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elcome to the eco active School Travel Toolkit!

The toolkit has been developed in partnership with the States of Jersey, the Gerard le Claire Environmental Trust and the ECO-ACTIVE initiative. The toolkit has had input from many different departments of the States of Jersey, including: Health Promotion, the Safe Routes to School Working Group, Education, Department for Infrastructure, and Department of the Environment.

The aim of the toolkit is to provide easy to use guidance to help schools in Jersey to develop their own school travel actions, these could be to do with one aspect of travel that is of particular relevance to your school, or could be a full school travel plan – it is up to each school to decide how to use this toolkit. It contains information and templates that you may find useful, and provides details about the extra support available to Jersey schools.



The toolkit has been developed in consultation with Sustrans, recognised as UK good practice, but it has been tailor made for Jersey.

It provides a single point of information for advice and assistance on school travel plans, and the support and training available to schools that are keen to address travel issues either as part of their overall environmental action programme, as part of their Healthy Schools plan, or in response to concerns over safety issues. The toolkit is supported by a Best Practise guide, which is full of ideas and case studies, links and contact details. The guide is available as a PDF download from gov.je

The Jersey ECO-ACTIVE Schools Travel Toolkit focuses on:

- Safety
- Environment
- Working together

The toolkit aims to encourage children, parents and teachers to:

- Walk
- Cycle
- Lift share

¹ www.saferoutestoschools.org.uk

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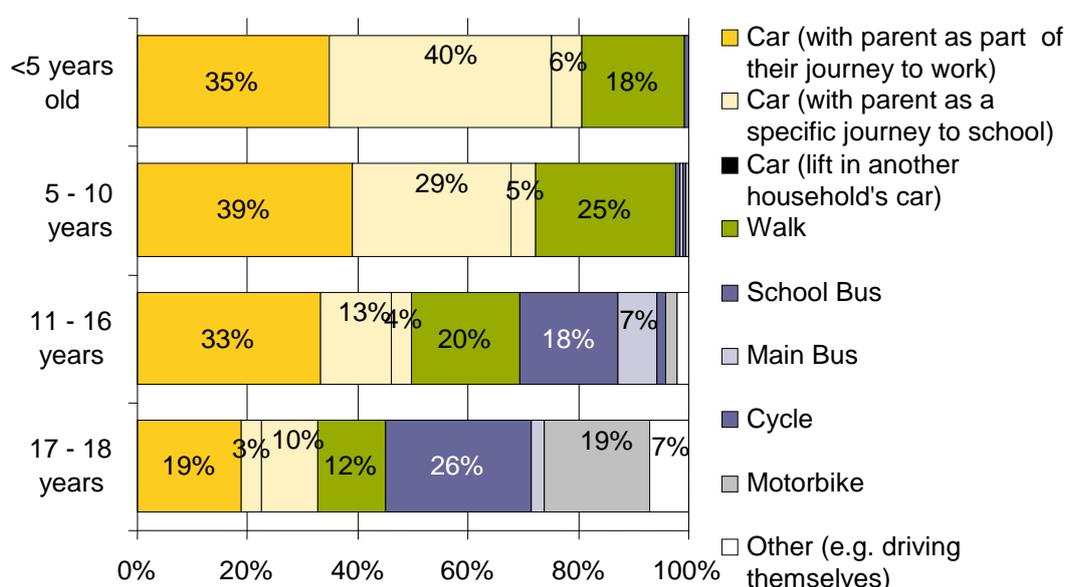
SCHOOL TRAVEL PLANS

Introduction

A School Travel Plan (STP) is a process whereby a school works out how it intends to make travel to and from the school by pupils, parents and teachers more sustainable and safe. With 30+% of all children and young people travelling to school by car the STP is an important tool for changing this trend.

Plans are created in consultation with the whole school community and take account of current trends and the local situation so one school's travel plan will be very different from that of another. They are not just about travel but also about improving health, broadening education and combating social exclusion. They contribute towards making the local community greener and improving quality of life.

Current ways of travelling to school - figures are all percentages – JASS survey



The benefits of School Travel Plans

Writing a STP isn't something that can be done overnight, it will take a while and require commitment from a number of people, but it will be time well spent. Start with small steps, you will be surprised how much can be achieved as part of classroom work or other existing initiatives.

Developing a School Travel Plan

This toolkit includes a template for developing a school travel plan and a guidance note to help you complete the plan. The www.ECO-ACTIVE.je website and ECO-ACTIVE Schools Best Practice guide contain further examples that you may wish to use. Completing a school travel plan is a key in meeting targets set out in



Jersey's Sustainable Transport Policy (2010) and a step in achieving Healthy Schools recognition. By preparing a school travel plan you will be able to demonstrate a real commitment to the Healthy Schools approach.

Pupil participation in a School Travel Plan



Pupil participation is an important consideration in the development of a STP.

Keep in mind that primarily it is the travel behaviour of the young people that you are hoping to change through the plan.

It is important therefore that they are able to express their views and that those

opinions are listened and taken into account.

As young people make the journey to and from school each day it is only natural that they are going to have some of the best ideas and suggestions for how more of them could be encouraged to walk or cycle and how routes could be made safer.

Pupils' participation can extend to delivering projects and monitoring progress through the curriculum, school council or out-of-hours clubs.

Getting a School Travel Plan moving

A school travel plan working group should be set up to get the project off the ground and keep it going. This small group might consist of the head teacher, parents, pupils, governors / school board members and a representative from the Education department, yet the whole school community will need to be involved in some of the stages, especially the consultation. The most successful STP's are those that engage the whole school effectively.

The following is a suggested list of contents for a STP.

Under each there are pointers and prompts to help you. Examples of STP from schools in the UK can be found in the best practice guide on gov.je.

1. Brief description of the school

This will include numbers, location, catchment, any plans for future expansions and other factors affecting travel to or from school. It is beneficial to demonstrate how the STP fits into the ethos of your school.



2. Evidence of consultation

Consultation should establish how staff and pupils currently travel to the school and how they would like to travel to school.

A quick hands-up survey will give you the results you need. However you might find it more useful to ask each pupil and parents to complete a travel audit exploring the reasons for travel choices. Questionnaires are available to download from gov.je or you can use Young TransNet's on-line survey, www.youngtransnet.org.uk

3. Summary of school's transport and road safety problems

This will identify the key issues for pupils, parents, staff and governors. It might include traffic problems outside the school gates, reasons for not walking or cycling to school, issues relating to start and finishing times and after school activities. The majority of the information in this section will have come from the consultation carried out with pupils, parents and staff. Say how these problems were identified, for example, at a parent's evening, during, through the travel audit.

4. Proposed initiatives with objectives and targets

Set objectives based on the results of your consultation. An objective describes how your school is going to make the changes you are trying to achieve with the STP. For example:

- to encourage sustainable transport modes
- to reduce car trips and car parking
- to improve road safety

For each of your objectives set a target i.e. what change you hope to see over a given period. Targets need to be measurable, realistic, set over a specific time period and linked to an objective. For example:

- to increase the number pupils cycling to school to 12% by July 2009
- to inform pupils, parents and teachers of the benefits of green transport each academic year
- to improve access to the school site for pedestrians by September 2009

Finally develop initiatives that will enable you to meet your targets and deliver your objectives. For example:

- set up a cycle club that will include cycle maintenance and cycle training
- provide secure storage space for books and equipment for people walking to school
- liaise through the States of Jersey with LibertyBus and other private transport operators to amend service routes and timings to meet the potential demands from staff and pupils

5. Programme for implementation

It is imperative that having set out what you want to achieve you have an action plan in place for achieving it. For each of the initiatives consider and record the following:



- start and end date for key tasks
- lead person at the school
- action needed by other organisations including the States of Jersey or police
- cost in time and money
- source of funding

6. Plans for monitoring and review

Having devoted valuable time to developing your STP you will want to ensure work towards your objectives is on track. It maybe that some of the things you planned are no longer relevant or things have happened sooner than you planned. For your STP consider:

- how and when changes will be monitored
- how any changes will be reported
- when and who will review the plan

Further information

There is a lot of advice and support for specific areas of activity.

The other information sheets in this toolkit provide information about support available for specific initiatives within your STP. Topics include walking, cycling, liftshare, and health benefits.

All these materials are available free from gov.je.

References

I. Department for Transport (2004), National Travel Survey 2003, London
www.saferoutestoschools.org.uk

Further information

Visit gov.je for - latest news and information on School

Travel

- downloadable resources including other information sheets
- case studies
- to order materials

Walking to School

Introduction

Many children in Jersey live close enough to their school to be able to walk. For young children, walking to school with their parents is an excellent opportunity to learn road safety skills and awareness. Children who walk to school with parents and friends build up their pedestrian skills over time so that when they start making journeys alone they are better prepared for coping with traffic. Although it means allowing a little extra time in the mornings, many parents value the daily walk as quality time when they can share experiences with their children.



Once children are ready to make their own way to school, the journey on foot is a chance to gain independence and self-confidence. Children who walk to school are more aware of their neighbourhood, recognise street names and places and are less likely to get lost. Children and young people also enjoy the freedom of being with their friends.

Getting children into the habit of walking is an excellent way to encourage lifelong healthy habits, and to reduce car-dependency. Once children are used to walking to school, they will naturally be happy to make other short journeys on foot, rather than always relying on someone to drive them.

Health benefits of walking

Children need to take part in regular physical activity to stay fit and to develop active lifestyles for their future health. The UK government recommends that young people should have a minimum of one hour's moderate physical activity each day, to keep healthy and help prevent serious illness in later life.⁽²⁾ Walking to school regularly is officially recognised as a way of achieving this.

For more information see the 'Health Benefits' information sheet.

Teachers find that children who walk to school are more alert when they arrive than those who are driven by car, and more ready to learn.

Environmental benefits of walking

Many children who live within walking distance of school are nevertheless brought by car. During the school holidays, rush hour traffic in Jersey drops by 15%.

Fewer cars would mean significantly reduced air pollution, less traffic noise, and fewer accidents, especially near schools. If more children walked, the roads would be clearer, creating a safer and more pleasant environment for pedestrians, and thereby encouraging more people to walk. Incidentally, children driven to school are not protected from car fumes as it has been found that car passengers are exposed to pollution levels two or three times higher than those experienced by pedestrians.⁽³⁾



Switching to walking is a cost and hassle-free way of doing your bit for the environment, not requiring any special or expensive equipment, apart from safe streets.

Safety

Pedestrian training for young children is available in Jersey, it is arranged together with the parents of the children and is usually arranged through the school.

Suitable walking routes for children, such as wider footpaths, safe crossings, better street lighting, and traffic calming to reduce vehicle speeds can all help make the walking journey safer. Where improvements to routes are needed, it is best for parents to work with the school to devise a school travel plan. This can highlight any walking related concerns and propose ways to resolve them.

For more information on school travel plans see Developing a School Travel Plan information sheet.

Dark winter coats and school uniforms are not easily seen by drivers. Especially in winter months, reflective stickers and badges on bags or clothing are an important safety feature for walkers. A range of items are available on request using the form in the toolkit, a copy is available on gov.je.

Incentives to encourage walking

Some schools have developed very creative ways of encouraging pupils to walk to school. A few successful ideas are given here but many more are waiting to be invented! The Best Practice guide includes more examples and ideas, the guide is available as a download from gov.je.

Greening the Tree

Draw or make a giant tree without any leaves. The leaves of the tree will show travel modes for each of the pupils so assign colours to modes eg, green = walking, yellow = cycling, brown = car. Ask the pupils to draw a leaf on the colour card that represents their normal mode of transport, cut it out and stick it on the tree. Repeat the activity each term and watch the colours change.

Golden Boot

Each day record how members of each class travelled to school. At the end of a given time period e.g. half a term, present the golden boot to the class that have made the greatest number of walking journeys to school.

Circuits of Jersey

Each pupil will need to know the distance from his or her home to school. Keep a running total for pupils of how many days they have walked to and from school and convert this to number of miles walked. The winner is the first class or individual to have walked round Jersey the most times.

Record Cards

Give each pupil a record card, which they can have stamped each time they walk to school. Give small prizes on a regular basis to the pupils with the greatest number of stamps.

Park and stride

Families who are dropping off on the way into town or live too far away to walk may have to use a car but it is still possible to ensure that children benefit from a

daily walk by finding an appropriate parking place at a suitable walking distance from the school. ‘Park and Stride’ schemes can also be a way of including children from further afield in a walking bus (see below).

Walking bus

It is natural for small groups of parents and children to walk and talk together as their routes converge. Quite often parents take it in turns to escort each other’s children to or from school. At many schools groups of parents have developed this idea into a regular, formal arrangement called a ‘walking bus’. The Best Practice guide contains information and links to more walking bus information.



A formal ‘walking bus’ is a group of children walking to or from school with a minimum of two adult escorts, following a set route, with agreed pick up and drop off points at or near pupils’ homes. The walking bus allows parents to share responsibility, and even enables some young children to walk whose parents are unable to accompany them on foot. It also becomes a conspicuous local advertisement for walking. The participants usually wear high visibility tabards, for safety and to publicise the pro-walking message. Because the escorts are responsible for other people’s children, and because larger groups of children need more care, a

number of checks and safeguards are undertaken.

Walking buses have been successful and popular with parents and children at many infant and junior schools. If you are thinking of starting one, first check with Philip Blake, Road Safety Officer. Additional guidance and free training is available to schools wishing to set up a ‘walking bus’. He is able to advise on risk assessment, insurance, training and vetting of volunteers.

Setting up a ‘bus’ route would typically include the following:

- get parents together to explain benefits and generate interest
- find out where people live and plot routes
- start small, perhaps one morning a week, and allow things to progress slowly
- speak to the Road Safety Officer about risk assessment, insurance, traffic calming, and pedestrian crossings
- recruit volunteers - the more the better - and organise police checks
- set up a rota and training for volunteers
- agree contracts for pupils’ behaviour and parental responsibility eg. Being at the ‘bus stop’ on time
- list emergency contact numbers
- encourage small schemes amongst local families



- start a travel noticeboard in school to share information
- set up a walking bus committee to sustain it
- give pupils recognition in assembly
- seek local publicity with photo opportunities
- remember to thank your volunteers and find ways of acknowledging them publicly - this will help to maintain their involvement and encourage other parents to get involved.

For more information on walking buses visit contact Philip Blake
P.Blake@jersey.pnn.police.uk.

A selection of high visibility items are available free of charge, please download a copy of the request form from the website.

Sometimes a number of parents have come together informally, walking together in a larger group with their children, perhaps to draw attention to the need for a new road crossing.

Incentives to encourage walking

Some schools have developed very creative ways of encouraging pupils to walk to school. A few successful ideas are given here but many more are waiting to be invented!

Promotional events

Tremendous success can be achieved in encouraging more walking to school by setting up special events or campaigns, usually with incentives for children, and local publicity.

A regular walk to school day, like WOW (Walk on Wednesdays) promoted in assemblies and through parent newsletters is a good way to start.

Case Studies

Visit gov.je to download the Best Practice guide which includes examples of ways in which schools have been able to encourage more walking.

References

1. DfT (2004) National Travel Survey 2003, London: DfT
2. Health Education Authority (1998) 'Young and Active?' A policy framework for young people and health-enhancing physical activity.
3. Environmental Transport Association Trust (1997) 'Road user exposure to air pollution: Literature review'. www.saferoutestoschools.org.uk



Further information

Visit gov.je

- latest news and information on School Travel
- downloadable resources including other information sheets
- case studies
- to order materials



Pedestrian skills training

For more details and to register interest please contact Philip Blake

P.Blake@jersey.pnn.police.uk

Kerbcraft

- Kerbcraft is run by parent volunteers.
- The scheme is focused at year three pupils.
- Each child receives up to twelve sessions of practical training in how to cross the road safely. Therefore the training takes just over a term to complete.
- Each session should last no more than twenty minutes, from leaving class to being back in their seat in class.
- Year three teachers need to be supportive of the scheme.
- Children are trained in pairs.
- Sufficient parents need to be recruited to ensure each child goes out for twenty minutes training once per week. I.E a class of twenty-four pupils will need six volunteer parents giving up one hour a week of their time. If parents can give up more time, fewer volunteers would be required.
- All volunteers are police checked.
- Four areas of road safety training are undertaken; finding a safe place to cross, how to cross the road safely, crossing between parked cars and strategies for crossing at complex junctions.
- Full training, safety equipment and supervision is provided for all volunteers.
- Each training area is risk assessed by the Road Safety Officer.
- On successful completion of the course each child will receive a certificate of achievement.

Cycling to School

Introduction

Cycling is an ideal form of transport for young people, providing a healthy, cheap and environmentally friendly way to get about, together with a degree of freedom and independence. As cycling is about three times faster than walking, it is perfect for journeys to and from school which are too far to walk, and is an easy way to keep fit.



It is recommended that young people should have a minimum of one hour's moderate physical activity each day², to keep healthy and help prevent serious illness in later life. Cycling to school regularly is a simple and practical way of achieving this. For more information see the 'Health Benefits' information sheet.

Cycle training

It is vital that children can handle their bikes competently, and that they know how to ride safely and with consideration for others. They need to learn about potential hazards and how to deal with traffic safely. The UK national standard of cycle training for children has been adopted in Jersey. This makes clear what children should be able to do after each of three stages:

- Beginner - bicycle control and handling skills, practised off-road
- On-road - experience in traffic on quieter local roads, usually for pupils aged 10 and above
- Advanced - experience on busier roads, designed for secondary school pupils.

For further details of the training available in Jersey or at your school click here <http://jerseysaferoads.com/cycling/> or contact P.Blake@jersey.pnn.police.uk

For general information on cycling visit www.bikeability.org.uk and www.ctc.org.uk.

Choosing a bicycle

Children and young people are likely to be more influenced by fashion and outward appearances than by practicality, but the main thing is to choose a bike that fits the child well. A bike that is too big can be difficult to control and

² Check SoJ recommendations



therefore dangerous, so the temptation to buy a bike the child can 'grow into' must be resisted. For more information on sizing and choosing a bicycle visit www.whycycle.co.uk.

Cycle maintenance

Part of cycling safely is ensuring that your bike is roadworthy. It is therefore essential that bikes ridden to school are checked regularly. A quick daily check should include:

- both brakes working
- wobbling sideways
- handlebars and saddle straight and tight
- both lights working

Children should learn how to carry out these basic safety checks, and know about tyre pressures, adjusting saddles, and mending punctures.

Schools can organise safety checks of bikes on site with the help of road safety officers or police, or can run maintenance clubs, or keep spare sets of lights, locks, pumps and repair kits.

Schools could hold 'bike doctor' or 'bike MOT' days, for pupils to have their bikes serviced. Local cycle shops are sometimes able to help with these.

Safety

Some parents and schools are understandably concerned about the volume and speed of road traffic.

Where improvements to routes are needed, it is best for parents to work with the school and the States of Jersey T&TS department to devise a full school travel plan. This can highlight any concerns and propose ways to resolve them. For more information on school travel plans see our 'Developing a School Travel Plan' information sheet.

Parents are likely to want to accompany younger children who are cycling. For older children who can cycle to school on their own, parents might still like to check out local routes to establish the safest way to go, which might not necessarily be the same as the route you would take in the car.

Schools can help by publishing maps of local 'preferred' routes. Preparing these could be a geography project for the school.

Safety equipment and clothing

Most accidents involving cars and cyclists occur at junctions, where the cyclist is not visible enough to the car driver. High visibility clothing – even during daylight hours - and lights during darkness are therefore essential for the safety of children cycling to school.



A white light at the front and a red light at the rear, both either steady or flashing, are needed to be both legal and visible. An additional red flashing light worn by the cyclist at the back, not fixed to the bike, is helpful³. ION SHEE

Lightweight high visibility waterproof jackets are very useful. A selection of high visibility items are available from www.ECO-ACTIVE.je. Reflective armbands, ankle straps, or tabards, and reflective stickers for bikes and bags, can be bought at reasonable cost from bike shops, and are often available from the local road safety department.

Cycle helmets are designed to give protection from a fall from a bike. The States of Jersey Policy recommends encouraging children to wear them, although their use is currently not compulsory. To be effective they must fit and be worn correctly:

- must be a snug fit and remain secure on the head
- should not obstruct the ability to see clearly, or cover the ears
- need to be positioned squarely on the head, sitting just above the eyebrows and not tilted back or tipped forwards
- the straps should be securely fastened and not twisted, with only enough room for two fingers to be inserted between chin and strap.

Always buy a helmet new, not second hand, and make sure it conforms to one of the recognised safety standards, such as BS EN 1078 SNELL CERTIFIED.

For more information on cycle helmets and cycle lights visit <http://www.gov.je/Environment/GreenerLifestyles/GreenerTravel/CyclingWalking/Pages/CycleHelmets.aspx>.

Cycle parking

Providing secure cycle parking on the school site is probably the single most effective action a school can take to encourage more pupils to cycle.

Both primary and secondary schools have found that pupils and parents are much more willing to consider cycling as an option if they know that bikes will be secure and dry during the day.

Cycle racks should be positioned where there is no conflict with pedestrians or vehicles, and where they can be easily seen by people within the school.

Schools are also not liable for property brought onto their premises, including pupils' bicycles being stolen or damaged by a third party. Schools should therefore make it clear to parents that bicycles stored at school are left at the owner's risk.

Storage of books and equipment

Children are sometimes put off the idea of cycling to school because they have to carry heavy books, sports kit or other equipment. Panniers fitted to a rack on the bike are the best solution, but a small backpack is often sufficient.

³ Lighting section of www.ctc.org.uk



For more information on carrying a backpack on a bike visit www.backcare.org.uk.

Insurance

Cycle insurance is sometimes offered as part of a household contents insurance policy. Otherwise parents should arrange separate cycle insurance. A sturdy lock is advisable, and is a requirement of insurance cover for theft. Remember that schools are not liable for theft or damage, even if they provide secure cycle parking facilities.

Case studies

Visit gov.je to download the Best Practice guide which includes examples of cycling initiatives that have been introduced successfully elsewhere.

Further information

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Cycling Training Courses in Jersey

Cycle training provided through schools is free of charge. If you are interested in the possibility of a cycling bus, which is similar to a walking bus, please contact Philip Blake to find out more or click here <http://jerseysaferoads.com/cycling/>.

- The syllabus follows the new 'National Standard' for cycle training
- Level one courses are conducted by schools and usually follow the old National Cycling Proficiency style of training but must meet certain minimum requirements
- Level one courses are run by volunteers trained by the Road Safety Officer
- All level two and three training takes place on public main roads with exception of the first lesson which consists of a bike check and cycling assessment to ensure the cyclist can cope with the course
- A reasonable level of cycling skill is needed for level one and two courses i.e. able to ride in a straight line (no wobble) whilst signalling
- Minimum age 10 years (No maximum age)
- Course duration, between 8 & 14 hours of on road training with a minimum of four 2 hour sessions once a week, normally Saturdays. There is normally a choice of morning or afternoon sessions. An ongoing assessment is done throughout the course.
- Equipment needed: a roadworthy bike, a cycle helmet and a back pack with a drink and snack
- Rule of the road theory is taught and tested verbally for level two courses and via a multi choice test for level one courses
- Level two training is conducted by the road safety officer. Some parental volunteer assistance is needed for the course to run.
- A certificate is awarded at the end of the course and students are graded Gold, Silver or Bronze standard.

What is taught on level two courses:

- Getting on and off the bike and starting and stopping a journey
- Left hand turns (major and minor roads)
- Right hand turns (major and minor roads)
- Basic left turn on major roundabouts
- Overtaking parked or slow moving vehicles/passing hazards
- Use of gears
- Using cycling facilities
- Basic understanding of the Highway Code
- Keeping a bicycle roadworthy
- Safety equipment

What is taught on level three courses:

- All level two skills
- Multi lane roads
- Signal controlled junctions
- Roundabouts

Contact details: Philip Blake, Road Safety Officer
Telephone 612222 (Direct Dial) Fax 612756
Email p.blake@jersey.pnn.police.uk



Health Benefits

Introduction

“The increasing levels of obesity mean that the Island could be heading for an abyss of poor health in the future, with today’s children having a shorter lifespan than their parents.”

Dr Rosemary Geller, Medical Officer of Health, Annual Report 2008



Young people rarely suffer directly from heart disease, strokes and diabetes. However, they are increasingly demonstrating the early signs of all these potentially life threatening illnesses, putting them at serious risk in adulthood.

Developing School Travel Plans and

encouraging children to walk or cycle, is a highly effective way of addressing these and other conditions - such as obesity, cancer, osteoporosis and depression – that compromise young people’s health.

By promoting safe routes, the entire school community can benefit from young people enjoying not just a healthier, happier childhood, but a healthier future too.

The current situation

According to the English Government’s National Travel Surveys, the numbers of children cycling and walking to school have dropped dramatically over the last two decades, whilst levels of conditions such as obesity and asthma amongst young people have risen significantly over the same period.

Although there has been a gradual improvement in levels of physical activity in young people in Jersey over the last 10 years, young people are now less likely to walk or cycle to school than in the past, and fewer children do so than their UK counterparts (Jersey Health Related Behaviour Questionnaire, 2006)

Physical inactivity is a serious threat to our collective health:

“The changing pattern of our lives, which affects food consumption and physical activity, makes it increasingly hard for people to maintain a healthy weight and lifestyle”

Healthy Weight, Healthy Lives, Department of Health and Department of Children, Schools and Families, 2008

Luckily, a “sedentary lifestyle” can be easily prevented and the school journey is an ideal way for both parents and young people to become more active. Whether it’s a 30-minute or 5-minute journey, every little bit counts, not least because it introduces habitual physical activity into everyday life.



Benefits for your body

“All young people should participate in physical activity of at least moderate intensity for one hour per day. This hour can be made up from a variety of activities across the day, including organised sport, play, walking or cycling to school, physical education or planned exercise”

Recommendation from Department of Health, 2005

One hour is the minimum amount of daily exercise recommended to achieve health benefits. However only a third of Jersey school children surveyed are aware of the amount of physical activity they should be doing to improve their health. Seven percent of 12-15 year olds still exercise less than 30 minutes a day, and only 22% achieve the more than 30 minutes per day. (Jersey Health Related Behaviour Questionnaire, 2006).

Walking or cycling are excellent ways to help achieve the recommended amount of daily physical activity, and often school journeys are an easily manageable distance to achieve this.

So what do you stand to gain...?

Fitness

Being active improves fitness. The faster you walk or cycle, the more pronounced this will be, but everything counts. Improved fitness makes everyday tasks easier and also benefits your heart. Research shows that regular adult cyclists have fitness levels of someone 10 years younger.(3)

Healthy weight

A healthy weight could be different for two people of the same sex, age and height because we all have different bone structures and muscle development. What's important is feeling healthy, self-confident and keeping body-fat at the right level - not what the scales say. The best way to maintain a healthy weight is to be active. We need to take action now, because obesity is rising at an alarming rate amongst children as well as adults.

Obesity levels in the UK are increasing at over twice the rate of most other European countries,(4) with over 1 in 5 boys and 1 in 4 girls now classed as overweight or obese.(2) Locally, medical screening on school entry revealed that 12% of Jersey five year olds are obese and 18% are overweight, making figures similar for children in England.

Obesity can be a cause of heart disease, strokes, diabetes, back pain, joint problems, immobility and potentially some cancers. For the first time experts are predicting a generation of people dying before their parents and a Health Service unable to cope with the expense of dealing with an overweight population.

Encouraging walking and cycling, providing adequate and safe play areas in and out of school is very important in the battle against obesity.

Bone-density

Osteoporosis is a condition of reduced bone-density usually associated with older people, but it can appear in the younger population too.(5) Childhood (and



especially early puberty) is a crucial period for establishing future bone-density. Studies show that most young people can typically improve theirs by 5-15%, just by doing weight-bearing exercise (walking, running and skipping for example), although it can be increased by up to 30%.(5) This is because growing bone has a much greater ability to add bone-density than mature bone does. Parents walking their kids to school can benefit too – whilst the average skeleton will start to lose density after the age of 30, weight-bearing activity has been known to halt or even reverse this.

Healthy heart

More active, fitter people have healthier hearts. Researchers in Hong Kong looking at indicators of heart disease in overweight young people showed their vascular tests matched those of a 45-year-old adult who had been smoking for more than 10 years!

Heart disease is the number one cause of death in the UK., inactive and unfit people have almost double the risk of dying from heart disease compared to more active and fit people.

...and what can you help prevent...?

Physical activity isn't a guarantee against all disease, but it has been shown to greatly reduce the chances of several serious illnesses.

Asthma

Asthma has significantly increased amongst young people in recent decades and traffic pollution has been shown to have a strong link to this. Research showed that children living along busy streets were found to have a higher prevalence of most respiratory symptoms than children living along quiet streets.(7) Switching from car journeys to walking or cycling helps to reduce traffic congestion, as well as improving general fitness and lung capacity. It has also been shown that children in cars in slow moving traffic (typical of rush hour congestion), are exposed to higher levels of exhaust fumes than those walking.(8)

Diabetes

“Adult-onset” diabetes – or type II diabetes – is now occurring in children. According to Diabetes UK, obese individuals are 80 times as likely to develop type II diabetes as those at a healthy weight. See www.diabetes.org.uk for more information. Physically active people have a 33-50% lower risk of developing type II diabetes compared with inactive people.(9)

Cancer

Research on physical activity and its role in preventing cancer is continuing – but the Chief Medical Officer reported in 2004 that the most active individuals have a 40%-50% lower risk of colon cancer than the least active, as well as a 30% lower risk of breast cancer.

Strokes

Physical activity is inversely related to the incidence of stroke. Clinical studies of



patients with strokes suggest that formal exercise programmes have favourable effects on physical fitness. Walking to school initiatives and more cycle lanes have been proposed as important interventions in stroke prevention.(10)

Bad backs

The British Chiropractic Association specifically identified shorter car journeys such as the "school run" as placing the back under immense strain. "School run mums" were identified as at risk because they often had to twist and lift to help children in the back seat from the front and from lifting them or heavy schoolbags out of the car. See www.chiropractic-uk.co.uk for more information.

Sport and Health

People do not have to be sporty to be healthy, they just have to be active. Building activity into your lifestyle is easy, time-efficient and inexpensive. A sporting nation is not always the same as a healthy nation – Interestingly, a Report on Obesity noted that Australia had “high levels of active recreation and sport” amongst young people, but a worrying increase in childhood obesity. They suggest this may be due to social inequality in accessing sporting facilities, or it could be a relatively high level of sport still only represents a small number of enthusiasts.

Academic Achievement

Most teachers will tell you that children who walk or cycle to school are more alert and ready to learn than those who travel by car. One report found that schools that offer intensive physical activity programmes see positive effects on academic performance, even when time for physical education is taken from academic learning. Benefits included increased concentration, reduced disruptive behaviours and improved mathematics and literacy scores.(11)

Mental Health

School can be a difficult time for many young people, having to deal with stressful experiences such as peer-pressure, bullying, poor self esteem and exams. This can lead to depression, but studies have shown that physical activity can be used to overcome, and even prevent, depression and anxiety.(13) According to the Mental Health Foundation, activity can be as effective as medication and counselling. Read more at www.mentalhealth.org.uk.

Social Inclusion

The school journey is an ideal opportunity for children to interact with their peers, parents and other adults. This in turn builds self confidence, independence and enhances their social skills.

Benefits for the Community

Less Pollution

More cycling and walking can result in less pollution and therefore lower rates of asthma and wheezing.

A study in Southern California looking at children over an 8-year period, documented how exposure to air pollutants led to diminished lung capacity. Children exposed to more polluted air were five times more likely to have reduced lung development by age 18 than children raised in cleaner areas. The



study also demonstrated other health risks associated with slower lung growth in children, including more illness later in life.(14)

Safer Streets

Fewer motor vehicles make the streets safer for pedestrians, cyclists and even other motorists. A comparison of child pedestrian risk between English and Dutch children has revealed that their exposure to traffic is comparable, but Dutch children spend half of their pedestrian time in traffic calmed/controlled areas, whereas only 10% of English children as so protected.(15) Moreover, in The Netherlands and Sweden where cycling rates are much higher, cycle fatalities are half those of Britain.(16) Safer, quieter streets are invariably health-promoting streets.

More productive schools and workplaces

Numerous papers have demonstrated that fit, active adults take fewer sick days and are more productive, loyal employees. It would seem logical that schools would benefit similarly from healthier pupils and anecdotal evidence does suggest this is the case.

“Infancy, childhood and young adulthood are critical stages in the development of habits that will affect people’s health in later years.”

Choosing Health: making healthier choices easier, Department of Health, Public Health White Paper, 2004

For more information you can contact the Health Promotion Officer for physical activity:

Health Promotion Department
Public Health
Le Bas Centre
St Saviour’s Road
St Helier
Jersey
JE1 4HR
Tel 01534 443900

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2. Sproston, K. and Primates, P. (eds) (2003) Health Survey for England 2002, Volume 1: The health of children and young people. London: TSO
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Road Users

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17. British Heart Foundation (2004) 2004 Coronary Heart Disease Statistics

18. Department of Health (2005) Choosing Activity: a physical activity activity



School Travel Plan Template - Guidance Notes

The School Travel Plan template has been provided as an example. It is intended as an indicative structure, it meets all the requirements for the Healthy Schools initiative and the UK national requirements.

These notes are to help you in completing the document. Please refer to the Good Practice guide for other examples of travel plans and action plans for ideas examples of how other schools have developed their travel plans.

Your travel plan is for your internal management and monitoring. You will need to submit a copy to Department for Infrastructure, contact details on page 34.

Cover Page

Add the name of your school, and the date you completed your School Travel Plan. You could add a photo of your school underneath, or run a competition amongst pupils to design the front cover. Let us know if you require prizes for the competition.

Section 1: School Details

- a) **Description of school:** Include the following details:
 - Type of school
 - Age range and number of pupils. You must include the number of SEN pupils with a Statement of Need
 - Opening times/pre-school and after-school clubs and activities/extended schools
 - School ethos (does this promote sustainability?)
 - Existing policies regarding school travel
 - Regular off-site journeys during the school day
 - Other initiatives like Eco Schools and Healthy Schools
- b) **Description of school's location:** Make this as detailed as possible, so that the reader can gain a good impression of where your school is located. Please include a labelled site plan and map of your catchment area.
- c) **Existing facilities:** Include details like the number of entrances; whether there are separate entrances for cyclists and pedestrians; the number of parking spaces for staff and visitors; whether you have a school crossing patrol; whether you have bike storage; whether you run cycle training; whether cycling is allowed; whether you have lockers for storing cycle helmets, etc. Photos of your school site would be a good idea in this section.



Section 2: Travel Issues

- a) Give details of the travel issues or problems at your school. These can be in text or bullet form. It should be clear how these problems have been identified and when. It would also be useful to identify future developments which may increase traffic levels or travel patterns.

Section 3: Working Group

- a) Give the names and roles of all those in your working group and a brief outline of tasks undertaken during the project.

Section 4: Survey Results

- a) How all pupils travel to school: Data from the School Census should be used for the baseline on how all pupils travel to school, where available. If pupil numbers are high and it is not feasible to survey all pupils, a representative sample should be surveyed. As school travel patterns may be influenced by age, socio-economic group and SEN, these factors should be taken into account when selecting the sample. One option would be to survey a minimum of one class in each year, provided the allocation of pupils to different classes is not related to factors such as socio-economic group. Alternatively, a random sample could be done based on the number of pupils on the school roll.
- b) How all pupils would like (realistically) to travel to school: It is essential that you complete this part of the table. Please make sure that children give realistic options for travelling.
- c) Analysis of data collection: What did you learn from the data collection about how pupils travel to school (the most/least-used mode of transport, possible reasons for this)? How does this data compare with how pupils would like to travel? The transport needs of pupils with SEN must be outlined and there must be a description of the number, type and size of vehicles entering the school site together with arrangements for picking up/setting down pupils. Pupils could help to analyse this data and make graphs which you could include in the travel plan.
- d) Analysis of mapping exercise: What did you learn from the mapping exercise about where children live, how they travel and where danger spots are? Are there any obvious concentrations of families and how do these relate to travel modes? Have you gained any ideas about measures you might adopt as part of your travel plan, e.g. walking buses or car sharing? Engage the pupils in analysing the mapping exercise and thinking about possible options for change.
- e) Consultation with pupils, parents, staff and governors: This section should demonstrate that the School Travel Plan is the result of joint efforts by all interested parties and, as a minimum, consultation must include parents, pupils, staff and governors. A table format could be included to outline who, when, how groups were consulted. Evidence of the consultation



must be included, either as an appendix or in the main body of the plan: e.g. detailed findings from questionnaires with pupils, parents and staff, school council/PTA/staff/governor meeting agendas and minutes, newsletters, displays to elicit parents' views or concerns, etc. Once again, pupils could help with the analysis and recording of questionnaires in text and graph form.

- f) Consultation with other parties: Who did you consult when compiling your travel plan (apart from pupils, parents, staff and governors), and how did you consult them? (Examples might include the States of Jersey, police, local residents, the Parish.) Attach as appendices, or include in the main body of the plan, evidence of consultation, e.g. minutes of meetings with road safety officer or school travel plan adviser, letters to local residents, Parish meeting minutes, articles in local magazine, etc. Note: If you have not consulted with other parties when drawing up your School Travel Plan you must include something in Section 7 about how you are going to make relevant bodies aware of your completed plan.

Section 5: Aims of Travel Plan

- a) Your aims should be broad – e.g. to increase the number walking to school, reduce the number of cars travelling to school, encourage more pupils to cycle to school, raise awareness about the health benefits of walking and cycling, raise awareness about the environment - rather than actual measures like setting up a walking bus, which can be part of your action plan. The aims should be clearly linked back to the issues identified from the surveys and consultation within the School Travel Plan

Section 6: Curriculum Work and Awareness Raising

- a) Curriculum work and awareness raising you already do: Give details of curriculum work and awareness raising that are already taking place at the school. This should cover road safety education, and the health and environmental issues around travel choices.
- b) Curriculum work you plan to do: Give details of curriculum work and awareness raising that you intend to do to help embed the travel plan ethos at your school – e.g. in Geography, Science, ICT, Literacy, Numeracy, PSHE, etc.
- c) How will you inform and involve the staff?/How will you inform and involve parents? Give details of how you will try to raise awareness of the health, safety and environmental benefits of walking and cycling amongst staff and parents.



Section 7: Monitoring and Reviewing

- a) To meet national criteria, the first bullet point on the template must be included.
 - i. Please give a date (month and year) when your School Travel Plan will be included in the School Improvement Plan and an annual date when the SIP will be reviewed.
 - ii. Give a date (month and year) for reviewing and updating your travel plan. Say who will be responsible for doing this.
 - iii. Give a date (month and year) and person responsible for reviewing the annual travel census data as a first step in the School Travel Plan review process.

Section 8: Targets and Action Plan

- a) **Target:** What are you trying to achieve? e.g. increase the number cycling by 10%, cut back on individual cars arriving at the school gates by 10%, increase the number of children walking by 15%, improve provision for Road Safety Education. Your targets must be SMART – i.e. specific, measurable, achievable, realistic and timed. You are advised to have one short-term target (a year hence) and a longer term target over about three years – e.g. In Year 1 reduce use of the car for the school journey by 5%; by end of Year 3 reduce use of the car for the school journey by 20%. (Where a target for mode share exceeds levels indicated in the preference survey, then the target could be considered unachievable and unrealistic and therefore not SMART. If the target is set above preference level a clear case needs to be made as to why.)
- b) **Success criteria:** How will you know when you have achieved your target? For example, walking bus in place and 10% of children regularly using it.
- c) **Target date:** When do you hope to achieve your target? Please give a month/term and year (see above for short and longer-term targets).
- d) **Actions:** What specific measures will you take to achieve this target? For example, set up a walking bus, set up cycle training at school. Any measure or action that has been identified within the body of the School Travel Plan should be included within the action plan (or a reason given as to why it is not taken forward).
- e) **Person responsible:** Who will be responsible for these actions? What is their role within the school? Please make sure that you complete this section, ensuring that one person is not responsible for all actions. Spreading the load around the school will help to sustain the plan. It is advisable to identify specific individuals from larger organisations where their help and support are required to achieve actions identified.

- f) **Completion date:** Make sure that you give a month/term and year for completing the action.



Section 9: Signatures

- a) Where the School Council or a class have played a large part in developing the School Travel Plan, please include the lead teacher's signature as well as the Head teacher's signature.
- b) You are also encouraged to include the signatures of any other parties who have contributed significantly to the development of the School Travel Plan or who will have a role to play in its delivery (e.g. T&TS department).





School Travel Plan Template

(School Name)

Date Completed:

Please read the accompanying guidance notes to assist you with completing the action plan.

Section 1: School Details

Description of school:

Description of school's location:

Map showing location of school:

Site plan, with entrances and exits labelled:

Existing facilities:

Section 2: Travel Issues

Description of the travel issues/problems at the school:

Section 3: Working Group

Names of working group members:



Section 4: Survey results

How all pupils travel to school:

Date of survey:		
Mode of Travel	No of Pupils	Percentage
Walk		
Cycle		
School bus		
Public service bus		
Car (share)		
Car (alone)		
Other (e.g. scooter)		
Total no. surveyed		

How all pupils would like (realistically) to travel to school:

Date of survey:		
Mode of Travel	No of Pupils	Percentage
Walk		
Cycle		
School bus		
Public service bus		
Car (share)		
Car (alone)		
Other (e.g. scooter)		
Total no. surveyed		



Analysis of data collection:

Analysis of mapping exercise:

Consultation with pupils, parents, staff and governors:

Consultation with other parties:

Section 5: Aims of Travel Plan

1.

2.

3.

4.

Section 6: Curriculum work and awareness raising

Curriculum work and awareness raising you already do:

Curriculum work you plan to do:

How will you inform and involve the staff?

How will you inform and involve parents?

Section 7: Monitoring and Reviewing

We will monitor and review the travel plan in the following ways:

The review will consider pupil travel needs arising from new developments in education and transport provision and the travel plan will be revised accordingly.



Section 8: Targets and Action Plan		
1. Car Use		
Target	Success Criteria	Target Date
Short term target:		
Longer term target:		
How you plan to achieve your target		
Actions	Person Responsible	Start and Completion Date
Please list:		
2. Walking		
Target	Success Criteria	Target Date
Short term target:		
Longer term target:		
How you plan to achieve your target		
Actions	Person Responsible	Start and Completion Date
Please list:		
3. Cycling		
Target	Success Criteria	Target Date
Short term target:		
Longer term target:		
How you plan to achieve your target		
Actions	Person Responsible	Start and Completion Date
Please list:		
4. Buses		
Target	Success Criteria	Target Date
Short term target:		
Longer term target:		
How you plan to achieve your target		
Actions	Person Responsible	Start and Completion Date
Please list:		



5. Any other target		
Target	Success Criteria	Target Date
Short term target:		
Longer term target:		
How you plan to achieve your target		
Actions	Person Responsible	Start and Completion Date
Please list:		

Section 9: Signatures

The Head teacher and School Leadership Team commit to fully supporting the school's Travel Plan. We will:-

- Identify and support a School Travel Plan (STP) lead, who will be responsible for ensuring that the Action Plan is delivered, and will receive sufficient time and resources to enable this to happen;
- Link and incorporate the actions and targets in the Action Plan to our School Development Plan and associated plans;
- Encourage staff to incorporate the actions and targets in the Action Plan to the curriculum by including the Action Plan in our curriculum planning on a termly (or appropriate) basis;
- Support pupils, through the STP lead, to monitor and review the Action Plan;
- Support the STP lead to prepare an annual review of the Action Plan;
- Promote the school's travel plan through the prospectus, website, newsletters, notice boards, etc.;
- Encourage existing parents to subscribe to the objectives of the travel plan, through promotion, policies and curriculum;
- Encourage all new parents to subscribe to the travel plan objectives by making our expectations clear at initial interviews and induction meetings, using our School Travel Policy as part of the Home to School Agreement."

Head teacher Signature:

Date:

Pupil Representative Signature:

Date:

This travel plan meets the standards for an approved States of Jersey School Travel Plan, and as such the school will continue to receive full support for its promotion of sustainable travel to school.

Department for Infrastructure Signature:

Date:



Who Can Help?

The ECO-ACTIVE Schools Toolkit is full of links and contacts. The gov.je/greenertravel website has more information.

Key Jersey based contacts are listed here:

Department for Infrastructure

For information on travel plans and awareness support please contact:

Ania Deichsel, Transport Policy

Email: a.deichsel@gov.je

Tel: 448293

Health Promotion Unit

For information on all activity programmes for schools please contact:

Karen Le Cornu, Health Promotion Officer – Nutrition/Healthy Schools

Email: k.lecornu@health.gov.je

Tel: 445782

Road Safety Unit

For information on road safety, cycle and pedestrian training please contact:

Philip Blake, Road Safety Officer

Email: p.blake@jersey.pnn.police.uk

Tel: 612222

Department of the Environment

For information on the ECO-ACTIVE please contact:

Jane Burns, Eco-Active Programme Manager

Email: j.burns@gov.je

Tel: 441608