 2050 Embracing our Future

- 3.3.5 In February 2019, Central Bedfordshire Council published a [2050 Vision](#) for the authority, the result of extensive collaboration with stakeholders and residents. The purpose of this vision was to guide future strategy, policy developments and investment decisions by the Council and partners.
- 3.3.6 The document envisages Central Bedfordshire as a place desired by residents, employers, and visitors alike with the benefits of growth captured and re-invested locally. It describes a place easy to get around with rural centres and towns linked by clean efficient transport modes and improved digital infrastructure allowing everyone to feel connected.

The Local Transport Plan

- 3.3.7 The [Local Transport Plan](#) forms a long-term framework for investment in transport infrastructure and services across the whole of Central Bedfordshire. It considers the needs of all forms of transport particularly walking, cycling, buses, rail, and car use.
- 3.3.8 It is a statutory requirement for the authority to produce and maintain a Local Transport Plan; it has been the method through which Central Government funds local transport schemes since 2000. The aim of the Local Transport Plan is to enable a strategic approach to the delivery of transport schemes, and to help secure lasting changes in travel behaviour.
- 3.3.9 The Local Transport Plan for Central Bedfordshire is currently being updated and in accord with the Sustainability Plan, will consider the actions and investment necessary to manage travel demand and to place the authority on a trajectory towards new zero transport emissions.

School Organisation in Central Bedfordshire

- 3.3.10 Central Bedfordshire has historically operated a three-tier school system with lower, middle, and upper schools. However, since 2000 the government have passed various acts that have given schools a choice as to how they operate. Schools now manage their own budgets, can be completely independent of the Council and can change their age range by up to 2 years.
- 3.3.11 An increasing number of schools in Central Bedfordshire have chosen to change their age range which means there is a complex mixture of schools. In Central Bedfordshire there are currently some three-tier, some two-tier and some mixed areas. Around half of schools in Central Bedfordshire are academies, operating independent of the Council.
- 3.3.12 In September 2024, children attending mainstream schooling within the authority had a choice of 132 schools as shown in Table 1.

Table 1: Types and number of schools in Central Bedfordshire, excluding nurseries

School type and age range	Number of schools	<u>Pupils on roll</u>
Lower (ages 5-9)	101	10,560
Primary (ages 5-11)		11,195
Middle (ages 9-13)	12	6,765
Extended secondary (ages 9-16)	19	10,110
Secondary (ages 11-18)		
Upper (ages 13-18)		7,020
Special (all ages)	7	885

- 3.3.13 The Council is committed to working with its community of schools to raise educational achievement in Central Bedfordshire. Having the right schools in the right places is part of the approach to achieving this, as is the move towards a two-tier education system.
- 3.3.14 Under the Local Plan, the authority will see housing growth. This requires the authority to plan for additional school places and align those changes made to ensure the future demand for school places is met.
- 3.3.17 The move to standardise all areas within Central Bedfordshire into a two-tier education is underway. Through the programme, the authority will liaise with schools, both authority and academy, to ensure it has the right number of school places, in the right locations, delivering the best education. For many existing schools, there will be changes to accommodate and an extended age range.
- 3.3.18 The impact of accommodating additional pupils at each school site should be carefully considered from a transport perspective. The individual and cumulative impact on the local road network from school-run car-based journeys is a major contributor to peak hour congestion. The provision of new schools and changes to the age range across a 'cluster' of existing establishments has the potential to disrupt existing patterns of travel. This would make it even more important to deter car use in favour of sustainable modes of travel for school journeys.

4. Aim of the Strategy

4.1.1 For the Sustainable Modes of Travel to Schools Strategy, our aim is:

Every child who can, walks, wheels, cycles, or scoots to and from school on safe, unpolluted streets.

5. Objectives of the Strategy

5.1.1 We intend to achieve this aim through implementing the following actions:

- Invest consistently year-on-year to upgrade the quality of the walking and cycling environment outside schools and the surrounding area through the transition to a two-tier education system and a programme of 'Safer Routes' as part of the delivery of Local Cycling and Walking Infrastructure Plans.
- Introduce measures to improve safety and reduce traffic and air pollution on the highway network near to the school gate including the piloting and where appropriate, rolling out 'School Streets'. Where a School Street initiative is impractical or would be too costly to install and enforce, provide or update existing 'School Safety Zones'.
- Use all available channels and contacts with schools to promote walking, wheeling, and cycling to pupils, parents, teachers, and governors.
- Incentivise and facilitate car sharing and the use of shared and public transport services for the school journey where these are practical, especially for more rural schools.
- Invest in and support schemes that help children and young people to confidently travel independently, obtaining valuable skills for later life.
- Encourage all young people to adopt healthy lifestyle habits and the Chief Medical Officer's recommended targets for physical activity.

5.1.2 The outcomes will be healthier, resilient young people and a measurable mode shift in favour of sustainable modes of travel to all non-specialist schools in urban locations.

6. Barriers to walking, cycling, or scooting to school

- 6.1.1 To achieve the aim of every child travelling sustainably to school where they can, it is important to understand and remove the barriers that they face and that helps determine their usual mode.

Location of schools

- 6.1.2 Many existing estate-based schools and some new schools are no longer centrally located to where children live. Also, within major new developments, school construction is frequently phased later in the build out. This can create significant daily flows of pupils travelling away from their home development, adding to cross-town traffic. Once established, travel patterns can be difficult to sift with schools under financial pressure to fill their available capacity.

Parental choice of school

- 6.1.3 In England, parents have the freedom to choose which schools to apply and send their child to. As a result, around a third of children in Central Bedfordshire do not attend their catchment non-specialist school. For such pupils, the home to school distance is frequently too far to walk with the strong likelihood that pupils will be driven. This is especially the case at rural lower and primary schools.

Ability to travel independently

- 6.1.4 For pupils attending a lower or primary school, mode of travel to school is likely to be the choice of the child's parent or carer. Examples of pupils under the age of nine travelling unaccompanied to school are rare.

Time, distance, and linked trips

- 6.1.5 Data from the National Travel Survey shows the journey to school has progressively increased in distance since 2003. Significant factors contributing to this trend is the number of children travelling to non-catchment schools and the proportion of families where both parents go out to work and drop off on-route. The last twenty years has seen an increase in the availability and popularity of 'before' and 'after school' clubs. This has the effect of extending the length of the drop-off and pick-up period.
- 6.1.6 For pupils under the age of nine this may mean that they are brought to school by a parent on their way to work. Or pupils can be transported by someone other than a parent such as a friend, relative or childminder who may live further away from their school than the child's home address.

Safety concerns

- 6.1.7 Parents and carers have become increasingly reluctant to allow older children to walk alone or to cycle. Many have limited time to accompany children on the walk to school, instead preferring to drive their child and do so on their way to work. Compounding this is the number of families with children attending separate schools, particularly where these are located some distance apart.

Leaving age

- 6.1.8 In September 2015, young people were required to stay in some form of education or training until their 18th birthday. This included full-time education, an apprenticeship, training or part-time education or training (as well as being employed, self-employed or volunteering for 20 hours a week or more). The increase in school leaving age from 16 meant that a greater number of pupils travel to school on a day-to-day basis. This added to the existing problems with congestion outside of schools. Whilst some sixth formers have cars and drive themselves, those that do add to parking pressures.

Other barriers identified through the authority's Householder Travel Survey

- 6.1.9 The authority commissions a representative survey of household travel every two years. The first survey was in 2010 with there being a gap in 2020 due to Covid-19. The results inform policy development and help monitor performance against the objectives in the authority's Local Transport Plan. From the perspective of walking, the survey is useful in that it provides a timed series of information on travel patterns and how people's perceptions and attitudes change. The survey also reports information on the proportion of residents who travel to work, school, and town centres on foot.
- 6.1.10 In the most recent survey (June 2024), distance and road safety concerns were cited by respondents as the main barriers to walking or cycling to school. The breakdown of relevant results is provided in Table 2.

Table 2: Results of 2024 Householder Travel Survey question on barriers to walking and cycling

Question: What stops you or your children from walking or cycling to school, if anything?	
It is too far	19%
Road safety concerns	13%
Health reasons	6%
Lack of footpaths	6%
It takes too long	5%
Parents cannot accompany them	5%
Too much traffic/ traffic too fast	4%
The weather	3%
Prefer current mode of transportation	3%
Trip Lack of safe cycle routes	3%
Poor pavement condition	2%
Not enough crossing points	2%
No interest in cycling	1%
No interest in walking	1%
Already walk enough	1%
No one to walk with	1%

Question: What stops you or your children from walking or cycling to school, if anything?	
Trip chaining	0%
Personal security concerns	0%
Lack of cycle parking	0%
Parents do not allow cycling to school	0%
Parents unable to cycle	0%
No one to cycle with	0%
School won't allow/discourages cycling; Parents do not allow walking to school	0%
Children are too young; Too much pollution; Poor street lighting	0%
Already walk or cycle	46%

- 6.1.11 Residents living in rural areas are more likely to say it is too far, 28% compared with 15% in urban areas. Road safety concerns are referenced by 13% of respondents and are twice as likely to be cited by residents living in rural areas as opposed to urban areas (24% verses 18%).
- 6.1.12 46% said they already walk or cycle to school, with the figure higher in urban (55%) than rural areas (24%).
- 6.1.13 Infant and primary-aged pupils are more likely to walk or cycle than older pupils- 51% vs 46%.

7. Tracking travel patterns and preparing a School Travel Plan

7.1 Annual 'hands up' survey

7.1.1 Each year in September the Council asks each school to complete a 'hands up' survey where each pupil is asked how they travelled that day. The data is collated for each mode of travel and returned to the Council. The results of the 2024 survey are summarised in Table 3.

Table 3: Central Bedfordshire Schools hands-up pupil travel data collected in September 2024

School Tier	Walk	Cycle	Scoot	Park & Stride	Car Share	School bus	Public bus	Train	Car
Lower and primary	38.5%	4.7%	10.2%	7.6%	1.2%	0.6%	0.4%	0.0%	36.8%
Middle	35.3%	7.4%	5.4%	8.1%	4.4%	17.6%	0.3%	0.1%	21.4%
Upper and secondary	43.1%	5.9%	1.9%	2.2%	3.1%	17.2%	2.7%	0.9%	23.0%
All tiers (but not Special)	39.2%	5.5%	6.9%	6.1%	2.4%	8.5%	1.1%	0.3%	30.0%

- The combined figure for walking, scooting and park and stride to lower and primary schools is 53.3%. This is marginally lower than the government's target for 2025.
- The proportion of children driven to lower and primary schools is 45.6%. Of this figure, 7.6% of parents park at a location away from the school gate and walk part of the journey. A small percentage of parents' car share. 1% of lower or primary-aged children use school or public transport.
- Evaluating the data for lower schools shows that the higher the percentage of children living outside of the school catchment area, the higher the number who are driven.
- The 'sustainable modes of travel' mode share for all non-special schools is 61.5% with 38.5% of pupils travelling by car for at least a part of their journey.

7.2 School Travel Plans

- 7.2.1 In relation to travel, each school faces challenges and opportunities. These are best considered through the development of a School Travel Plan, the recommended template for which is accessible online [the latest version of the template for which is included at [appendix 1](#)]. The Council has recently updated its guidance on producing Travel Plans linked to new developments, which covers schools.
- 7.2.2 Schools are encouraged to use the hands-up data in their School Travel Plan, and in lessons. This is so that pupils are aware of the situation at their school site, how the travel choices that they and their families make can collectively contribute to traffic congestion outside of their school, or perhaps the opposite – an environment with less traffic, less pollution and better walking and cycling opportunities. Using the data and comparing it to the distance each pupil travels from home to school helps put together a picture of those that could walk or cycle and those living further away who potentially could use public transport, where this is available.
- 7.2.3 A robust travel plan sets out practical initiatives and measures to encourage greater active and sustainable travel as an alternative to single occupancy car use. The most impactful travel plans are developed, maintained, and monitored by the whole school community, to promote and facilitate sustainable travel for the school journey. Asking parents and pupils for ideas they wish to include in the travel plan is encouraged.
- 7.2.4 Under its [published guidance](#), the authority requires schools to draft or update their School Travel Plan as a condition of any planning application involving changes to school grounds and buildings. The transition to two-tier schooling also provides schools with the opportunity and incentive to research how the travel patterns of pupils and staff are likely to change alongside alterations to catchments and cohorts.
- 7.2.5 The Council's four-point policy in relation to school travel plans is shown in Table 4. Whilst strongly encouraged, travel planning by schools is discretionary, other than when made a condition of planning approval.

Table 4: Central Bedfordshire School Travel Plan Policy

School Travel Plan Policy	
1	All schools should operate a travel plan covering pupil and staff travel and should review and update the plan annually. Plans should be accessible on the school's website.
2	Schools should be supported to monitor, manage and receive recognition for their travel plan through use of the Modeshift STARS application ³ and to communicate the outcomes of initiatives to governors, parents, staff, pupils, and representatives of the local community including ward Councillors.
3	Schools should provide home-to school travel information on their website.
4	Schools should nominate a Travel Plan Co-ordinator to be the contact for all issues relating to travel and transport.

7.2.5 All schools within Central Bedfordshire are invited to participate in an annual 'hands-up' survey of how pupils travel to and from school. The summary date for the most recent survey is shown in Table 3, above.

7.2.6 As part of the monitoring of the Local Transport Plan, a report will be prepared and shared with members summarises the results of the survey for schools located in their town and ward. Members will also be provided with the status of school travel plans, updated bi-annually.

7.3 Highway assessments

7.3.1 Every school that makes significant changes to its intake should be subject to a highway assessment, the template for which is provided at [appendix 2](#).

7.3.2 It is important that the proposed level of expansion at each school is considered in relation to journeys to school and what effect an increase in pupils may have at each school site. Highways assessment will be completed by Council officers and will look at areas such as how the proposed school reorganisation may affect the surrounding highway network for each school, or cluster of schools, using the existing mode data and a site visit.

7.3.3 The outcome from each highway assessment is a set of recommendations as to what can be completed to make the proposed school expansion feasible. These will then inform the planning process to ensure that every school site functions well with the proposed increase in pupil numbers, with the aim of mitigating the impact from the change in cohort and to also facilitate modal shift towards more sustainable modes of travel.

³ Or other such applications that may in future be specified.

8. Encouraging mode shift

8.1 Behaviour Change Initiatives

School Travel Planning

- 8.1.1 As per the policy set out in [table 4](#), all schools are encouraged to develop a Travel Plan that involves the whole school community, with the aim of increasing the number of journeys to and from school using sustainable mode of travel.

Modeshift STARS (Sustainable Travel Accreditation and Recognition for Schools)

- 8.1.2 Modeshift STARS is the national school's awards scheme that has been established to recognise schools that have demonstrated excellence in supporting sustainable travel.
- 8.1.3 The scheme encourages UK schools to join in a major effort to increase levels of sustainable and active travel to improve the health and wellbeing of children and young people. Outputs and outcomes are measured through school travel plans and schools can achieve five levels of accreditation – green, bronze, silver, gold, and platinum. A list of suggested Modeshift STARS initiatives is included at [appendix 3](#).
- 8.1.4 Central Bedfordshire Council encourages every school to sign up to Modeshift STARS and to be actively working towards one of the five levels of accreditation. Central Bedfordshire Council assists with accreditation wherever possible.

Road Safety Education

- 8.1.5 The Council's Road Safety Officers work with schools on an individual basis to provide advice and support on road safety issues. Some of the common areas that are covered include cycling, school assemblies, Green Cross Code, parking issues outside of schools and problems on school buses.

Junior Road Safety Officers

- 8.1.6 Organised by Roadwise, Junior Road Safety Officers (JRSO) help their local Road Safety Officer to promote road safety issues within the school and local community. Aimed at pupils in years 4 and above, a JRSO can maintain a road safety notice board, talk in an assembly or class on road safety themes, arrange competitions, award certificates, use the JRSO website and appoint the JRSO for the following year.

School Streets

- 8.1.7 Following successful piloting, the authority is looking to progressively roll out the School Streets approach, implementing short duration restrictions on school-gate traffic where this is beneficial and practical.
- 8.1.8 The benefits of School Street schemes are significant in that they create a safer environment, reduce school-gate congestion, and improve air quality. In addition, they negate the need for separate and resource-intensive interventions on obstructive parking and engine idling. School Street schemes also enhance the place function of streets and serve to provide a more conducive environment for walking, cycling, and scooting.

8.2 Walking Initiatives and Promotions

- 8.2.1 The authority undertakes and promotes to schools a wide range of initiatives to encourage walking in general and as part of the school journey.

Park and Stride

- 8.2.2 This is a scheme that seeks to provide parents with a convenient location to park, where the remainder of the journey to the school gate is completed on foot.
- 8.2.3 Schemes work well where:
- availability of parking at, or close to, the school gate is very limited or restricted
 - the identified parking location is a reasonable distance away from the school entrance
 - there is high quality walking or scooting routes from the parking location to the school gate
- 8.2.4 Parking can be within a designated location, such as a car park. This may require a change in the carpark restrictions to allow parents to park for free or a time limited period during term time. If a private car park is promoted in a school travel plan or elsewhere, permission from the car park owner is required. The benefit is less congestion outside of the school and pupils, parents and guardians enjoy regular exercise as part of their daily routine.

The Big Walk and Wheel

- 8.2.5 Organised by Sustrans, the 'Big Walk and Wheel' is an annual event that takes place in March or April of each year. On each day of the challenge schools compete to see who can record the greatest number of pupils, staff and parents cycling, walking, scooting, or using a wheelchair to school. A school's best five days will determine their final position. The challenge is optional for schools, but participation is actively encouraged. Taking part in the Big Walk and Wheel can be registered as a Modeshift STARS initiative.

Walk to School Week

- 8.2.6 Organised by Living Streets, 'Walk to School Week' is an action-packed awareness week in May each year. The aim of the scheme is to encourage fun events and activities to be run to raise awareness about the benefits of regular walking to school. The scheme is optional for schools, but participation is actively encouraged. Taking part in 'Walk to School Week' can also be used towards Modeshift STARS initiatives.

Walk Once a Week

- 8.2.7 Organised by Living Streets, 'Walk Once a Week' (WOW) is a pupil lead initiative where pupils self-report how they get to school every day using the interactive WOW travel tracker. If they travel sustainably (walk, cycle, or scoot) once a week for a month they get rewarded with a badge. On average WOW schools see a 30% reduction in car journeys and a 23% increase in walking to school. The scheme is optional, but participation is actively encouraged. Taking part in 'Walk Once a Week' can also be used towards a Modeshift STARS initiative.

Walking Bus

8.2.8 A walking bus is a school-led scheme where pupils meet at a designated location and then walk collectively to school under the supervision of volunteers, usually a rota of parents or support staff.

8.2.9 Schemes have been shown to work where:

- several pupils live within the same neighbourhood but too far from their school to walk or cycle the whole way
- there is a mustering point and places along the route that parents can be used as drop-off points
- there are sufficient willing and trained volunteers

- 8.2.10 The Council has published [guidance](#) for schools on how to establish and operate a walking bus is available on its website.

8.3 Cycling and Scooting Initiatives & Promotions

Bikeability

8.3.1 Bikeability is marketed as 'cycle training for the 21st Century', designed to provide children with the skills and confidence needed to cycle safely on local roads.

8.3.2 There are three levels of Bikeability training; children are encouraged to achieve all three levels, recognising that there is always more to learn and enjoy on a bike. Level 1 is aimed at lower and primary school pupils, level 1 / 2 for lower, primary, and middle school pupils and level 3 for secondary and upper school pupils.

8.3.3 The training is provided during the school day by accredited instructors. Other than level 1 (which deals mostly with control skills), training takes place on local roads and involves several sessions. Level 3 provides the skills and confidence to cycle amongst traffic on busy roads and to be able to safely negotiate complex junctions.

8.3.4 The training is funded by Active Travel England in the form of a grant to the authority, based on a nationally determined per-pupil-trained sum. The full amount is then allocated across participating schools based on the number of pupils trained. Should they wish, schools can top-up the funding from their own budgets.

8.3.5 The target is for all eligible children to be trained annually to Bikeability Level 1/2 in advance of their transition to secondary school.

Scootability

8.3.6 Scootability is a progressive course that has been designed for teachers to use as part of the curriculum, at lunchtime or at after school clubs. The aim of the program is for pupils to learn basic scooter control and pedestrian safety in a fun, active way. There are three levels of Scootability – some of the areas covered include scooter control, pavement etiquette, priorities at driveways and crossing side roads.

Cycle Parking

8.3.7 All schools are encouraged to install high quality cycle parking and for which grants are frequently made available.

8.4 Public and Shared Transport Initiatives & Promotions

Public buses

- 8.4.1 Where available, bus travel should be promoted by each school, particularly for pupils who are old enough to travel to and from school independently. Local bus services should be included in each school's Travel Plan and communicated to pupils and parents. For pupils who qualify for school travel assistance, a bus pass for a public service may be provided.

School buses

- 8.4.2 Pupils that qualify for home-to-school travel may be given a travel pass for a contracted school bus service. If there are spaces available, it may be possible for pupils that don't qualify for home-to-school travel to purchase a travel pass.

Minibuses

- 8.4.3 In some cases, a school may provide home to school travel assistance using a minibus. The school may be funded for this, which helps the school afford a vehicle that can be used for other reasons such as school trips and attending sports matches. The location where the minibus is parked, and the route pupils will need to take should be assessed to ensure that it is safe and away from other moving vehicles.

Taxis

- 8.4.4 In exceptional cases the travel assistance provided may be by procuring a taxi service. A parking space either within the school grounds or in a safe, suitable location should be allocated for travel assistance taxis to wait. Access to and from the chosen location should be safe for the pupil(s) required to access it. Pupils under the age of nine should be collected and delivered by the taxi driver from and to an agreed location within the school.

Trains

- 8.4.5 For schools located near to a train station, travelling to school by train should be promoted, particularly for pupils who are old enough to travel independently. Relevant train services and times should be included in each school's Travel Plan and communicated to pupils and parents. For pupils who qualify for school travel assistance, a train ticket for a particular service may be provided.

8.5 Engineering for Walking

Safer Routes to School

- 8.5.1 Safer Routes to School schemes can bring many benefits such as reduced congestion and pollution, improved health and fitness, increased independence for pupils and with support of other initiatives can encourage modal shift to sustainable modes of travel.
- 8.5.2 Each school site and the surrounding road network will differ, and therefore the possible infrastructure improvements that could be delivered will also differ. The list of engineering measures follows below and serves to highlight some of the possible interventions that could be implemented outside schools.

8.5.3 The highway assessment process serves to highlight which if any of the engineering measures are deemed to be appropriate for a given school site.

Pavement widening / resurfacing

8.5.4 A good quality pedestrian route, particularly near to the school that is wide enough for the expected numbers of pupils, may encourage more pupils to walk to school and improve safety. This may involve surfacing a section of verge, widening the pavement into the carriageway, preventing vehicles from parking on the pavement or restricting parking.

Dropped kerbs

8.5.5 Dropped kerbs at the right locations can assist those with pushchairs, wheelchairs, bikes, and scooters to transition between the pavement and the road and are often used to highlight a safe place to cross the road, at a location where there is good visibility. Waiting restrictions may be required if parked vehicles could restrict visibility. Dropped kerbs should, wherever possible, be flush with a tolerance of up to 6mm to ensure that puddles don't collect where people are crossing the road.

Pedestrian crossings / School Crossing Patrol Officers

8.5.6 Depending on where the school is situated and how busy the road outside the school is, it may be beneficial to implement a formal crossing point such as a Zebra crossing, a Toucan crossing or a Pelican crossing, or for there to be a School Crossing Patrol Officer. Typically, investment in a controlled crossing will negate or remove the need for a School Crossing Patrol Officer.

Pedestrian entrance(s) into the school site

8.5.7 Whilst the layout of each school site will differ; it may be beneficial to open a second or third access into a school site, particularly where this shortens the distance some pupils travel.

8.6 Engineering for Cycling

Segregated and shared use paths

8.6.1 The regulations under Local Transport Note 1/20 'Cycle Infrastructure Design' promotes segregated infrastructure for cyclists. This should be the first preference for new secondary schools, including use of separate entrances. Typically, the Council has promoted the shared use paths including those serving schools, to encourage pupils to cycle by removing the requirement to cycle on-road. Segregated and shared use paths should connect the cycle route into the school grounds as far as the cycle parking area and connect to the wider cycle route network.

Other cycle facilities

8.6.2 Cycle routes should be connected and easy for cyclists to follow. This may require some additional dropped kerbs to allow cyclists to access an off-road section, or to return onto the carriageway, or appropriate signs so that a route can easily be followed.

Cycle entrance(s) into the school site

- 8.6.3 Wherever possible, a dedicated cycle entrance into the school site should be provided. It may be necessary to provide more than one cycle entrance into the site if there is more than one route that cyclists may take. Within the school grounds a path should be provided to the cycle parking. The width of the route provided will need to take into consideration the maximum possible pedestrian and cycle flows at any given point to reduce congestion.

Cycle parking

- 8.6.4 Cycle parking at schools should be covered and located so that it is easily accessible by pupils but also secure. Cycle parking must be provided for both pupils and staff. In some cases, it may be beneficial to locate the staff cycle parking area in a different location to that provided for pupils. If cyclists enter the school site from more than one entrance it may be beneficial to provide cycle parking at more than one location near to each of the school entrances. Sheffield stands are the preferred style of cycle parking in Central Bedfordshire; each Sheffield stand can accommodate two bikes.
- 8.6.5 A guide to the number of cycle parking stands that should be available in each school, and which would be mandated in the case of a school's redevelopment, is set out in the authority's [Parking Standards for New Developments SPD](#).

8.7 Engineering the Environment and Public Realm

Speed limits

- 8.7.1 The surrounding road network at each school site will vary. As part of the development and updating of School Safety Zones, a review of existing speed limits may be appropriate. Such reviews should be completed in line with Central Bedfordshire's [Speed Management Guidance Document](#).

Waiting restrictions / school keep clear markings / preventing pavement parking

- 8.7.2 To provide a safe environment outside of schools that encourages walking and cycling, vehicles parking near to each school entrance at the start and end of the school day needs to be managed unless a School Streets scheme is in place. Most schools will have had some measures as a result of previous initiatives. These may include school keep clear road markings, signs, and no waiting restrictions.
- 8.7.3 The level of temporary parking demand at each school site will vary. On site observation, data from the 'hands up' surveys and proposed pupil numbers will determine the likely level of parking demand. Data showing how far each pupil needs to travel to get to their school will also influence the mode of travel chosen and may influence the demand for school-run-related short-term parking within the vicinity of a school entrance.
- 8.7.4 Any changes to existing restrictions should be proportionate to the extent of parking and focus on keeping pedestrian crossing points, including visibility splays, clear of parked vehicles, keeping nearby junctions clear and discouraging parking on pavements. Demand for parking other than for the school, such as residential, shops or businesses, will also need to be considered with any proposals put forward.

School signs

- 8.7.5 School signs to highlight to motorists that they are approaching a school entrance can be beneficial; the signs can be varied to show locations where there is a 'patrol' (School Crossing Patrol Officer) and may have wig-wags – flashing lights that are activated at the start and end of the school day. Most schools will already have school signs.
- 8.7.6 The transition to two-tier schooling gives the opportunity to review the speed limit, where this isn't already 20mph. Also to check the condition of existing school signs and to replace those that are old or worn. Redundant signs, where a school is due to be closed or relocated, can also be removed.

School Safety Zones

- 8.7.7 Previously, most of the schools within the authority benefitted from a comprehensive and broadly consistent package of measures as described above to improve safety around the school gate, to form a 'School Safety Zone'. Many of these schemes were designed and implemented a decade ago and will need reviewing and updating should catchments, cohorts and numbers on roll change.

Appendix 1: School Travel Plan Template

School Travel Plan

School name here

Date

Insert image of
school logo
here

Please read the *School Travel Plan notes* at the end of this template before starting.

Information about the school

School address:	
Existing school type (lower, middle, upper, primary, secondary etc.):	
Existing number of pupils:	
Maximum number of pupils:	
Existing age range of pupils:	
Existing number of full-time staff:	
Existing number of part-time staff:	
Does the school have a catchment area or 'nearest school' policy? If so, where does it cover?	
How many of the existing pupils live within 1 mile of the school?	

School opening hours

School site opening time:	
Breakfast club start time:	
School hours:	
Nursery or pre-school hours:	
After school club finish time:	
Regular community use outside of school hours:	



Description of the school site, its location, and the surrounding road network

A plan of the area should be included.

Is there more than one vehicular entrance into the school site? Where are these? Which is used the most?	
Is there more than one pedestrian and cycle entrance into the school site? Where are these? Which is used the most?	
What are the pavements surrounding the school like? Are there dropped kerbs or crossing points?	
Does the main road outside of the school have any traffic calming, a school crossing patrol, or a controlled crossing such as a zebra, toucan, or pelican?	
What is the speed limit on the roads surrounding the school?	
Is there a speed limit within the school grounds?	
Is there a cycle route nearby that connects into the school site?	
Are there any other schools nearby?	



Existing travel patterns – pupils

Data should be taken from the most recent 'Hands Up' travel survey (completed in September each year).

How do pupils usually travel to school for the main part of their journey?

Number of pupils present:	
Number of pupils absent:	
Date data collected:	
Walk:	
Cycle:	
Scoot / skate:	
Car:	
Car share*:	
Park and stride:	
School bus:	
Public bus:	
Train:	

* Car share is defined as travel in a car with someone from another household.

Compare the data above to that collected in the last couple of years. Has there been an increase or reduction in a particular mode of travel? Is there a known reason for this? How does this relate to the number of pupils that live within 1 mile of the school? Could more pupils be encouraged to travel sustainably?



Existing travel patterns - staff

Data should be taken from the most recent 'Hands Up' travel survey (completed in September each year).

How do staff members usually travel to school for the main part of their journey?

Number of staff present:	
Number of staff absent (who would usually be expected at school on the day the data was collected):	
Date data collected:	
Walk:	
Cycle:	
Car:	
Car share*:	
Park and stride:	
Public bus:	
Train:	

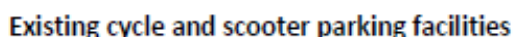
* Car share is defined as travel in a car with someone from another household.

Compare the data above to that collected in the past couple of years. Has there been an increase or reduction in a particular mode of travel? Is there a known reason for this? Are there any barriers to increasing the use of sustainable travel?



Existing parking arrangements

Total number of existing parking spaces within the school site:	
Are there any disabled parking spaces? If yes, how many?	
Are there any electric vehicle charging points? If yes, how many?	
Are any of the parking spaces allocated to another specific group such as visitors, parents, students, or anybody else? If yes, how many?	
Are any arrangements in place to allow additional parking at a location outside of the school site? If yes, where is this and how many parking spaces are permitted? Are there any restrictions on when these parking spaces can be used? Is permission in place?	
On an average day, do any staff have to park on the road. If yes, how many?	
Are those attending the school for community use outside of usual school hours able to use the school car park?	
Who are the car parking arrangements managed by?	
Are there any bus or coach parking spaces within the school site? If yes, how many?	



Are there any existing cycle stands installed at the school? Are these covered? Where are these located? How many bikes can be parked?	
Are there any existing scooter parking facilities at the school? Are these covered? Where are these located? How many scooters can be parked?	
Is the cycle and scooter parking area(s) easily accessible for those with bikes and scooters? Are there any improvements that could be made?	
Does the school have any locker facilities or a safe place where cycle helmets can be stored for both pupils and staff?	

Are there any sustainable travel initiatives already in place? For example, is car sharing promoted? Is there a park and stride location? Have Junior Road Safety Officers been appointed? Is Bikeability and scooter training in place? Do the school take part in Walk to School Week / Month, Big Walk and Wheel, Bike Week, Santa Challenge? Is travel information provided on the school's website? How are these initiatives communicated to pupils, parents, and staff – newsletters, website, emails, noticeboards?

Summary of travel practices at the start and end of the school day

In relation to travel at the start and end of the school day, what currently works well? For example, a high proportion of pupils walk, scoot or cycle, good parking etiquette by those collecting pupils, good compliance with waiting restrictions, a School Crossing Patrol, a controlled crossing that is well used etc.

In relation to travel at the start and end of the school day, what could be improved? For example, parking that causes congestion, parking on pavements, poor compliance with waiting restrictions, parked vehicles restricting visibility at junctions, narrow pavements, no dropped kerbs at junctions etc. How are parents contacted when issues occur – newsletters, website, email?



Targets

Include annual targets (for example reduce car use by 2%, increase walking, cycling or scooting by 2%).

Aim of the School Travel Plan

Some ideas are as follows:

- To understand the existing travel patterns for journeys to and from school.
- To increase the number of journeys to and from school using a sustainable mode of travel.

Objectives of the School Travel Plan

The objectives identified should address the travel improvements identified. Some ideas are as follows (there should be a minimum of 5 objectives):

- To reduce the number of cars parked on surrounding roads at the start and end of the school day.
- To increase the number of pupils walking, cycling and scooting to school.
- To promote the existing bus routes.
- To promote park and stride.
- To encourage car sharing.
- To establish a working group.

How will the objectives be achieved?

Some ideas include:

- Consider whether additional waiting restrictions may be required.
- Prepare a travel information leaflet or webpage on the school's website that is shared with pupils, parents, and staff. Add this to noticeboards.
- Include bus routes and timetables in the published travel information (refer to [Traveline](#)).
- Set up a park and stride scheme - investigate whether there is a local car park that could be used by parents at the start and end of the school day (permission will need to be agreed).
- Encourage staff to lift share (either organise between themselves or via [Liftshare](#)).
- Set up a system to encourage parents to car share.
- Encourage staff to take advantage of [Cyclescheme](#).
- Set up a School Travel Plan working group (to include school staff, parents, governors, and representatives from the community).

Action plan

Each school is required to complete an action plan which will include short, medium, and long-term initiatives that are intended to be completed or worked towards, to achieve the aims and objectives of the School Travel Plan. The action plan should be reviewed and updated annually and sent to the CBC Travel Plan Officer.

Proposed action	Description of the action	Action to be completed by (name)	Proposed completion date
Travel Plan Co-ordinator	Appoint a Travel Plan Coordinator. Include contact details.		
School Travel Survey	Complete 'Hands Up' school travel survey and send to CBC.		September each year
Marketing / publicity	Complete the School Travel Information Leaflet or webpage. Make available to parents via website/ newsletters/ emails/ noticeboards.		
Working Group	Set up a Travel Plan working group (to include school staff, parents, governors and representatives of the local community). To meet termly.		
Modeshift STARS	Sign up to Modeshift STARS . Fill in details of any sustainable travel initiatives that have already been completed (refer to Modeshift STARS Education Initiatives).		
Modeshift STARS	List Modeshift STARS initiative number 1 (refer to Modeshift STARS Education Initiatives).		
Modeshift STARS	List Modeshift STARS initiative number 2.		
Modeshift STARS	List Modeshift STARS initiative number 3.		
Modeshift STARS	List Modeshift STARS initiative number 4.		
Modeshift STARS	List Modeshift STARS initiative number 5.		
School Travel Plan Review	Agree the date for an annual School Travel Plan review with key stakeholders		Annually



School Travel Plan approval

School Travel Plan Co-ordinator:	Signature:	
	Print name:	
	Job title:	
	Email:	
	Telephone:	
	Date:	

School Head Teacher:	Signature:	
	Print name:	
	Job title:	
	Email:	
	Telephone:	
	Date:	

Chair of Governors:	Signature:	
	Print name:	
	Email:	
	Telephone:	
	Date:	



School Travel Plan notes

- We ask that every school has an active School Travel Plan which is updated and submitted annually, but it can be amended or added to throughout the year as measures are implemented.
- This template has been put together to assist each school in putting together their School Travel Plan. This template doesn't have to be used; it is recommended that if a different format is adopted that the content is cross referenced with this template to ensure that everything is included.
- To accompany the School Travel Plan, we ask that a travel information leaflet or webpage on the school's website is prepared to include relevant walking and cycling maps, public transport details, and car-sharing information. The travel information leaflet or webpage should be communicated to parents, pupils, and staff.
- The school should appoint a named Travel Plan Co-ordinator who will be responsible for the overall management of the School Travel Plan and be a main point of contact at the school for any travel and transport related enquiries.
- A working group involving the school, parents, governors, and representatives of the local community should be established. The group should meet regularly to discuss any issues and implement changes in encouraging sustainable travel.
- Once completed an electronic copy of the School Travel Plan and travel Information leaflet or webpage should be sent to travel.choices@centralbedfordshire.gov.uk.

Sustainable travel initiatives

More information about the initiatives below and other sustainable travel suggestions can be found in Central Bedfordshire Council's [Sustainable Modes of Travel to Schools and Colleges Strategy](#).

- [Modeshift STARS](#)
- [Bikeability](#)
- [Junior Road Safety Officer](#)
- [Lift Share](#)

Appendix 2: Highways Feasibility Assessment

This document is intended to be a first look at each of the school sites proposed to be expanded; a site visit at either the start or end of the school day will be completed as part of the process. This document will highlight any obvious constraints from a Highways perspective, and if possible, recommendations will be given as to how any issues associated with the expansion could be mitigated. It is not intended to replace a Transport Statement that is required as part of the Planning process; the information provided can be used within each Transport Statement if relevant.

School Name:	
School address:	
Existing school type:	
Existing number of pupils:	
Existing school start and end times:	Note: Is there another school nearby? If yes, is it worth considering staggering the start and end of the school day?
Number of existing pupils that are currently driven to school*:	

*Data taken from the 'Hands up survey'.

Proposed school type:	
Proposed maximum number of pupils:	
Proposed increase in pupil numbers:	
Predicted increase in vehicular movements at the start and end of the school day**:	

** This figure is calculated using the existing percentage of pupils that are driven to school, multiplied by the proposed increase of pupils. The figures don't take into account journeys made by staff as these are likely to take place outside of the peak school drop off and pick up times. It also doesn't take into account any pupils that attend a before or after school club that may stagger the times that they arrive and leave the school. The figure is intended to be an estimation only.

Existing Highway Network

What is the existing school access(es) like?	Is there one or more vehicular access, is there adequate visibility at each access? Is there the possibility of providing additional accesses if required? Could any of the existing accesses be improved?
What is the existing surrounding road network like?	Are there any existing pinch points where there is currently congestion at the start and end of the school day, are there any junctions nearby that may require traffic data to be collected and investigated further?
Access for refuse and delivery vehicles:	Is adequate space provided within the school site for refuse collection and delivery vehicles to turn and leave the site in forward gear?
Access for pedestrians:	What is the main pedestrian route(s) into the school? Are there any improvements that could be made outside the school and the wider area to improve safety and encourage more walking to school? Is there an existing crossing point near to the school? Could it be improved / upgraded? Is there a school crossing patrol? Could footways be widened, dropped kerbs and tactile paving installed / amended?
Access for cyclists:	What is the main cycle route(s) into the school? Are there any improvements that could be made to improve safety and encourage more cycling to school? If there is an existing cycle route, is that at a suitable level for the intended user? Could it be improved / upgraded?
Cycle parking provision:	Is there existing cycle parking provision? Is the cycle parking covered? Is it easily accessible by cyclists? Is there space to provide additional cycle parking to the requirements set out in the Councils parking standards for new developments?

Public transport:	Are there any bus services nearby that could be promoted or are currently used to access the school? Could the bus stops be upgraded? Do they have a raised bus stop kerb, shelter, Realtime information etc?
School bus:	Is there a school bus service(s)? Is there an existing drop off / pick up area within the school site, providing a safe route within the site for pupils away from parked vehicles, and a turning area for the bus to leave in forward gear? If not, can improvements be made to achieve this?
Existing parking arrangements for school drop-offs and pick-ups:	Is parking currently permitted within the school grounds? If so, is there an adequate pedestrian route into the school away from manoeuvring vehicles? Is parking permitted in another location? Is parking only permitted on surrounding streets? Are there any known parking problems, particularly at the start and end of the school day? Could new or additional waiting restrictions be implemented or existing extended to mitigate any potential problems?
Is there space to provide additional parking spaces to the requirements set out in Central Bedfordshire Parking Standards for New Developments?	The parking provision guidance is set out in Central Bedfordshire Supplementary Planning Document (SPD) ' Parking Standards for New Developments '.
Is there an existing School Safety Zone outside the school?	If yes, what does this include, for example, traffic calming, 20 Zone, pedestrian crossing point (and type), school keep clear markings etc. Could improvements be made?
Is the proposed school expansion feasible from a Highways perspective?	
Date assessment completed:	

Appendix 3: Modeshift STARS Initiatives Guide

List of Modeshift STARS Education Initiatives

Category	Ref	Description
Air Quality	AQ1	School promotes car sharing
	AQ2	Car free days
	AQ3	Car free (School Street) zone in place
	AQ4	Park and walk/stride scheme
	AQ5	Removal of car parking spaces
	AQ6	Highways Code promoted to pupils, staff and parents
	AQ7	Parent parking campaign
	AQ8	Parking Pledge scheme
	AQ9	Eco Driver training
	AQ13	Anti-idling initiative
	AQ14	Air pollution promotion
	AQ15	National Clean Air Day
	AQ10-12	Other air quality initiative
Cycling	C1	Dr Bike/ cycle maintenance sessions
	C2	Cycle parking installed
	C20	National Cycle Challenge
	C21	Bikeability Level 1
	C22	Bikeability Level 2
	C23	Bikeability Level 3
	C3	Bikers Breakfast
	C4	Opportunity to practice cycle skills at break time
	C5	School participates in Sustrans Big Walk and Wheel
	C6	Cycle competitions/ school cycle challenge
	C7	Cycle reward scheme
	C8	School participates Bike Week
	C9	Cycle club in place
	C10	Pool bike system in place
	C11	Cycle purchase scheme for staff
	C12	Bike Security marking
	C13	Cycle rides / excursions
	C14	Cycle train / Bike Bus in place
	C15	Bling your Bike day
	C16-18	Other cycling initiative
	PT1	Public transport used for school trips

Category	Ref	Description
Public Transport	PT2	School promotes public transport
	PT3	School promotes responsible behaviour on public transport / has bus behaviour policy
	PT4	Private coaches for school trips pick up and set down in safe/ accessible places
	PT5	School promotes young person's travel card scheme
	PT9	School participates in Catch the Bus Week
	PT10	School has anti bullying policy for school transport/ public buses
	PT11	Hop off get off two stops early
	PT6-8	Other public transport initiative
Road Safety & Training	R1	Cycle training for pupils (other than Bikeability)
	R2	Learn to Ride
	R3	Balance bike training
	R4	Scooter training
	R5	Pedestrian skills training
	R6	Independent Travel Training
	R7	Young driver training
	R8	Cycle training for staff and/or parents
	R9	Road safety assembly/presentation
	R10	Be Bright Be Seen activities
	R11	School invites experts/organisations to talk about personal safety
	R12	Safety around large vehicle training
	R13	Use of transition resources
	R14	Pupils monitoring traffic
	R15	School has lobbied for installation of traffic calming outside of school
	R16	School has lobbied for installation of safer crossings on the route to school
	R17	School has lobbied for installation of 20mph zone outside of school
	R18	Road Safety Day / Week
	R23	In car safety for young adults
	R24	Nursery teaches road safety and active travel messages
	R19-21	Other road safety and training initiatives
	W1	Living Streets WOW campaign

Category	Ref	Description
Walking & Scooting	W2	Living Streets Next Steps to Secondary campaign
	W3	Local walking reward scheme
	W6	School participates in Walk to School Week
	W7	School participates in Walk to School Month
	W8	5 / 10 minutes walking zone in place
	W9	Education / curriculum walks
	W10	Walking Bus in place
	W11	Walking trips
	W12	Scooter storage installed
	W13	Scooter club
	W14	Active travel breakfast
	W19	Parent shelter installed
	W25	Secure buggy storage installed
	W16-18	Other walking / scooting initiative

Central Bedfordshire in contact

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