

Sustainable Modes of Travel Strategy

April 2014

Foreword

Our sustainable modes of travel strategy (SMOTS) sets out our approach to encouraging sustainable modes of travel to and from schools in Redbridge. It encompasses tackling the school car run, encouraging healthier ways of travel and addressing the obstacles that stop people choosing to travel through sustainable means. For the strategy to be successful, pupils and school staff will all need to walk more, cycle more, scoot more and choose to use their cars a little less often than at present.



The strategy has six objectives to:

1. Make sustainable travel to school a more attractive option for school pupils and school staff
2. Promote sustainable modes of travel to school
3. Reduce the barriers that stop school pupils and staff choosing sustainable modes of transport for the school journey
4. Improve the safety of pupils on the school journey
5. Improve air quality surrounding schools
6. Incorporate physical activity into the school day

These objectives will support the priorities in the Children and Young People's plan to to safeguard and promote the wellbeing of children through healthy exercise and by decreasing the health risks associated with air pollution and road traffic accidents during the school run. They fit with the Mayor's Transport Strategy and the borough's Local Implementation Plan. Achieving these objectives will require schools, borough officers, the Metropolitan Police Service and Transport for London to work together.

The changes to individual behaviour needed to achieve these objectives are often very small. We need the help of schools, parents and pupils to identify the barriers that can stop people choosing to travel by sustainable means of transport. Implementing the required changes will take time and new obstacles to choosing sustainable modes of travel may be identified along the way. As changes are delivered each year, more changes may be identified and so the process will continue.

The borough has made significant progress in addressing the school run, discouraging car use and encouraging more active modes of transport. However there is still more to do. If we deliver the measures identified in this strategy we will have made significant progress in making the borough a more liveable and healthy place for all to enjoy.

Cllr Alan Weinberg MBE

Cllr Shoab Patel

Executive Summary

This SMOTS seeks to change the travel behaviour of the entire school community and thus bring about a healthier, safer and more environmentally conscious school community.

The strategy also meets the requirements of the Education and inspections Act 2006.

The objectives of this travel strategy are to:

1. Make sustainable travel to school a more attractive option for school pupils and staff
2. Promote sustainable modes of travel to school
3. Reduce the barriers that stop school pupils and staff choosing sustainable modes of transport
4. Improve the safety of pupils on the school journey
5. Improve air quality surrounding schools
6. Incorporate physical activity into the school day

Each school has an individual school travel plan which identifies the requirements at school level and identifies the barriers to using sustainable modes of travel. When all school travel plans are considered together, a better understanding of the existing obstacles to sustainable travel and the measures required to bring about change can be identified.

The changes needed to achieve the objectives differ in their nature. Some changes involve only 'soft' measures like more cycle training, walking campaign ideas or more cycle storage facilities. Sometimes changes may be more substantial like new road crossing facilities, re-phasing of traffic signals to make a road crossing point safer or a new 20mph zone around the school. However, it is only through constant review and introducing minor improvements year on year that significant change will be achieved. Implementing any changes is subject to available funding and existing resources.

Choosing to travel by sustainable modes of transport is not just for pupils, it is also for all school staff and parents/carers

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1. Introduction

The publication of the SMOTS compiles all the available travel and transport information for school journeys in the borough into a single holistic document. Much of the information is derived from individual school travel plans. Placing all this information into a single document enables the borough to be more coherent in its approach to promoting sustainable school travel.

There are a number of problems associated with children being taken to and from school by car. These include:

- The risks of accidents to children in car journeys
- The risk to those walking, cycling or scooting close by schools where there is insufficient space for the cars to share road space with more vulnerable road users
- The contribution of additional car journeys to local traffic congestion
- The impact of additional road traffic on local air quality
- The impact on children's health from not including exercise as part of their daily activities

Added to these problems, there is a loss of opportunities for children to acquire the necessary skills to be streetwise and lead healthier lifestyles through walking and cycling.

One in three London school children are currently deemed to be overweight and one in five London school children are deemed to be obese. According to Living Streets - a charity for pedestrians – Redbridge residents are among the most inactive in London, which could lead to significant numbers of residents with increasing obesity levels and prone to developing Type 2 diabetes. Tackling the sedentary lifestyles of school age children through encouraging increased sustainable travel choices such as walking and cycling and becoming less car dependent for their school journey can help to address these upcoming health problems. There is also evidence that shows that those who depend on cars when young continue in the same vein when they get older and there simply isn't enough road space for all these future car owners.

Much has been done in recent years to try to reduce the traffic associated with the school run and although some of these measures have been successful, the school run and the continuing growth in car trips as part of the school run, continues to lead to significant local traffic problems. Transport for London (TfL) works with boroughs and other partners to help schools to develop school travel plans. Since 2004, across London, schools with a travel plan have shown an average 6% reduction in journeys to school by car.

2. Policy

Borough policy for sustainable travel is influenced by sub-regional, regional, national and European policy. However, as a result of the current Government's localism agenda, the greatest influence on local policy is from the Mayor of London. This section shows the influence of recent policy in this area.

2.1 National policy regarding sustainable transport

This Education and Inspections Act 2006 required that local education authorities prepare and publish a SMOTS. The Act placed a duty on local education authorities to:

- Promote sustainable modes of travel to meet the needs of children and sixth form pupils as regards travel to and from schools and other educational establishments (see section 9.2)
- Prepare and publish Sustainable Modes of Travel Strategy
- Prepare an assessment of the school travel needs of their area (see section 10)
- Conduct an audit of the sustainable travel and transport infrastructure to, from and within their area (see sections 6 and 9)
- Provide free transport for certain pupils in respect of their attendance at schools and other educational establishments (see section 11).

In 2011 the Government released details of the Local Sustainable Transport Fund in a white paper called *Creating Growth, Cutting Carbon*. In this document, the Government confirmed that it was stepping back from monitoring, but that local authorities should continually look to improve their own performance. The Local Government Association and local authorities themselves would be responsible for spreading best practice, sharing what works, and developing a framework that improves capability across the local transport spectrum.

2.2 Regional policy – London

The following strategies are the most significant to be produced by the Mayor of London of relevance to sustainable travel.

The London Plan

Improving air quality is a key priority for the Mayor and is one of the six objectives for London in the London Plan. The objective states that 'London will become a world leader in improving the environment locally and globally,

taking the lead in tackling climate change, reducing pollution, developing a low carbon economy, consuming fewer resources and using them efficiently.'

Clearing the Air and Delivering London's Energy Future

The Mayor of London launched his Air Quality Strategy 'Clearing the Air' in 2010. This sits alongside the Mayor's Climate Change Mitigation and Energy Strategy 'Delivering London's Energy Future', which was published in 2011. These two strategies aim to tackle air pollution in London.

The Transport Strategy

The Mayor of London's Transport Strategy was produced in 2010 and set out his plans for delivering the Mayor's transport vision over the next 20 years.

The strategy has six key goals:

1. support economic development and population growth
2. enhance the quality of life for all Londoners
3. improve the safety and security of all Londoners
4. improve transport opportunities for all Londoners
5. reduce transport's contribution to climate change and
6. improve its resilience support delivery of the London 2012 Olympic and Paralympic Games and its legacy.

The Mayor of London's strategy also includes proposals to encourage behavioural change and smarter travel measures aimed at encouraging more use of lower carbon modes of transport. The strategy also supports promoting both walking and cycling and their benefits through information campaigns and events to raise the profile of smarter travel initiatives such as school and workplace travel plans.

2.3 Local policy – Redbridge

The local policy Redbridge policies most affecting the strategy are:

- The school admission policy
- Local Development Framework
- Shaping Our Future Together – A Sustainable Community Strategy for Redbridge 2008-2018
- Local Implementation Plan, April 2011

3. London-wide initiatives

There are a few London wide initiatives that are currently taking place which all include incentives to encourage a move to sustainable transport. Details regarding the most significant of these are provided here.

3.1 Sustainable Travel: Active, Responsible, Safe (STARS)

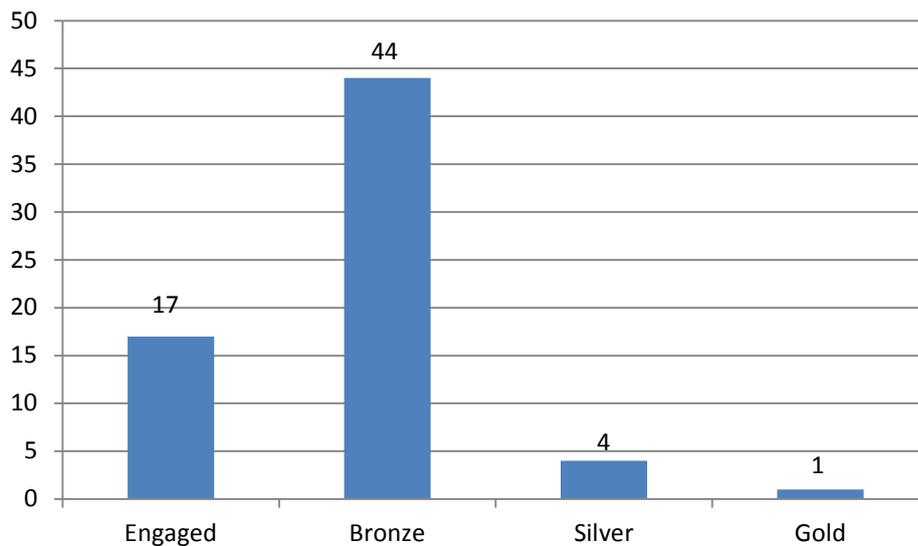
Transport for London (TfL) set up Sustainable Travel: Active, Responsible, Safe (STARS) initiative. Over recent years, this has been a key driver for increasing sustainable travel to schools in London.

STARS established a recognised standard for schools with travel plans that not only promote safe and active travel but achieve it as well. Participation in the scheme is voluntary and has three levels of engagement; bronze, silver and gold.

Participation in STARS is also an important building block towards achieving other accreditations and standards such as Healthy Schools London or Eco-school status.

Redbridge encourages schools to review their own school travel plans and to achieve the TfL STARS accreditation status. In July 2013, 51% of schools in Redbridge had attained STARS accreditation. The number of accredited schools in Redbridge increased from 40 in 2011/12 to 49 in 2012/13. This showed that the schools had completed a certain number of initiatives as required to meet the criteria set by TfL for each level of accreditation. Figure 1 shows the STARS accreditation status for all schools in Redbridge.

Figure 1: School STARS accreditation levels in July 2013



3.2 Healthy Schools London

The programme is being delivered by a small team in the Greater London Authority. The aim of the programme is to help schools refresh, revive and re-establish the healthy environments that existed under the “Healthy School” programme that ran between 1997 and 2011. This programme has been tailored specifically for London and has been helped by the London Health Improvement Board.

Healthy Schools London is a programme that will support London’s schools to provide an environment and culture that helps their pupils grow up to be a healthy weight, and support their wider health and wellbeing. The programme will recognise and celebrate schools that are making a difference for their pupils.

The programme supports schools as they work towards awards, with a network of local coordinators, and a range of resources, tools and online advice and regular workshops for schools. The programme is for primary, secondary and middle schools; maintained schools, non-maintained and independent schools.

There are three levels of awards: Bronze, Silver and Gold. The tiered structure is designed to help schools to progressively build on their policies and practice over time.

The programme is a self-validating one with schools submitting action plans with intended measurable outputs and outcomes as well as reports on activities undertaken. These action plans and reports are submitted to the Healthy Schools London Co-ordinating team who share this information with Local Healthy Schools Co-ordinators and local Health and Wellbeing Boards across London. Healthy Schools London has developed a system of quality assurance to support self-validation.

The current focus for the programme is promoting healthy weight in schools by increasing levels of physical activity and ensuring that the school takes a whole school approach to healthy eating. Taking part in the programme enables schools to directly support the health and wellbeing of its pupils and staff.

An evaluation of the national programme on which Healthy Schools London is based showed the following outcomes:

- Increased amount of opportunities that children and young people have to be physically active in and out of schools
- Increased participation of children and young people in physical activity in and out of school
- Improved links between schools and communities that promote physical activity

- Increased school meal uptake including free school meals
- Improved children and young people's access to healthy packed lunches and snacks throughout the school day.

Participating schools also reported reduced incidence of bullying, improved behaviour and improved attendance.

More information on Healthy Schools London is available on the website www.healthyschoolslondon.org.uk.

3.3 Eco-schools

Eco-schools is an international programme that guides schools on their sustainable journey, providing a simple framework to help make sustainability an integral part of school life. Any school can join the eco-schools programme.

The eco-schools' mission is to help make every school in the country sustainable and to bring about behaviour change in young people and those connected to them so that good habits learned in schools are followed through into homes and communities.

The eco-school programme involves a seven-step process which helps schools to address a variety of environmental themes, ranging from litter and waste through healthy living and biodiversity to transport. It is a pupil-led programme with measuring and monitoring an integral part of the programme. This provides schools with all the evidence they need to showcase their environmental success.

Schools work towards gaining one of three internationally recognised awards – Bronze, Silver and the Green Flag award, which symbolises excellence in the field of environmental activity. Bronze and Silver are both self-accredited and Green Flag status is externally assessed.

Undertaking the eco-schools programme is a long journey and it can take time for schools to implement the different elements of the framework and engage their staff, students and community with it. More information on the eco-schools programme can be found on their website <http://www2.keepbritainty.org/ecoschools>.

4. Benefits of sustainable modes of travel

Increasing the number of people walking, cycling and scooting for their journey to school and reducing the school car run has the potential to do all of the following:

- Reduce traffic congestion and noise pollution
- Improve personal health (both physical and psychological)
- Reduce carbon emissions, thereby reducing the impact of climate change
- Contribute towards safer streets and reduced levels of crime
- Improve safety around school gates as a result of a reduction in cars mixing with more vulnerable road users
- Reduce social exclusion

For the individual, the benefits of walking, cycling and scooting are:

- Improved personal health – particularly of benefit to pupils who are overweight or suffering from diabetes
- Improved concentration on the school day - exercise has often shown to enable pupils to concentrate better during the school day
- For shorter journeys cycling is often the fastest mode of transport
- Improved personal fitness level
- Low cost mode of travel
- More accurately estimated journey times
- Improved health as pollution levels are lower in the open air than in motor vehicles
- An improved local environment
- Improved social inclusion
- Increased personal independence

According to the NHS, to maintain a basic level of health, children and young people aged 5-18 need to do at least 60 minutes of physical activity every day. This should include a mix of moderate-intensity aerobic activity, such as fast walking, and vigorous-intensity aerobic activity, such as running.

- Moderate-intensity activities: - involves working hard enough to raise the heart rate and break into a sweat, and
- Vigorous-intensity activities: - involves breathing hard and fast, and the heart rate should go up quite a bit

As part of the 60 or more minutes of exercise, children should also do activities that strengthen their muscles and bones. Including physical activity into the journey to school and as part of school activities is an excellent way to achieve the basic level of health recommended by the NHS.

5. Barriers to using sustainable modes of travel for the school journey

Addressing the reasons that we choose not to walk, cycle or scoot more is a key way to encourage increased use of these modes of transport.

The general barriers given for people not walking, cycling, scooting or using public transport more often for their journey to school are shown in Table 1 below. The specific barriers identified by pupils in Redbridge for not using sustainable modes of travel more are provided in section 9.3.

Table 1: General barriers to not using sustainable modes of transport

Reasons for not using mode of transport	Walking	Cycling	Scooting	Public transport
Route not safe	✓	✓	✓	✓
Route perceived as too dangerous	✓	✓	✓	✓
Poor route lighting increasing perception of danger	✓	✓	✓	✓
Bad weather	✓	✓	✓	
Anti-social behaviour along the route	✓	✓	✓	✓
Unfamiliar with route	✓	✓	✓	✓
Car is more convenient	✓	✓	✓	✓
Don't know how to use mode of transport	✓	✓	✓	✓
Too tired to walk, cycle or scoot	✓	✓	✓	
Habit	✓	✓	✓	✓
Distance perceived as too far	✓	✓	✓	
Need to carry heavy bag	✓	✓	✓	✓
Nowhere weatherproof to leave bicycle		✓		
Nowhere to shower at destination		✓		
Nowhere safe to leave bicycle or scooter at destination		✓	✓	
Do not own bicycle or scooter		✓	✓	

Although some of these issues are insurmountable, there are small changes that can be made to overcome many of them.

Table 2 shows how some of these issues have been addressed or can be addressed in the borough.

Table 2: Possible ways of addressing barriers to using sustainable modes of transport

Reasons for not using mode of transport	Possible ways to address barriers to using sustainable modes of transport
Route not safe	The borough works hard to continue to make road safety improvements across the road network. Suggestions put forward by schools in their travel plans are all considered and subject to available funding appropriate improvements can be made.
Route perceived as too dangerous	The borough can take measures to improve the perception of an area. These sorts of changes might include improving sight lines for road crossing or addressing anti-social behaviour.
Poor route lighting increasing perception of danger	Additional lighting can sometimes be provided particularly where safety is a local issue.
Bad weather	Although the borough has no control over the weather, sometimes just providing sheltered places to wait for a bus or to leave a bike can make a lot of difference.
Public anti-social behaviour	The Redbridge Safer Transport team can report anti-social behaviour issues to the Schools and Youth Co-ordination Group (SYCG). This group meets regularly to assess and share information supplied and to provide a response to the items being reported. SYCG's members include TfL staff and officers from the Metropolitan Police Service and other stakeholders who contribute to identifying trends, recording success in tackling crime and looking at how to ensure young people stay safe when travelling on and around the different modes of transport.
Unfamiliar with route	Schools are encouraged to put the TfL journey planner on their website. The journey planner provides excellent direct cycle and walking routes as well as bus and train information.
Car is more convenient	Educating people to the harmful effect on personal health and the local environment that travelling to school by car has.
Don't know how to use mode of transport	Cycle training is offered to all schools in the borough and some scooter training is also available.
Too tired to walk, cycle or scoot	Increasing the amount one exercises can actually increase energy levels. If pupils start on short distances they soon become fitter and

Reasons for not using mode of transport	Possible ways to address barriers to using sustainable modes of transport
	have more energy throughout the day.
Habit	Changing personal habits is very difficult, but one of the ways this is addressed is by making the journey to school part of a social activity such as a walking bus or a cycle buddy scheme.
Distance perceived as too far	Becoming a more confident cyclist comes from practice and this can be assisted by school cycle clubs.
Need to carry heavy bag	Funding is sometimes made available to provide lockers in schools where pupils can leave their heavier items and avoid cycling or walking with them every day.
Nowhere weatherproof to leave bicycle or scooter	Funding from TfL can be made available for some additional cycle parking and scooter parking at schools.
Nowhere to shower at destination	Some secondary schools do now have showers and arrangements can sometimes be made for pupils who cycle to school to shower on arrival.
Nowhere safe to leave bicycle or scooter at destination	Funding from TfL can be made available to provide secure cycle parking and scooter parking facilities at schools. Funding may also be available to improve the security of existing facilities where necessary.
Concerns about cycle / scooter theft	The borough offers cyclists excellent advice about where to leave bikes to best avoid theft such as in a secure store. Bike security marking is also offered to schools in the borough.
Do not own bicycle or scooter	Some schools have pool bikes which are available to encourage pupils to take up cycling.

6. Local Transport Infrastructure

The available local transport infrastructure is described in this section.

Public transport

Redbridge is well served by public transport throughout the borough with a range of buses bisecting the borough.

Cycling

The borough aims to provide an additional 2km of new cycle lanes to the cycle network each year. In addition more on-street cycle parking spaces are routinely provided to ensure adequate cycle parking is available at appropriate locations.

Through the TfL Cycle Parking Scheme, funding for additional cycle parking at schools can be provided where needed. When schools update their travel plans, they identify the level of cycle parking they have. Following completion of their school travel plan, schools are able to apply to TfL for funding to support more cycle parking spaces. Priority is given to schools which are STARS accredited.

Crossrail

Crossrail is a project to build a new east-west railway connection under central London, with one connection to the west and two to the east. It will be built to regional rail standards and connect to existing main lines. The most optimistic construction timetable would see the first stage opened around 2018 with the Shenfield spur by 2019.

It is likely that when Crossrail is fully developed it will become part of the standard public transport school mode of travel attracting pupils into the borough from further afield.

7. School travel plans

School travel plans are developed by schools to reduce the number of trips made to and from the school by car and to improve children's health and the local school environment. They support pupils, staff, parents and school governors to travel in a sustainable way to school which is healthier for them and for the environment. By developing a Travel Plan schools are encouraged to identify and solve problems associated with the school journey.

School Travel Plans can also be used to contribute towards various other initiatives that are important to schools and can be used as supporting evidence for other accreditation schemes such as Healthy Schools London and Eco-schools.

Typical contents of a school travel plan are shown in Appendix A - What is a school travel plan?

8. Modes of school transport in Redbridge

Each year every school in the borough carries out a hands-up survey on the way its pupils travel to school. All this borough data is then combined to show the mode split for the school journey. The table below shows the results of the 2012/13 academic year survey and the results of prior years surveys.

Table 3: Mode of transport usually used for children travelling to school

y/e	y/e	y/e	y/e	y/e	Var
31/8/09	30/7/10	31/8/11	31/8/12	31/8/13	Average from

Mode							average
	%	%	%	%	%	%	%
Car	30.8	28.8	27.4	26	28.1	28.22	-0.12
Car share	4.2	4.4	3.8	4.1	4.1	4.12	-0.02
Public transport	17.3	17.2	17.1	18.9	19.4	17.98	1.42
Bicycle	1	1.5	1.7	2.1	1.8	1.62	0.18
Foot	46.1	47.4	48.5	49	46.6	47.52	-0.92
Other*	0.6	0.7	1.5	0	0		

* *Other* is not an option from 2011/12 or 2012/13 in the survey. This category included Redbridge school transport for SEN pupils, which is included under 'school bus' from 2011/12.

As can be seen, in the year ending 31st August 2013 the use of public transport increased compared to the average whilst walking reduced. There were very minor changes to the use of other modes of transport.

9. Achieving the Objectives

The objectives of this strategy have been derived from consideration of the issues faced regarding school transport across the borough and from discussions with relevant professionals. These objectives are as follows:

9.1 Make sustainable travel to school a more attractive option for school pupils and staff

The following activities take place to help achieve this objective:

Walk to school week

Redbridge schools participate in the National Walk to School week in May and the International Walk to School week in October/November. Activities usually include school competitions associated with sustainable travel issues. Previous activities have included poetry competitions, banner design competitions, A-Z scavenger hunts and making a video clip encouraging peers to walk more.

Walking buses

Walking buses are very reliant on parent support and are therefore very hard to sustain over long periods of time. However, the borough road safety team does work with schools who request support in setting up walking buses.

Walk once a Week (WoW) campaign

All primary schools are encouraged to take part in WoW. Pupils walking to school mark their effort on a dedicated school calendar. Pupils participating are rewarded with small items such as badges for walking at least once a week.

Youth travel ambassadors

This involves secondary school pupils developing their own campaigns in response to issues they have identified at their school. TfL supports these campaigns through providing a dedicated TfL toolkit. Pupils bid for funding at a Campaign Junction event for funds to address the issues they have identified.

Junior travel ambassadors

This is run by individual schools but is supported by the borough. A small group of pupils in each school use a specifically designed TfL toolkit to help deliver assemblies and campaigns at their school. These events include a sustainable travel or a road safety message.

Road safety competitions

Road safety competitions are run throughout the year. These have included calendar competitions and early years collage competitions. These sort of activities are used to raise awareness of road safety at the school and to encourage discussions of road safety issues.

BMX and mountain bike displays

These are offered only to schools with updated travel plans. This involves a presentation of stunts and amazing bicycle manoeuvres which raise the profile of cycling and attempt to increase the “cool factor” for taking up cycling.

Bike-It

This is run by Sustrans and is offered to selected schools each year. Bike-It offers promotional campaigns and competitions as well as additional training for younger children and also offers de-stabiliser sessions. These are aimed at helping children cycle without stabilisers.

9.2 Promote sustainable modes of travel to school

The following activities take place to help achieve this objective:

School travel plans

All schools are encouraged to update their travel plans. The borough offers workshops to the school travel plan champions. Typically a school will have a single school travel plan champion, however not all schools have named champions and some schools do have more than a single champion. These workshops are an opportunity for sharing ideas and developing best practice.

School admissions guidance

Each year, Redbridge produces school admissions guidance for parents of children who are about to start school or change school. Included in the guidance is information to encourage sustainable travel.

ZIP Oyster photocard

A ZIP Oyster photocard enables the holder to get free travel on buses and trams, to get Travelcard season tickets and pay-as you-go at child rates. In 2013, a £10 administration fee was payable at the time of application.

For children under 18, a parent or guardian must apply for the child's Zip Oyster photocard on their behalf. Applications can be made online or at a Post Office in London.

Pupils are encouraged by the Metropolitan Police, who support the application process, to apply for the Zip Oyster photocards at the Junior Citizen event for year 6 pupils.

An 11-15 Zip Oyster photocard is available to children if they are:

- Over 10 years and 11 months
- Under 16 on 31 August before the start of the academic year

A child's Zip Oyster photocard is valid until 30 September, after the end of the academic year in which they turn 16.

The 16+ Zip Oyster photocard allows pupils to travel free on buses and trams as well as to travel at reduced rates on Tube, DLR, London Overground and some National Rail services.

To be eligible for Zip Oyster photocards which enable free bus and tram travel, children must:

- Be in full-time education; and
- Live in a London borough.

Full-time education criteria:

- At least 12 hours of guided learning per week, between 09:00-17:00 Monday-Friday, for at least 10 weeks on further education courses at Level 3 or below in a sixth form college, academy, further education college or other training provider
- Examples of Level 3 courses include A levels (AS/A2), vocational awards such as BTEC or City & Guilds qualifications at level 3 and the International Baccalaureate. It can also include apprenticeships and training courses funded by the Education Funding Agency provided the student is 18 or under by the end of August of the academic year. Your school, college or training provider will be able to confirm if the course qualifies

Small grants funding

Schools with an updated travel plan are eligible to apply for small grant funding to help implement the initiatives identified in their travel plan. This funding has previously been used for buying pool bikes, providing bicycle locks and helmets for pupils to borrow, pedometers for class challenges, prizes for sustainable transport competitions, Dr Bike sessions and biking breakfasts.

Cycle grants for schools

Transport for London provides cycle grants for individual schools to encourage cycling. The funds are awarded by TfL but the funding awards are managed by the borough. Funding is awarded only to schools with accredited school travel plans and priority is for those schools that have made progress in encouraging school cycling. Funding is not available to Bike-It schools. This funding can be used on a variety of different measures, so long as these measures are aimed at increasing the numbers of pupils or staff cycling to school.

Theatre in education

External theatre groups offer performances to various school age pupils. These are designed to be very interactive and to encourage the uptake of sustainable modes of travel and also promote road safety.

Independent travel training

Independent travel training is offered to residents in the borough who are not sufficiently confident to travel independently. All ages from school year 7 and upwards are offered travel training. On average, around 150 people receive travel training each year.

Applicants for travel training are assessed in their own homes and can suffer from a wide range of physical and psychological disabilities. The assessment is carried out by independent assessors from the Disabled Association of Barking

and Dagenham on behalf of Redbridge. Those approved for travel training usually undergo a 12 week programme which offers one-to-one assistance.

Travel training aims to help with confidence issues, learning bus recognition skills, safety crossing roads, managing getting lost and being aware of one's destination. During the training period, a trainer will accompany the applicant for their full journey starting at their home for the initial week. As time goes on, and the applicant becomes more confident, the trainer will meet the applicant part way along their route to make sure they know how to reach their destination.

9.3 Reduce the barriers that stop school pupils and choosing sustainable modes of transport as a mode of choice for the school journey

The infrastructure barriers identified in this section come from consideration of the individual school travel plans and the travel plan updates. Issues raised by schools as part of the travel plan review process, are forwarded to the relevant manager within Highways and Cleansing Services leading on LIP corridor and neighbourhood projects for their consideration for implementation. Work that falls outside the corridor and neighbourhood programmes are considered for funding from the Local Transport Fund provided by TfL as part of LIP funding.

In 2013, there were around 40 issues regarding infrastructure improvements identified from reviewing school travel plans and their updates. These included 16 requests for improved or new road crossings, 14 requests for additional or improved school cycle parking and 10 requests for cycle lane improvements.

Schools with an active travel plan are able to apply for additional secure cycle parking or scooter parking pods. Priority is given to STARS accredited schools. In addition, small grants funding is also available to improve the security of bike sheds on school premises and provide pool locks where required.

The following activities take place to help achieve this objective:

Dr Bike Sessions

Free Dr Bike sessions are offered to schools in the summer term. During these sessions, an experienced bicycle mechanic will visit schools and carry out bicycle health checks and minor repairs. Getting bikes in good condition is a great way to get people cycling for leisure or commuting. As well as fixing up bikes, mechanics are also able to explain how to keep bikes well maintained and working.

Security Marking for Bikes

Redbridge Safer Transport Team offer bike security marking and registering on the BikeRegister's online database. Registering bikes helps police and retailers

identify and verify the legitimate owner of bikes that have been stolen or are being resold. Security marking bikes deters potential thieves as they know the bike can be easily traced if it is stolen. This service is offered to all schools in the borough.

9.4 Improve the safety of pupils on the school journey

Road safety changes in the borough can be measured by considering accident casualty data. The graph below shows the considerable reductions in road casualties for those aged 18 and under that have occurred in Redbridge over the last 18 years. The 5 year average for those aged 18 and under, killed and seriously injured (KSI) between 1994 and 1998 was 268. In 2012, there were a total of 116 KSIs which shows a 57% drop in total casualties.

Because so many of the road safety improvements to infrastructure on the network have already been addressed, making further safety improvements is extremely difficult. The need for safety improvements for the school journey is primarily identified during preparing or reviewing school travel plans. The issues identified are then considered by the most appropriate party.

Figure 2: Total number of road casualties for people aged 18 and under

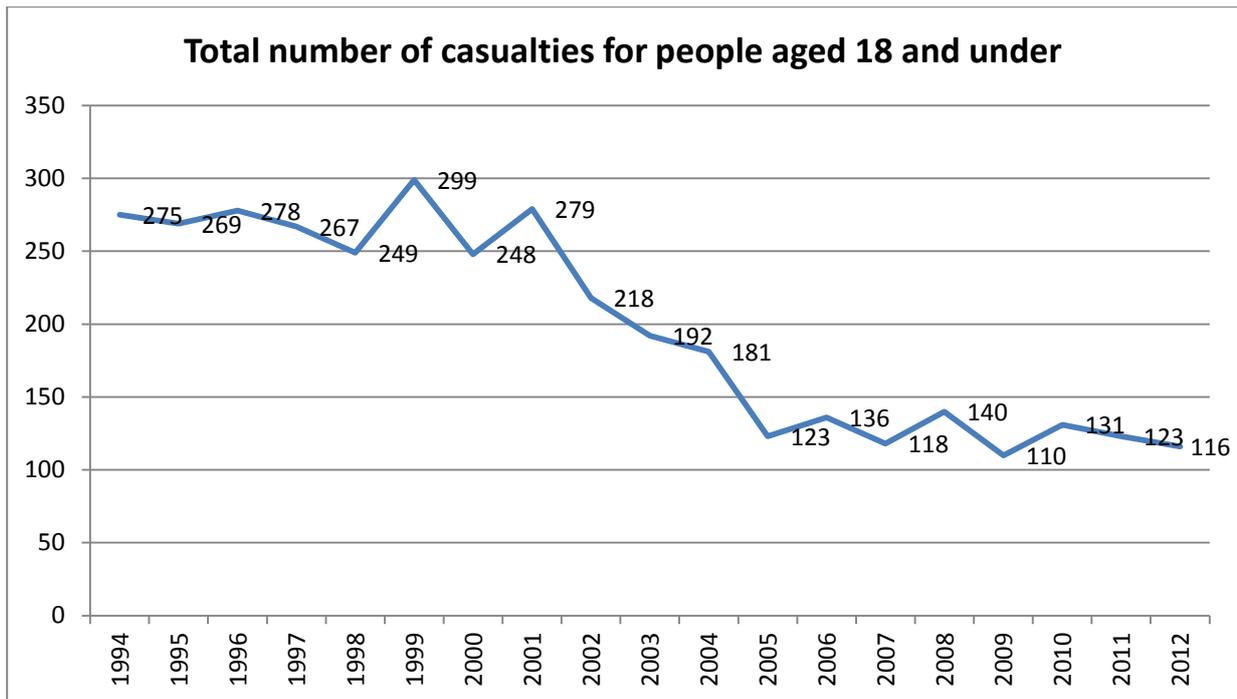


Table 3 below shows the total number of KSIs by gender for those aged 18 and under between 2010 and 2012. The data clearly shows a greater proportion of boys than girls being killed or seriously injured particularly those walking, cycling and using powered two wheelers. Part of this discrepancy is because there are significantly more boys than girls, cycling and riding powered 2 wheelers. It is also possible that because boys are greater risk takers for most activities, they may be more likely to be injured.

Table 3: Total KSIs by gender for those aged 18 and under for 2010, 2011 and 2012

	Male	Female
Pedestrian	19	8
Pedal Cycle	2	0
Powered 2 Wheeler	4	0
Car	2	5
Bus Or Coach	0	1
Goods Vehicle	1	0
Total	28	14

The following activities take place to help achieve this objective:

Cycle training

Cycle training is a proven means of encouraging more people to cycle more often and more safely. Redbridge contracts an external provider to offer this training. The cycle trainers deliver fully accredited Bikeability training and offer cycle training to both

children and adults in the borough. There are three levels of Bikeability training. These are as follows:

Level 1 training - normally takes place off-road e.g. on a playground and is designed to develop the basic control skills and understanding fundamental to being able to ride on the road.

Level 2 training - normally takes place on-road, starting off with quiet junctions and roads but progressively moving to busier junctions and roads as the trainees' skills, understanding and confidence develops.

Level 3 training - is for those who want to cycle further afield using busier roads and more complex road features such as (bigger) roundabouts, traffic lights and multi-lane roads.

Cycle training for schools

All schools in Redbridge are offered free 'Bikeability' cycle training for pupils aged 10 years and over. This teaches students how to cycle safely on roads through the development of proper control skills, the understanding of how to interact with other road users and the judgement and decision making skills to apply this to real situations.

In 2012/13, 644 children in Redbridge schools had cycle training. 447 achieved Level 2, 8 achieved Level 3 and the remainder achieved Level 1.

Cycle training for adults

Anyone who is 14 years or over and lives, works or studies in Redbridge can book a free 1-1 (or group) Bikeability cycle training session. This training is offered for complete beginners as well as experienced cyclists.

Scooter training

The Road Safety Team offer scooter training to all primary school children in the borough. Training takes place in school playgrounds in groups of 20 pupils or less. Year groups 1 and 2 usually train together. Year 3, 4, 5 children train separately from the much younger children. Training usually involves 2 sessions each of one hour. During their training children usually use their own scooters.

Many schools now have scooter pods for parking their scooters. Year 6 pupils are not offered scooter training as they are offered cycle training.

Children's Traffic Club

All nurseries in Redbridge are encouraged to sign up to the Children's Traffic Club and since 2003 TfL has enabled the Children's Traffic Club to be freely available to all three year olds in London. The Children's Traffic Club is a proven and effective child road safety programme, focusing on helping parents/carers teach their children how to keep safe when out and about.

The club provide traffic club packs for schools to hand out to parents. As a member of the club, children get three DVD packs through the post (one every four months). The DVDs contain a year's worth of stories to listen to, songs to sing, games to play which teach children about road safety issues.

The main messages taught through the club are:

- Traffic can be dangerous, so it's important to hold hands when out near roads
- Play safely away from traffic
- Roads are for traffic, pavements are for pedestrians
- Always stop at the kerb then look and listen for traffic before crossing
- Always look for and use safer crossing places (Zebras, Pelicans, Toucans, Footbridges, Subways and Traffic Islands)
- Wear or carry bright and light things, so you can be seen easily by drivers
- Always wear a seatbelt in the car

The Club also encourages travel awareness and sustainable transport:

- Walking
- Cycling
- Using public transport (like buses, trains and trams), instead of using the car
- Planning journeys and trips

The material also talks about health and social messages:

- Getting out and about in the fresh air
- How it can be a fun and healthy way to keep fit
- Learning about where you live
- Visiting new places and being with family and friends

Road safety assemblies

Road safety officers visit primary schools in the borough to give talks to pupils on various subjects. Previous topics have included Be Bright Be Seen about visibility during winter months, using crossings and the importance of seatbelts.

Early year role-play

This involves demonstrating to early year children how to safely use crossing facilities. A roll up zebra crossing is provided for these demonstrations.

9.5 Improve air quality surrounding schools

Air pollution has an impact on everyone living and working in London. However, it is the most vulnerable people such as children, older people and those with heart and respiratory conditions, who are most affected. Pollution impacts people living or working near busy roads, which tend to have higher levels of road traffic pollution and

those that spend longer time in traffic. Car occupants are typically exposed to higher levels of air pollution than cyclists or pedestrians. This is, in part, because cyclists and pedestrians can use quieter streets with lower traffic volumes, which are less heavily polluted.

The institute of Medicine research determined that in 2008 in Redbridge, 153 deaths were attributable to PM_{2.5}. Attributable deaths do not represent a subset of all deaths that are solely caused by PM_{2.5}. Everyone living in London breathes the air and their health is impacted, when the risk to all the individuals is combined it is equivalent to this 'attributable' number of deaths.

In 2003 Redbridge designated the whole of the borough as an Air Quality Management Area (AQMA) due to excess in NO₂ and particulate matter (PM₁₀).

In 2013, Redbridge was awarded £100K of funds from the Mayor's Air Quality fund to delivery *Cleaner, Greener Redbridge Schools* over a three year period. This would be match funded by borough funds over the three years. The project involves five schools in the Borough undergoing a physical program of "greening" which will incorporate green walls, screens and tree planting – in addition to educational campaigns aimed at increasing awareness of pupils, staff and parents of the actions they can take to reduce emissions and their exposure to harmful pollutants.

All these schools are in the South of the Borough – where some of the most deprived communities in Redbridge are located - and close to major roads (A118 and A1083) which are severely impacted by road traffic. Historical NO₂ modelling and current traffic flow data show current EU air quality standards being exceeded along these roads and interventions to reduce exposure and improve air quality will result in tangible health benefits for some of the borough's most disadvantaged children.

The intention is to incorporate Air Quality awareness around travel planning and road safety initiatives which have traditionally been implemented in schools throughout the borough. Campaign days, lesson plans and social marketing techniques will be utilised to communicate positive messages around reducing exposure to harmful air pollution.

Key Outputs from this project will include:

- Baseline environmental assessment of air quality within the catchment
- Continuous real-time air quality monitoring throughout the life of the project
- Green living walls erected at each school to reduce exposure and provide a centrepiece for raising awareness of air quality issues with the wider community
- Up to 100 trees and shrubs planted at each school
- LED messaging boards providing airTEXT¹ and health bulletins at targeted schools

- All schools undergoing a concerted education and awareness raising programme aimed at reducing exposure and improving air quality in the local area.
- A 5% increase in sustainable and healthier modes of travel on the school journey.
- A 5% reduction in average NO₂ levels at the school by the end of the project.
- Expert analysis of captured monitoring data and appraisal of key outcomes with recommendations – to support the rolling out of initiatives to all schools in the borough.

9.6 Incorporate physical activity into the school day

The following activities take place to help achieve this objective:

Developing school staff to deliver cycling activities

The borough offers to train up school staff to deliver cycling activities at schools. These activities may include establishing a bike club, incorporating cycling into PE lessons or Bikeability cycle training at the school. As a result of introducing these activities, schools can apply for small grant funding for pool bikes or bike club equipment.

Bike polo

Bike polo is offered to secondary schools. Some school staff have undergone training specifically to deliver bike polo sessions in school. The bike polo sessions can be part of school PE lessons or form an after school activity. Schools can be provided with additional bikes and equipment such as mallets, balls, knee pads, elbow pads and helmets to help deliver bike polo.

Redbridge works with neighbouring boroughs to set up and run an inter-borough bike polo tournament in the summer term using funding supplied by Transport for London through the Local Implementation Plan funding award. The tournament is for year 7 and year 8 children only and players are in mixed groups with girls and boys playing in the same teams.

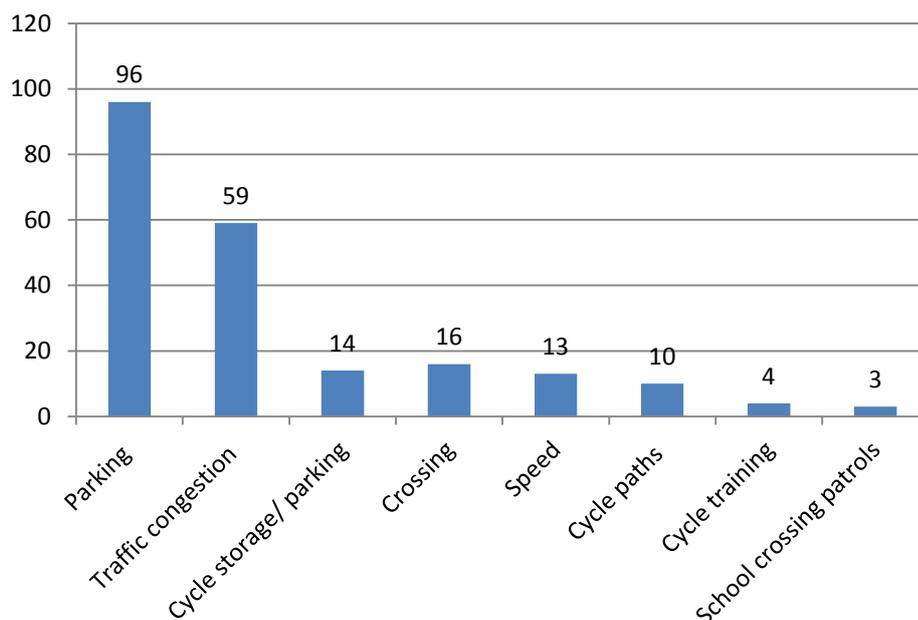
10. School travel needs

The changes needed to increase the use of sustainable transport for the journey to school are predominantly identified from considering existing and reviewed travel plans in the borough. A range of improvements are identified during the travel planning process and potential solutions identified.

In July 2013, 420 separate issues were identified by schools that if addressed would increase sustainable travel to school. Of these, the schools had followed through and implemented identified solutions in 52 cases.

A wide range of issues are identified and Figure 3 shows the frequency of some of the topics raised. Parking issues included inconsiderate local parking by parents collecting and taking their kids to school, a lack of parking enforcement, parking on zig-zags and yellow lines outside school and parents blocking school gates. Traffic congestion issues were predominantly concerns about the traffic congestion around the school gate at the beginning and end of school and the impact this has on the local resident community.

Figure 3: Frequency of issues raised in school travel plan reviews



11. Travel awards

It is a requirement of the Education and Inspections Act 2006 to provide free transport for certain pupils in respect of their attendance at schools and other educational establishments. Travel awards are provided by the Local Authority to pupils who meet certain criteria in relation to their journey to school. The policy and eligibility criterion sets out the criteria that need to be met in order to obtain a travel award.

12. Funding

Funding available to address sustainable travel to school issues in Redbridge comes from the Transport for London LIP borough funding award, TfL school cycle grant programme and from borough revenue funding.

Transport for London LIP funding is used for the following:

- Financial contribution for staffing the Smarter Travel Team
- Resources to help deliver
 - Smarter travel initiatives and travel awareness campaign materials
 - The annual school travel plan review workshops
 - Theatre in education events
- The small grants scheme funding applied for by individual schools
- Cycle training

Borough revenue funding is allocated to education, training and publicity for road safety.

13. Conclusion

Preparing and updating a strategy alone does not bring about the changes needed. It does, however, bring a focus on what has been achieved so far and what still needs to be achieved. This strategy sets a clear baseline position for Redbridge to develop and promote sustainable transport further.

It is good practice to keep the overall strategy under review. This will ensure that the impact of all of Redbridge's school travel measures are recognised, monitored and regularly considered. It is clear from the work that has informed the development of this strategy that Redbridge already has a comprehensive package of measures in place to address school travel issues. It is almost certainly one of the leading London boroughs in addressing sustainable school travel issues. However, the growth in the number of schools in the borough and the increase in car ownership require it to do more. This will involve stretching budgets further, working closer with other partners and developing better ways of working.

Changes will not be achieved in a single year but by learning from its own successes as well as the successes of other organisations, Redbridge will strive to achieve the objectives set out in this strategy.

Appendix A - What is a school travel plan?

A School Travel Plan is a simple written document which identifies the issues surrounding the journey to and from school. The plan sets out agreed aims needed to overcome issues that prevent sustainable modes of travel and outlines a series of practical steps to reduce the number of car trips made.

School Travel Plans in Redbridge usually include the following:

School and Staff contact details

Cycle parking facilities

Other School Transport Facilities

Working group member names

Survey results

Consultations

School travel issues identified

School travel issues resolved

Targets

Initiatives