



Sustainable Travel
Accredited & Recognised

What works?

STAR Accreditation guidance and campaign toolkits

A practical guide – ‘Higher standards’
and ‘Outstanding’ levels



What works?

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Section A

Introduction

What's it all about?

This is a guidance and resource pack to help reduce car use for school journeys or keep it at low levels in schools expecting higher numbers of pupils over the coming years.

Active travel campaigns and STAR accreditation work to reduce car use and increase the number of children walking, cycling and taking public transport. Schools in London have been very successful, having achieved a modal shift away from the car of approximately 6.5 per cent on average. Some have far exceeded this by implementing additional activities and measures. This pack is designed to help your school become one of these exceptional schools.

Part this is getting accredited. This pack is designed to support your school to attain Higher Standards or Outstanding level. All actions within the campaign toolkits planning guide (Resource sheet 1 in each toolkit) are coded with the STAR accreditation criteria to make it easy to apply. The campaigns are crammed with lots of opportunities for you to tick off Transport for London's (TfL's) STAR criteria. There is also an 'accreditation details' table in each campaign toolkit guidance that sets out exactly what STAR criteria can be achieved and how.

Why bother?

Four important reasons to promote active travel at your school:

- Health and happiness
- Academic achievement
- The environment
- Enhancing your school's image by making it an exceptional school

See the 'Why bother?' factsheets for more information about the importance of active school travel and useful quotes that you can use as part of campaigns.

Section B

What works?



These 10 points can help you change behaviour at your school:

1. Know exactly what your issues are (good consultation)
2. Establish a working group
3. Involve pupils and parents
4. Promotion
5. Work in partnership
6. WoW and Walk to School weeks
7. Have the correct infrastructure
8. Make active travel a part of the curriculum
9. Celebrate successes and reward positive behaviour
10. Get accredited

1 Good consultation

Know exactly what your issues and problems are. You can't solve a problem or address an issue if you don't know exactly what it is and why the situation exists.

There are many ways you can consult with your school community. These include techniques that give participants the chance to discuss issues and see things from other people's perspectives, such as focus groups and graffiti walls. In addition, there are decision-making tools, such as questionnaires, dot or bean voting, and paired comparisons.

If you want to be more adventurous with your consultation, the Training and Development Agency (TDA) consultation toolkit provides a summary of various methods for effective consultation.

The table below illustrates some ways your school can carry out consultation to support the promotion of active travel.

Consultation methods		
For pupils	Hands-up surveys	These can be made more creative – pupils can be on their feet and in a space where they can move around. Use images of modes of transport in various corners of the room and ask them to move into the corner that represents their mode of travel. Do the same for preferred mode of travel. You can also follow this up with an art session that involves pupils thinking about their journey to school, then drawing the good and bad things about it.
For parents/local community	Newsletters/ letters home	Use the school newsletter or letters to tell parents about your consultation – ask questions or raise issues. Provide an email address or ask for written responses.
For everyone	Questionnaires/ surveys	Paper questionnaires can be used to gather a great amount of information, but it's important to consider whether these are accessible to everyone – in terms of language, size of font etc. Make alternative versions or consultation tools available if necessary. Ask your School Travel Advisor (STA) about any online survey tools they may have that you could use.
For everyone	Meetings/focus groups	Getting people together to discuss problems and solutions is often a useful way of eliciting information or finding things out that might never emerge in a paper survey. It also gets people together and can be the best way of generating car-sharing initiatives or walking buses. Using pupils to give a presentation at the beginning of a meeting to set the scene can be a great way of beginning an event like this.

More creative and inclusive methods

Planning for Real ®	A Planning for Real® consultation exercise uses a simple 3D model as a focus for local people to put forward suggestions to show how an area can be improved, or point out specific problems.
Mapping for Real	As above but with a large map as opposed to a 3D model. You can include photos around the edge of the map to show participants where certain areas are.
Graffiti wall	Graffiti walls provide spaces for people to write comments so make use of flip charts or white boards. You can include questions at the top. It's sometimes useful to provide prompts such as photos or facts and figures related to the issues being discussed.
Bean or dot voting	Bean voting is a way of establishing what the school community's priorities are in terms of action. Once you've established some options that you want to decide on, make a list of them (either for action or things that need to be addressed, changed etc). All participants get a set number of beans (perhaps five or 10) based on the number of options available to vote on. They are asked to place beans next to the options they prefer. For example, five beans next to their favourite option, four by their second favourite option and so on, until they have no beans left. At the end all the beans are added up to reveal the community's favourite.



Relevant resources:

- TDA consultation toolkit – Community consultation tools to support the development of extended services. Visit www.4children.org.uk and search for 'TDA consultation toolkit'
- Some borough STAs have borough-specific walking/environmental/street audit consultation materials. Speak to your STA about what they can provide
- Contact your local Safer Neighbourhood Team – they are often more than happy to assist with street/environmental audits with pupils. (See Section F, Contacts and resources for details)

2 Establish a working group

The more people involved the better. One begrudging School Travel Plan (STP) champion won't work!

- The most effective schools are often those with a small but dedicated team of people who coordinate work on active travel and are good at delegating work/tasks to other school community members

Key message:

Don't try to do it all yourself

- It often works best for an already established group (eco-group, Green Team, School Council) to take on school travel work

Key message:

Use what you already have

- Scope out your school community, including parents and governors – are there any keen cyclists or walkers? Is there anyone who has links with cycle shops or relevant retailers? Your school community can be invaluable in terms of support to embed an active travel ethos – leading on fundraising or coordinating schemes, campaigns or walking buses

- Ensure that you work with other members of staff who may be involved in PE or healthy living initiatives, as work on school travel can contribute to many other schemes/standards, and vice versa. (See 8 Make active travel a part of the curriculum, and Factsheet 4 'Why bother?')
- If you are not the headteacher or deputy head, get them on board. Support from the top really helps. You can do this by:
 - > Identifying what their key objectives are (School Development Plan) and explaining how active travel can help to support achievement of these aims
 - > Generating enthusiasm in the pupils to show how school travel can engage pupils and make a difference at your school. For example, get pupils to present to staff about the work they've been doing on active travel issues and why they think it's important

What makes a good school travel coordinator?

An STP champion, or school travel coordinator, is vital to the working group and the process of embedding active travel into the ethos of a school. They must be able to:

- Delegate
- Communicate well and ensure that others see how active school travel can achieve targets
- Enthuse people

What you will need to do the job:

- Support from others, including the headteacher and SMT
- A desire to improve the quality of others' lives
- A group of pupils (eco-group, Junior Road Safety Officers (JRSOs) or similar) who can support you and help demonstrate to the SMT that this work matters

Where it fits best? Well, with Personal, Social and Health Education (PSHE), citizenship, and humanities.

However, active travel work generally links to Geography and PE most obviously.

3 Involve pupils and parents

Getting pupils and parents involved is essential for Higher Standards and Outstanding accreditation. Most of the elements of active travel promotion in the school can be carried out either by, or with the assistance of, pupils.

In secondary schools all the work involved can be done by pupils (see Oakwood School case study). The table below outlines some ideas for getting pupils involved and lightening your load.

How pupils can get involved	Doing what?
Use the School Council	<ul style="list-style-type: none"> The School Council could form the pupil element of the school active travel working group Carrying out survey work for the STP
Nominate WoW monitors	<ul style="list-style-type: none"> Nominated WoW monitors could be responsible for collecting WoW results sheets from each class at the end of the month Giving out badges to class teachers for distribution to pupils Promoting WoW to fellow class members and on the school notice board Wearing their WoW badges to promote the scheme
Walking and cycling audits (environmental visual audits)	<ul style="list-style-type: none"> Carrying out surveys during lunchtimes (this could happen with assistance from your school's Safer Neighbourhood Team) Undertaking surveys with parents at the school gates Completing walking audits of the local area
Staff surveys	<ul style="list-style-type: none"> Pupils are a great way to get your consultation done and survey people who might otherwise not find the time to fill in a form. It's also a great way to help improve numeracy and literacy
Campaign materials	<ul style="list-style-type: none"> Designing campaign materials can be done as part of an art and design, IT or literacy class Holding a competition and asking pupils to do the work as homework (this will therefore also involve parents, which is an added bonus)
Travel/green notice board	<ul style="list-style-type: none"> Giving pupils responsibility for the content and updating of a school travel notice board. This could be WoW monitors, JRSOs, Green Team or working group members The notice board can carry information about events and campaigns, results of travel surveys, WoW winners, bus timetables, walking zone maps, information about local bike shops. You could even have your notice board sponsored by your local bike shop

How pupils can get involved	Doing what?
Promotion	<ul style="list-style-type: none"> Handing out Zigzag campaign leaflets to parents at the school gates. Children should be accompanied by school staff/volunteer parents
Plays and presentations	<ul style="list-style-type: none"> Developing presentations or plays about transport, health and the environment as part of drama, geography, PSHE or citizenship lessons or assembly work
Letter writing	<ul style="list-style-type: none"> To request sponsorship or to invite someone important to attend an event (as part of learning about persuasive writing in English). Local businesses and your Mayor/MPs are likely to be more receptive to letters from pupils
Class projects	<ul style="list-style-type: none"> Using lessons to carry out activities that contribute to local community or environment can be of real interest to pupils and can help teach various skills relevant to life and the workplace including project management, campaigning, fundraising, stakeholder consultation, etc



Parents/carers contributions to active travel at your school can be invaluable. The table below includes some ways that parents have been involved in other schools safe and active travel work.

Cycling	Walking
<ul style="list-style-type: none"> • Providing cycle maintenance classes • Being trained as a cycle trainer and offering training to pupils • Running cycle clubs • Going on cycle holidays and providing additional support to teachers 	<ul style="list-style-type: none"> • Coordinating, or being conductors on, walking buses • Kerb Craft – supporting pedestrian training • Helping out as walking support on local school trips made on foot
Plans and policy	Fundraising
<ul style="list-style-type: none"> • Writing the STP • Sitting on the school's working group • Carrying out survey work or analysing results • Helping the school develop cycling or walking policies 	<ul style="list-style-type: none"> • Coordinating sponsored walks or bike rides • Writing bids for funding • Work with the Parent Teacher Association – they may have funding to support purchase of facilities or resources (scooters/pool bikes, etc) • Planning fundraising activities such as summer fairs

Relevant resources:

- Living Streets WoW monitors booklet
- Living Streets recruit WoW monitors lesson plan
- Barnet's 'Modeshifters manual' and 'Modeshifters Motivator' (visit barnetstp.org/ and click on 'Resources')
- 'Participation Works' has information on how to involve children and young people in decision-making, fundraising and campaigning, as well as useful 'how-to' guides (www.participationworks.org.uk)

Hint:

Get to know the parents of pupils and find out more about what they do. Do you have any school community members who own shops or local businesses? Do any of them have links to the press, or offer skills or services that could be of use to the school or be offered as prizes?

4 Promotion

Promotion is vital to raising the profile of active travel. As well as helping to embed active travel as a key feature at your school, promotional activities can be used to improve your school's reputation by associating it with sustainable and caring behaviours and activities.

The table below shows some of the promotional methods that can be used to reach a number of different audiences/stakeholders.

Staff	Parents	Pupils	Residents, organisations, etc
Use the staff notice board	Schools newsletter	Notice board	Invite a local VIP to your events, the Mayor, local MP or celebrity
Competitions	Competitions	Competitions	Use of the local media
Curriculum work	Website	Curriculum work	Website
	Parents evening/ induction evenings/ coffee mornings	Campaigns and activities	School railings are a great place for banners
	Posters/information/ cycle route maps, etc in the foyer	Assemblies	Write letters to local residents
	Active travel policy in the school's prospectus	Website	A 'transport log book' is a good way of encouraging open communications with local residents, and potentially others. Comments, complaints and suggestions can be logged in the book
	Letters/information to parents	School Council to write to the press	Presenting to, and sharing ideas with, other schools

5 Work in partnership

- Team up with other schools in your area to learn from their success stories and share ideas. Carry out events and promotions together, or run joint competitions. Ask your STA for the names of the STP coordinators/champions in neighbouring schools if you don't know them
- Visits, presentations and interventions from external groups or individuals are a great way to stimulate interest and enthusiasm among pupils and staff. (See Section F for contact details)
 - > TfL's Safety and Citizenship Team can provide in-school presentations about public transport and safety (see section F for contact details)
 - www.met.police.uk/saferneighbourhoods
 - > Metropolitan Police Service Safer Neighbourhood Teams can help pupils with walking audits, and outside project work in the local area. Each school has an associated PC and Police Community Support Officer who is usually more than happy to come in and host assemblies
 - www.met.police.uk/transport
 - > Groundwork carries out school presentations and workshops with an environmental focus, and supports schools in becoming more sustainable
 - london.groundwork.org.uk
- > EcoLocal is a Sutton-based organisation that provides KS1 and KS2 sessions on all elements of sustainability, including school travel. For more information, or an informal chat, contact Heather at heather@ecolocal.org.uk or call 020 8770 6611
 - www.ecolocal.org.uk
- > Global Action Plan's Sky RainForest Schools Challenge is a great way to build on local measures to reduce car use. It gets pupils thinking about global issues and the links between energy, climate change and the rainforests and aims to bring citizenship and geography to life
 - www.skyrainforestrescueschoolschallenge.org
- > Envision is a national education charity which provides young people with the opportunity to make a difference. Its programmes provide hands-on support for young people in schools and colleges on issues relating to citizenship education, sustainable development and the local community. Although this maybe more for KS3 and KS4 it's still worth looking at the innovative ideas
 - www.envision.org.uk
- > There may be sustainability, environmental or transport charities or organisations specific to your area that offer services free to the local community. Use a search engine to find out more. For example, there are several community farms around London – an active travel trip to a community farm is a great way to link biodiversity and active travel, or could be used as a prize for an active travel competition



6 WoW and Walk to School events

Both Walk to School weeks and WoW are high profile schemes¹ run by charity Living Streets. Modal shift at schools participating in WoW is higher than average in Sutton and generally across London.

Walk to School week:

Dundonald Primary school in Merton carried out an evaluation which looked at how children travelled before and during Walk to School week. The results showed a significant increase in the number of children walking to school from 116 to 141 during the event. In addition, the number of children arriving by car fell by 64 per cent, from 34 to 12, and the number of children car-sharing trebled. This shows that a Walk to School campaign can make a difference to the way children travel to school and helps to identify a target audience for longer term modal shift efforts.

Schools that have achieved success during Walk to School week and WoW have linked them to other events, such as running an Eco-Week or Green Week. This helps parents and pupils connect active travel to wider environmental issues.

In October 2009, schools in Merton linked Walk to School Month with 'One World Week' (www.oneworldweek.org) – a campaign which highlights global justice issues and the social and environmental impact of climate change on developing countries. See Section C, campaign toolkits for more campaign weeks and days that you can usefully link your campaigns to.

WoW or Walk on Wednesdays:

WoW actively encourages children, with their parents/carers, to walk to school at least once a week. Children who do are rewarded with a badge at the end of each WoW month.

Children who 'park and walk' are also eligible to take part in the scheme, as long as they include a 10-minute walk in their journey. WoW is easy to run, especially if you involve pupils. For more information about the scheme, contact your STA. If you don't know who your STA is, email STA@tfl.gov.uk.



¹ Research carried out in London in 2008 found that a quarter of Londoners interviewed had heard of WoW and of those 71 per cent said they had participated in the scheme. (Attitudes to Walking 2008 Research Report, Synovate)

7 Have the correct infrastructure

It may seem obvious but if you want pupils and staff to cycle safely you must have ample cycle storage and provide training. If you want more children walking you can encourage scooting, but you will then also need to provide scooter storage. You are unlikely to achieve modal shift by promoting active travel if you do not have the facilities and skills training in place to make it a viable option. Your consultation work should identify what is lacking in terms of facilities and training at your school.

Key items of infrastructure that have been installed or purchased to encourage active travel at schools include:

- Pedestrian access to the school, which is free from traffic and wide enough to accommodate parents, buggies, children, bikes and scooters – often all at the same time
- Pedestrian/parents shelters so that waiting in the rain is not unpleasant
- Cycle storage and scooter storage (see 'scooter storage options' in Section F, Contacts and resources)
- Wet weather clothes storage area
- Showers for staff who cycle
- Lockers for equipment

Things to consider:

What is the right type of facility for your needs? (For example, Sheffield stand or cycle pod?)

- What's the correct number/capacity? (Carry out bike/scooter counts daily for a couple of weeks to assess demand)
- Where's the correct location? Locate facilities in convenient spots. It's also worth considering cycle pods. These are an attractive and great physical statement of your school's commitment to cycling, worth having in full view
- The school community should know about your facilities and how to use them. (Location can often help with this, but also consider a launch event, promotion in the school's newsletter and on the website)
- Are you providing the skills training to ensure that parents feel secure in letting their pupils walk or cycle? See Section F for scooter training resources for KS1 or talk to your Road Safety Officer (RSO) to see what they provide

Make sure you take advantage of opportunities. If you have ground works taking place ensure you consider what facilities you want installed. It's worth requesting more storage, as even though new buildings will be designed to meet Building Research Establishment Environmental Assessment Method standards, planners may not think to build in extra cycle/scooter storage, etc if you already have some.

8 Make active travel part of the curriculum

Introduce fellow teachers to free curriculum materials that can help them fulfil the National Curriculum requirements and embed sustainable travel in the school. As part of lessons, pupils can be involved in:

- Promotions work – developing posters, banners, leaflets – art/CDT/literacy
- Fundraising and letter writing – literacy
- Campaign planning – literacy
- Survey work – maths/literacy/ICT
- Route planning/work on park and walk zones – geography
- Environmental Visual Audits or Walking audits – geography (ask your STA if they have any borough specific resources they can provide)
- Letter writing – to the council, local businesses, the Mayor etc – literacy
- Other life and citizenship/social skills – giving presentations, meeting children from other schools and adults, and learning about rights, responsibilities and democracy

Building safe and active travel into lesson planning is a 'win-win' situation.

- Pupils get to experience campaigning and develop skills that will assist them in later life
- Lessons are more tangible, real and exciting – which really helps to engage some pupils
- You get lots of help from pupils to deliver active travel at your school

See details of resources and lesson plans in Section F, 'Contacts and resources'.

9 Celebrate your successes and reward positive behaviour

- If you've reduced car use or increased walking or cycling, tell everyone about this in a school newsletter, on a notice board and in assembly (see 4 Promotion)
- If you know of a school community member that's done particularly well to change their travel behaviour you could congratulate and feature them in the school newsletter
- Provide badges for walking or cycling
- Awarding house points, extra playtime or access to scooters or bikes during play time are great free ways of rewarding pupils who walk or cycle to school
- It's not only about the pupils. Rewarding positive behaviour can be as simple as a few words of encouragement at the school gate to parents who you know have made an extra effort to walk to school
- During their Eco-Week Dorchester Primary in Sutton gave away pens and pencils at the school gates to adults who walked to school. The pencils read: 'Dorchester saves the planet!' and the school reported that parents were surprisingly keen and happy to receive them

To see how other schools have rewarded and celebrated successes, visit www.staccreditation.org.uk.

10 Get accredited – TfL's STAR accreditation

Accreditation ensures a well-balanced range of safe, sustainable and active travel activities are taking place in your school, and the combination of these activities contributes significantly to reduced car use. Accredited schools achieve higher levels of modal shift.

This pack is designed to help you achieve high levels of STAR accreditation. Each toolkit contains key actions that tick boxes for your accreditation application and fulfils requirements for higher and outstanding accreditation.

The accreditation scheme has built-in recognition and reward features, ranging from accreditation workshops and plaques to discounted entry at Merlin entertainment attractions.

www.staccreditation.org.uk

STAR accreditation is an achievement in itself but it also contributes to other key success indicators within the school such as Ofsted and the School Improvement Plan. Participation in STAR is also an important building block towards achieving other accreditations and standards such as Healthy Schools, Eco-Schools and Sustainable Schools. (See Factsheet 4 'Why bother?'.)



Section C

Campaign toolkits

Introduction

These toolkits are intended to be a one-stop shop for a campaign that aims to create real change at your school. They are based on tried and tested campaigns that have worked in schools just like yours.

Each toolkit contains:

- An introduction – so you can decide if this is the campaign for you
- An outline of what you get and what you have to do (campaign guidance) – so you can see what the campaign involves
- A planning guide and timeline (Resource sheet 1 in each toolkit) – to help you understand what to do and when
- Template resources (letters, assemblies, fliers, etc) – so you don't need to spend time creating anything yourself. You simply need to personalise each item to make it specific to your school



Below is a calendar showing suggested times for you to run the campaigns. Rather than being prescriptive, it is intended to help you think about when best to schedule activities at your school. In addition, there are details of other events and campaigns that you may want to link to.

Campaigns	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Walking		Big WoW/ Walk to School month							WTS week		
Cycling							The Big Pedal (Sustrans)			Bike Week	
Zigzag											
New Families											

Other events you may want to link to:

Car Free Day/In Town Without My Car – 22 September

European Mobility Week – 16-22 September
www.mobilityweek.eu

One World Week – October
www.oneworldweek.org

National Tree Week – 26 November to 4 December
www.treecouncil.org.uk

Global Day of Action on Climate Change – occurs at different times throughout the year to coincide with the UN talks on climate change
www.globalclimatecampaign.org

Climate Week – March
www.climateweek.com

Earth Day/International Mother Earth Day – 22 April
www.un.org/en/events/motherearthday/

World Environment Day – 5 June
www.unep.org/wed

Green Transport Week (Environmental Transport Association) – June
www.etc.co.uk/green_transport_week

TfL's London Cycle Challenge – June/July
www.tfl.gov.uk

Campaign toolkit summary

Toolkit no.1

Zigzag park and walk campaign

Do you have problems with cars stopping on or near the yellow zigzags or the road outside the school? Do you have a number of parents who can't walk to school owing to the distance they live from school or because they need the car for an onward journey?

This campaign raises awareness of the purpose of the zigzag markings, safe driving behaviour and the need to keep the area outside the school safe and congestion-free.

The target audience are parents who park in the road outside the school near the zigzags or stop and drop off on them.

Toolkit no.2

New Families campaign

It is proven that changes in life are an ideal time to successfully encourage behaviour change. Change is easier when people are entering a new situation or stage in life. Therefore when children begin at a new school, their parents are often more open to changes in travel patterns. This campaign is therefore relevant to every school; which elements of it you choose to adopt are up to you. If your school only promotes one campaign, this is the one you should do.

This campaign raises awareness of the benefits of active and sustainable travel and informs parents of your school's healthy ethos and active travel policy.

The target audience are parents or carers in families new to school.

Toolkit no.3

Big WoW Month walking campaign

Do you have trouble encouraging parents and staff to walk? Has WoW lost its sparkle for your pupils, or do you want to launch WoW at your school?

Do you already run WoW but need help to continue the momentum? This focus on walking for a whole month could be a good way to get the whole school community enthused about using their feet.

This campaign raises awareness of WoW and the benefits of walking.

The target audiences are parents, pupils and staff.

Toolkit no.4

Cycling campaign – The Big Bikers' Breakfast

Do you want to promote and raise the profile of cycling at your school? Do you need to launch and promote new cycle storage, or gain support and members for a cycle club? Would you like to congratulate those who already cycle? If any of these apply to you then this is the campaign for your school.

This campaign raises awareness of cycling as a mode of travel, some of the benefits of cycling and some safety issues related to cycling.

Everyone is your target audience in this case – parents, pupils and staff. In particular, cyclists and potential cyclists (those who have bikes and live within cycling distance but don't cycle).

Section D

Case studies

Case studies based around the 10 key 'what works' actions

This section includes case studies of accredited schools that have excelled in at least one of the key 'what works' elements.

If your school could do with a boost in any of the 10 key action areas you can use these case studies for inspiration to build on your achievements.

1. Knowing exactly what your issues are
(Good consultation) – St. John Fisher (Harrow)
2. Establish a working group –
St. Michael's Primary (Wandsworth)
3. Get pupils and parents involved –
Camden Junior School (Sutton)
4. Promotion – Tawhid Boys School (Hackney)
5. Working in partnership –
New City Primary (Newham)
6. WoW and Walk to School Weeks –
Jubilee Primary (Hackney)
7. Having the correct Infrastructure –
Cheam Common Infants (Sutton)
8. Embedding active travel in the Curriculum –
St. Anthony's Primary School (Bromley)
9. Celebrating your successes and rewarding positive
behaviour – Columbia Market Nursery (Tower Hamlets)
10. Getting accredited –
St. Mary's Church of England Primary (Richmond)

‘What works?’ case study no. 1

Good consultation – Knowing exactly what your issues are

St. John Fisher Primary School London Borough of Harrow

Mode shift

Pupils travelling by car reduced by
19 per cent (between 2008 and 2010)

Current mode share

Walking – 25 per cent
Car use – 17 per cent
Park and walk – 43 per cent

Awards

2009 – STAR accreditation
Higher Standards
2011 – STAR accreditation Outstanding

Key actions and activities

- The school held consultations over three years with parents to set up a walking bus initiative. Local residents and neighbours were also asked for ideas and opinions about walking buses and as a result, a walking bus initiative is successfully up and running
- The school organised the removal of a dead tree in Melrose Road after talks with the school community and local residents revealed it deterred people from walking
- Junior Road Safety Officers (JRSOs) were involved in door-to-door canvassing of local residents and posted letters at houses where there was no reply
- The consultation identified a need for a crossing at the end of Melrose Road. School community members signed a petition and local residents' opinions and signatures were collected
- Parents evenings have also become an opportunity to promote and discuss school travel and a local area map with travel information are also displayed on the notice board helping to increase car sharing
- Each year residents are invited to Harvest Festival and the Summer Fair, where there is an opportunity to gather visitors' thoughts on all school issues including travel and transport
- An annual travel plan newsletter goes out to parents and invites comments, opinions and ideas that can support active school travel
- JRSOs also create a newsletter for pupils and parents that highlights achievements and targets. They also ask pupils for ideas and input into the coming year's campaigns and activities
- The geography module for Year 5 involves a variety of consultation work to thoroughly assess the local area and identify local traffic issues. This includes:
 - Traffic counts and traffic controls (mapping pedestrian crossing facilities)
 - Pedestrian flow counts
 - Surveying the local high street for the number of parking spaces, parking restrictions and illegal parking analyzing the information and presenting conclusions
 - Street interviews with local residents about closing the high street to traffic and their opinions about traffic levels

- Mapping of possible alternative routes if the high street was closed, taking into account deliveries to shops
- Pupils used character cards which represent the local community (shop keeper, police officer, etc) to stimulate class debate about whether the high street should be traffic-free

Key achievements

Children travelling to school by car reduced from 162 in 2008 to 68 in 2011

Summary

Not only does the school carry out paper-based surveys and annual 'hands-up' surveys, it endeavours to get everyone involved in decision-making and getting things done. The school takes a real interest in the surrounding roads and facilities, identifies problems and issues through consultation, and contacts the local authority to make appropriate changes.

When the collection of opinions is not sufficient, the school canvasses local residents to ensure that things happen and is committed to making changes through consultation.

For example, one petition resulted in a zebra crossing being installed, which is regularly monitored to see how it is used.

What the school says

The school takes all opportunities to consult with the school community and there have been many positive outcomes, including the school's friendly and mutually supportive relationship with its neighbours.

'Not only does the school carry out paper-based surveys and annual 'hands-up' surveys, it endeavours to get everyone involved in decision-making and getting things done. The school takes a real interest in the surrounding roads and facilities, identifies problems and issues through consultation, and contacts the local authority to make appropriate changes.

When the collection of opinions is not sufficient, the school canvasses local residents to ensure that things happen and is committed to making changes through consultation.

For example, one petition resulted in a zebra crossing being installed, which is regularly monitored to see how it is used.

‘What works?’ case study no.2

Set up a working group

St. Michael's Primary School London Borough of Wandsworth

Mode shift

Between 2004 and 2011 those travelling by car and car share has reduced from 34 per cent to seven per cent and walking has increased by 28 per cent

Current mode share

Pupils travelling by car –
seven per cent (26 pupils)
Walking – 90 per cent (336 pupils)

Awards

2010 – Outstanding STAR accreditation
2010 – School Travel Plan Co-ordinator
Johanne Levers – TfL Smarter Travel
Awards Champion of the Year

Key actions and activities

The working group was set up before any work was carried out on the school travel plan. It included members of staff including some of the SLT, the head, support staff, the school's administrator, the premises manager, governors (including the parent governors and the chair of governors), residents (local residents association), parents, the chair of the PTA and the local vicar. Also we involved our travel plan advisor from the local authority for guidance and support

The group's initial piece of work was to create a parent and pupils survey the results of which formed the basis of all work to create the initial travel plan

The working group was split up into sub-groups of three to four people all with specific jobs/areas of concern. This enabled really focused work on key issues

The working group, managed by the School Travel Plan Co-ordinator, coordinated key activities from event planning to school travel plan consultation and the reviewing of the plan

Lots of pupil activity is both directed by and feeds into the working group – small groups of pupils (School Council and JRSOs) act as 'working group sub-groups' to carry out work on promotional activity and consultation work throughout all key stages of the school

The School Council was involved in a 'pupil voice' exercise to assess pupils attitudes to travel and transport issues reviewed the key issues raised from the parents survey work and made comments

The JRSO scheme

Operating since 2008 the JRSO scheme has 14 JRSOs all in KS2 (one for each class in the school). They play a large part in promotions and all school travel activities. Their responsibilities include:

Updating the notice board each term and consulting with pupils in their allocated class. They also promote the safe pedestrian scheme/ walking licences, and take part in the 'name and shame' campaign

KS2 JRSOs visit KS1 class rooms to carry out the WoW register and take part in an open forum each Wednesday where younger pupils can ask questions or make comments. The feedback is discussed at the STP Co during meetings

Following the recent installation of cycle sheds the school plans to introduce a cycle licence scheme and will be drafting the school cycle policy after consulting pupils and parents

Key achievements

93 per cent of pupils travel sustainably to school

Summary

The School Travel Plan Co-ordinator believes that key to the success is the fact that all stakeholders were represented and involved in the working group from the very outset.

The working group comes into its own at review time when members are divided up into sub-groups and tasks are divided between them. Members and pupils have jobs to do throughout the year depending on immediate concerns. A measure of success can be said to be linked to efficient delegation and having a range of people involved in a strong and representative working group.

This school really demonstrates the importance of understanding that 'one person cannot do it all by themselves'. The steering group does not necessarily need to be large but what's important is the ability to coordinate and delegate tasks.

What the school says

Creating, drafting and implementing an STP can be a lengthy process. But in five years we've created a school that has become aware of the environment and the local community. Our work on school travel has definitely been a 'whole school plan' and a team effort.

Clear guidelines and structure for activities carried out by the working group, under the umbrella of a proactive coordinator (who developed the initiatives with the children) has really supported successful STP activities. Pupils were involved at every stage and in every initiative in both planning and implementation. We believe this has contributed to many of our successes and achievements in such a short time. We are fulfilling our school motto in every sense of the words: 'working together for the good of all'.

‘What works?’ case study no.3

Get pupils and parents involved

Camden Junior School London Borough of Sutton

Mode shift

Between 2007 and 2010 pupils travelling by car reduced by 9.4 per cent

Current mode share

Pupils travelling by car – 16.2 per cent
Staff travelling by car – 43.6 per cent

Awards

2009/2010 – Higher Standards
2011 – Outstanding application

Key actions and activities

- Pupils play a big role in consultation work and carried out a street audit in May 2010
- Pupils are also involved in addressing issues identified through consultation that they carried out. This year activities included making signs to tell parents not to smoke at the school entrance, and a competition to make a sign so that people approaching the school are alerted to its presence
- Two WoW monitors per class are responsible for running WoW. It involves filling in the wall charts, and Year 5s counting out and distributing WoW badges. They are also involved in:
 - > A WoW exhibition – updating the school travel notice board every half-term with graphs of walking figures and notice of Golden boot winners
 - > Posting information and preparing posters for the staff notice board
 - > Promotion of Walk to School Week during which they run competitions
 - > Preparing information for the school newsletter and website
 - > Providing maps of the local area to teachers
- Lunchtime Level 3 training for Year 6 pupils who have passed Level 2
- Pupils are awarded certificates at an awards event. Parents are invited to see what pupils have achieved with their cycling
- Led cycle rides, for example Wandle Ride; lunchtime park rides and picnics where parents are offered the opportunity to take part
- Cyclist breakfast events with a cycle obstacle course, police security marking, a static bike challenge and a healthy breakfast. Parents are also invited
- Dr Bike sessions, which now include staff and parents. Children and parents from Victor Seymour (our feeder infant school) are also invited to come along

Key achievements

- Halved the number of children coming to school by car between 2007 and 2010 (69 to 33)
- Reduced the number of staff travelling by car from 26 to 17 (63 per cent to 44 per cent) between 2008 and 2011
- Participation in London Cycle Challenge has now become an annual activity. The school won the school's section in 2010
- From no children cycling in 2007 to double figures in the summer months since 2009

Summary

Camden Junior School excel at involving pupils in as many elements of travel plan work as possible and getting parents involved. The actions above demonstrate a considered and well rounded active travel promotion programme, with parental involvement a particularly important factor.

After the Level 2 cycle training both children and parents were invited to a meeting with a cycle trainer to find out more about the children's achievements and discuss any concerns. The school understands that many parents do not cycle and can therefore be hesitant to allow their children to cycle. Therefore, parental involvement is vital to keep them informed and helps reduce their concerns.

After the meeting, the school held accompanied lunch time bike rides for pupils that were supported by parents whenever possible. The pupils planned their own route and undertook accompanied cycle rides.

‘What works?’ case study no.4

Promotion

Tawhid Boys School London Borough of Hackney

Mode shift

Between 2006 and 2011 car use reduced by 16.7 per cent

Current mode share

Pupils by car – 13.7 per cent

Car share – five per cent

Bus – 45 per cent

Cycling – 9.4 per cent

Walking – 30 per cent

Awards

2008 – STAR accreditation –
Higher Standards

2009 – STAR School of the Year award

2010 – STAR Outstanding Award

2011 – Best Islamic School of the
Year Award

Key actions and activities

The school uses various techniques and communication tools to promote the STP and safe active travel effectively including:

- A digital display at the school gate to promote STP, upcoming sustainable travel and healthy living campaigns and road safety information
- Using staff meetings and INSET days to celebrate their achievements with the wider community
- Assemblies
- Annual School Report
- Parents Open Evenings
- Website
- Prizes
- Events
- The School Improvement Plan
- School Council E-letters
- Newsletters

As a result of this work the school has a high percentage of children and parents involved in sustainable travel schemes and activities:

- Pupil and parent cycle event in summer
- School pool bikes
- The Cycle Maintenance Programme
- Cycling holidays to the Norfolk Broads with 15 pupils
- Parents take turns to accompany groups of pupils to school by bus

- The Cycle Club which holds various activities each month to raise the profile of cycling. These include a racing tournament, mini-marathons, bike checks, maintenance courses, BMX biking, mountain biking, trips and on-road cycle training

Key achievements

- Tawhid Boys is the first independent school in Hackney to have an approved STP
- Cycling increased from zero per cent to nine per cent and 81 per cent pupils use sustainable means of transport to school
- Tawhid were one of four schools shortlisted for the STAR Platinum Award
- Tawhid's pupils and their STP Coordinator presented the school's case study at the TfL STAR Accreditation Awards Event

Summary

As well as participating in WoW, Walk to School Week and Bike Week and the promotional work listed above, the school has received two small grants from the local authority for two residential cycle events which featured 15 pupils training as school cycle champions to promote cycling school wide. Even the school admission criteria helps promote sustainable transport. Parents are encouraged to use sustainable modes of transport at the interview stage. Visitors' modes of transport are also monitored through the signing-in book.

Through the school's commitment to continuing promotion of the travel plan and active travel it has achieved great things, including more than a 10 per cent shift to more sustainable modes of travel, with nine per cent of pupils now cycling to school and cycling having become the cultural norm among the school community. Forty-five per cent of children now want to cycle in and the school is confident it has the capacity to build on this in the coming years.

Part of the school's ethos is to 'provide learning experiences, which challenge, build self-esteem, confidence and enable pupils to take up their responsibilities as adults and members of society.'

The school has whole-heartedly grasped the potential of promoting active travel, and cycling in particular, as a major way that the school can fulfil its aim to help their pupils become healthy independent and capable members of the community.

What the school says

Tawhid Boys School put in place an STP in 2006 and we haven't missed a single review since. Pupils have achieved an 11 per cent shift to travelling by sustainable means of transport and a nine percentage point increase in cycling to school. For 45 per cent of students, cycling is the preferred means of getting to school.

Students have gained enormous pleasure and knowledge from all our events which add value to their whole school-life experience. At Tawhid every child believes, strives and achieves their full potential and the STP encapsulates this ethos. Our curriculum has been further enriched through the STP enabling pupils to become life-long learners.

‘What works?’ case study no.5

Working with other schools and agencies

New City Primary School London Borough of Newham

Mode shift

Between 2003 and 2011, car use reduced by 11 per cent. Walking increased by 10 per cent and cycling increased by 11 per cent

Current mode share

Car – 0.5 per cent
Walking – 81 per cent
Cycling – 15 per cent

Awards

2005 – LCC’s London Cycling Award for Best Cycling Initiative for Young People or Children

2010 – STAR Platinum School of the Region (North East Region)

One of the school’s young trainee cycle maintenance boys was awarded Young sports Volunteer of the Year at an award ceremony at the Houses of Parliament by local MP Stephen Timms.

Key actions and activities

- Working with the police who have donated bikes so young people can come to the Saturday morning Cycle Club, learn how to repair them and have a bike to take home. The police attend the Saturday morning Family Club the club
- Working with the Road Safety Team and the Sure Start Team who have developed a good understanding of the school’s travel aims and objectives
- Secured funding from Transport for London (TfL) and support from London Cycle Campaign
- Dr Bike sessions run by parents where pupils repair bikes
- Students joined forces with Brampton Manor Secondary to cycle 13 miles to attend a TfL conference at the Emirates Stadium
- A 20-mile sponsored ride of The Greenway, organised by the Rotary Club of Newham
- Adult cycle training for parents and carers
- Provision of cycle storage space for families that don’t have space at home
- A health and exercise talk from the British Heart Foundation
- Secured funding from the Big Lottery Awards for All, which paid for play equipment in the junior playground and helps encourage pupils to walk or cycle to school and arrive early

- An open invitation for anyone to attend the Saturday morning family bike club. The club was advertised in the brochure for Early Start under-fives programme and all schools in the cluster receive flyers about the club. As a result many new families joined and lots more children and adults are getting involved in cycling

Key achievements

- The STAR survey in 2011 revealed that three pupils and eight members of staff travelled by car to school
- More than 30 per cent of pupils are involved in at least one of the three weekly bike clubs
- Saturday morning Family Bike Club (95 children attend regularly and five staff members and many parents help run the club)
- A charitable group from the other side of the borough attended Saturday Bike club for 12 months and the school assisted them in applying for two grants (£10,000 and £5,000) to set up and run a bike club in St James' School in Forest Gate
- The school achieved 'outstanding' status from Ofsted in March 2011, with the level of exercise being considered 'excellent'. Cycling is now fully integrated into the PE curriculum with classes having whole class lessons on bikes
- A full set of bikes for each age group is available and maintained by children and a mechanic on Saturday mornings

Summary

This school is truly exceptional. Its ability to engage outside organisations and people to support their efforts has paid off. In turn it has enabled it to support others in the wider community and other schools to get involved in cycling.

The way in which the bike club and enthusiasm for cycling has grown at the school and captured the interest and participation of the wider community is testament to the STP champions' ability to engage the right people and groups and has led to an embedded passion for cycling across the school and into the wider community.

What the school says

Becoming involved with STPs has brought a whole new dimension to school life. It has taken us beyond the school gate and out into the community in a practical way. We have been involved with groups from the local area and all over London. It has opened our eyes to a world beyond the immediate and raised our aspirations for our students. Our School Improvement Plan for 2009/10 centred on the bigger picture into which STPs fit perfectly. We want the children in our area to be inspired to branch out into the wider world and take their rightful place in it.

This year, for the first time, we took a group of children on the Tube with their bikes and had a day out in Thames Chase Forest. We have also been out on more group rides than in any other year owing to the good weather in early summer. These activities were only made possible due to continuing parental and community support.

Ninety-five children registered for Bike Club this September 2011 and five staff members and many parents help run the club. Some come early to get the bikes out and help children who have cycled to school to get their bikes out. Every day the younger children ask if it's bike club that day. I think I could run it seven days a week, they love it so much.

‘What works?’ case study no.6

Walk on Wednesday and Walk to School Weeks

Jubilee Primary School London Borough of Hackney

Mode shift

Car use was reduced by 13.5 per cent
Walking increased by 18.7 per cent

Current mode share

Car – 13.6 per cent
Walking – 79 per cent

Awards

2010 – STAR Sustainable award
2011 – STAR Higher Standards

- In October 2010 6 Key Stage 2 children took part in the ‘WoW Big Walking Relay’ events – which was covered in the press
- Students took part in designing a new WOW badge in April 2011 as part of the WoW Badge Competition – pupils were awarded Gold Star Certificates for their efforts
- During the summer term’s Walk to School Week, Jubilee encouraged all pupils to walk to school; even the Nursery children took part
- Three events took place in May. The Jubilee Walking Competition included a raffle for the students with iPods for prizes; a ‘Big Breakfast’ took place for children and parents to encourage them to walk to school. A total of 374 children walked to school on the day. Parents sponsored a Walk and Litter Pick’ – a 3km walk around Hackney Marshes. This aimed to get parents and children walking, and helped to clean up the local area while raising money for the schools ECO Garden
- Text messages are used to promote and remind parents about walking events and campaigns

Key actions and activities

- Walk on Wednesday (WoW) takes place each week and how pupils travel in is recorded
- The WoW display board is updated monthly with class winners’ names and a WoW newsletter is produced each term to maintain momentum
- WoW and walking is promoted through Jubilee Primary Schools Welcome Pack for new families
- Parents’ coffee mornings are held each Tuesday and used to promote active travel and any up and coming events that may be taking place
- A ‘WOW Things to do on your way to school’ leaflet was produced by a small group of children in Year 6. They worked with the art teacher to produce a WoW leaflet to encourage pupils to have fun as well as being safe on their way to school

Key achievements

Staff car use down 25 per cent – cycling up nine per cent and walking increased by 15 per cent

Pupils’ car use down 13.5 per cent and walking up 19 per cent

Summary

Jubilee throws itself wholeheartedly into the spirit of WoW and Walk to School Weeks. It uses innovative ways to promote and ensures regular and consistent messages are passed to pupils, parents, staff and local residents. The school uses the WoW branding to promote their walking activities throughout the year and views WTS weeks and the Big WoW as regular opportunities to have a 'big push' and remind all that walking is the best way to get about.

These events are a great tool to hang other events and activities off. Linking the Hackney Marshes litter pick and the sponsored walk to Walk to School Week not only satisfies STP targets but also gets families exercising and developing pupils pedestrian skills. It also improves the quality of the local area for the community and wildlife, helps raise money and makes Walk to School Week memorable and fun.

What the school says

We found that WoW and Walk to School events were really engaging for pupils. They were also flexible and helped us form a great structure to achieve many of our targets linked to school travel, Healthy schools and Eco-schools.

We have also been lucky that our STA provided lots of opportunities for involvement in high-quality activities linked to WoW and WTS. We realised that if we put in a little effort ourselves we could achieve great things. To ensure parents are happy to let children walk as they get older we ensure lots of road safety messages are passed to pupils and we have developed PHSCE Travel and Safety class assemblies. Teachers hold PHSCE assemblies throughout the year with elements of travel and road safety incorporated in them.

‘What works?’ case study no.7

Having the correct infrastructure

Cheam Common Infants’ School London Borough of Sutton

Mode shift

Between 2007 and 2008, car use was reduced by 12 per cent. Between 2007 and 2010 it was reduced by 20 per cent

Current mode share

15 per cent by car

Awards

2009 and 2010 STAR Higher standards
2011 STAR Outstanding application

Key actions and activities

- New infrastructure and equipment was introduced including cycle parking for pupils, staff and visitors; a scooter parking rack for students; a collection of pool bikes, trikes and helmets made available for the bike club; a storage shed built for the school pool bikes; plus a new gate/entrance for safe pedestrian access. In addition, canopies along one side of the building were erected to keep parents who walk to school dry while they wait for pupils at the end of the day
- The school provides ‘I’m a wonder walker’ T-shirts as prizes for regular walkers and fluorescent vests for those travelling by bike or scooter. Two members of staff are trained to provide cycle training to pupils. Ten pupils are trained every six weeks

- In 2011 the school had a ‘Bring your scooter to school’ day which involved scooter training for Year 1 pupils. This will be adapted so that other years can take part
- The local Waitrose has allowed the school to promote the use of their car park for families who ‘park and stride’
- All pupils that complete the bike club course receive a badge
- A ‘Pit Stop Café’ was held at the official opening of the bike storage to provide refreshments for early arrivals
- The whole school participates in Walk to School Week and an advertising banner created in house by Year 2 pupils
- The Breakfast Club (run by the Junior School) helps to spread the arrival of children over the morning
- Pupils have designed a WoW wall chart for reception. Children are rewarded with a sticker for walking to school which encourages them to walk even more than once a week

Key achievements

- The number of pupils travelling by car is down from 85 in 2007 to 45 in 2011
- Walking increased by 18 percentage points between 2007 (135 walkers) and 2011 (224 walkers)
- A total of 88 per cent of students walked in during Walk to School Week

Summary

With only a very small rise in park and walk, Cheam Common has made impressive increases in walking and significant cuts in car use as a result of having sustainable travel embedded into the schools ethos and curriculum.

Cheam Common promotes a healthier lifestyle by supporting walking, cycling and travelling to school by scooter. It had an official opening of its bike and scooter racks by a former pupil and now marathon athlete and invited people from the local community.

During Walk to School Week most staff members commuted in by park and stride with two cycling to school. This left the car park completely empty on the Monday and Friday. The event has strengthened links with the local community and helped foster goodwill for possible further events.

The school has worked hard to ensure they have facilities and infrastructure in place, including the capacity to provide training that will enable the school to promote a healthy lifestyle by increasing walking and cycling. The combination of the right infrastructure with promotion has proved successful.

The school is potentially expanding next year and through its 2011 travel plan will be working hard to address parking and traffic congestion around the school.

‘What works?’ case study no.8

Embedding active travel in the Curriculum

St Anthony's Primary School London Borough of Bromley

Mode shift

Car use has reduced by 19 per cent
Walking has increased by 19 per cent

Current mode share

Car – 21 per cent
Walking – 63.5 per cent

Awards

2008 – Most Publicised Travel Plan at the Bromley School Travel Plan Oscars

DATE – Best WoW scheme at the Bromley School Travel Achievement Reception

2009 – STAR Higher Standards award

2011 – STAR Outstanding

Key actions and activities

- The school works hard to incorporate many elements of sustainable travel and related topics including climate change, safety, health and physical activity. Specific curriculum links include the following:
 - > Geography
 - Traffic surveys of the local area and thinking about what can be done to improve the situation
 - Thinking about how local land is used
 - Investigating adult jobs around the school and in the community and how these people travel to work
 - Ordnance survey mapping work to plan routes to nearby towns
 - Passport to the World – where can I go from here?
 - > PSHE – the benefits of walking and healthy eating
 - > PE – thinking about how muscles and joints work when exercising and walking
 - > History – visiting local sites on foot helps educate children regarding road safety and their surroundings
 - > Science – the effects of exercise on the body
- The school has visits from the Road safety officer for Year 6 and Year 2 pupils every year for road safety training
- The school takes part in ‘Poetry in Motion.’ Using literacy lessons to create poems about walking to school and the benefits

- Art and design lessons were used to participate in the Walk to School Week T-Shirt competition and the Road safety competition, cycle jersey competition and WoW badge design competition
- An After School Club runs once a week with a theme of 'Fitness and the body'. These clubs include football and cookery. In addition, a dance club is held once a week in the morning
- The school use TfL's cycle curriculum resource for Key Stage 2 and the curriculum also focuses on the environment. (Used for both Key Stage 1 and Key Stage 2 when needed.)
- Bromley's Walk the World curriculum resources are used widely
- The TfL Safety and Citizenship team come into the school each year to talk to Year 6 pupils about using public transport safely
- The school attends Junior Citizen every year with Year 6 pupils
- The school has taken part in Theatre in Education performances regarding road safety and sustainable transport. These include 'Now You See Me Now You Don't', 'What if it Rains?' and 'Carless' talk
- The school hosted talks from their local PCSO on the subject of Crime and Consequences for Year 6 pupils
- Safety talks and liaison with local police officers is a high priority

Key achievements

The number of staff walking to school has more than tripled just over two years (from six in January 2008 to 19 in September 2010)

Pupils' daily car journeys to school have decreased from 89 in January 2006 to 41 in September 2010 (48 daily car journeys removed from the roads at peak school run time)

Summary

Since St Anthony's was awarded Higher Standards four years ago, the school has fully integrated active travel into the school community ethos, policy and curriculum. Initiatives such as WoW and JRSO are now embedded in the school and pupils promote and support these schemes by becoming WoW monitors and JRSOs.

The school works hard to incorporate active travel into lessons, assemblies and after-school clubs. All areas of active travel – health, safety and the environment – link into as many subject areas as possible. The school takes advantage of free resources and campaign and activities promoted and provided by the Council, TfL and groups such as Living Streets, as well as visits from outside organisations to provide Theatre in Education, training or talks about active travel. Each year, the school also plans a series of activities linked to educating pupils about the benefits of using sustainable forms of travel. These are made available to all staff in the school for use in their lessons.

School staff constantly look for ways to develop and extend their already long list of existing activities. For example, the school carries out local walks to help children develop road safety skills and become more familiar with their surroundings. During 2011/12 this will be developed to incorporate mapping to determine a car free zone for the school.

What the school says

Pupils are more eager to engage in lessons and learning when the subject area is linked to their lives, skills and local area. This is because the subject matter is more 'real' to them, easier to comprehend and more satisfying if they are talking or learning about things they can really make a difference to. Pupils love to get involved, particularly in the JRSO and WoW monitor schemes. It provides them with a 'job' and things they can do to help teachers and other pupils, and often leads to improvements in their local environment.

Lessons are more entertaining when we have visitors coming in to discuss a range of issues. It's one of the things that school travel is great for because it links to many different areas. There are various organisations involved in promoting messages connected to active travel so there are always people you can ask to provide talks and training.

Embedding active travel in the curriculum takes a little initial work and planning, but the resulting benefits are most definitely worth the effort.

‘What works?’ case study no.9

Celebrating your successes and rewarding positive behaviour

Columbia Market Nursery London Borough of Tower Hamlets

Mode shift

Car used reduced by 10 per cent
(2004-2010)

Current mode share

No children travel to school by car
Car share – 4.3 per cent
Cycling – 29 per cent

Awards

2010 – STAR sustainable award

Key achievements

92 per cent of pupils travel to school by bike or scooter or on foot

Summary

The nursery focuses on ‘getting children out of buggies’ and building up the distance they walk over the year. All staff are involved in promoting this message and providing rewards and incentives to pupils has helped encourage them to take part.

The activities have helped to make walking to school the ‘social norm’. Direct conversations about walking with parents, the head teacher being at the school gate each morning, and large numbers of children arriving at the same time on bikes and scooter make this a very ‘visible’ project and therefore more influential.

Key actions and activities

- The school adopted the WoW campaign and awards badges to encourage parents and pupils to walk to school
- Staff spent time talking to parents in the mornings about how they could introduce a little walking into the school run to build up their children’s ability to walk all the way. The suggestion was that they walk the last five minutes of the journey initially and, during the year, gradually increase the time spent walking
- The head teacher also met parents and children at the school gate each morning to congratulate those arriving on foot
- A bike and scooter hire scheme was introduced where children can borrow a cycle or scooter to come to school on

What the school says

We’ve been surprised at how Walk to School has been taken on board by the children. We did a whole school story session about walking, scooting and cycling to school and now children ask when their badges will arrive. They also make a point of telling us when they cycle in instead of travelling in the car. It’s great that a little badge can mean so much to children as young as three-years-olds.

We have invested in scooter and cycle parking for children and parents this year and this has given cycling and scooting a higher profile. When children see other scooters and bikes in the racks they want to ride or scoot.

‘What works?’ case study no. 10

Getting Accredited

**St Mary’s Church of England
Primary School
Royal Borough of Richmond upon
Thames**

Mode shift

Pupils’ car use reduced by seven per cent

Scouting rose by 13 per cent

Staff car use reduced by 25 per cent

Staff walking increased by 18 per cent

Current mode share

Pupils’ car use – eight per cent

Bus – seven per cent

Cycling – seven per cent

Walking – 58 per cent

Staff walking – 49 per cent

Staff cycling – 20 per cent

Awards

2003 – Healthy School status achieved
(and maintained ever since)

2009 – Bronze Eco Schools Award

2010 – Silver Eco Schools Award

2010 – STAR Platinum School of the Year
(South West Region)

Key actions and activities

- The school has a Sustainable School Action plan which incorporates maintenance of Eco Schools and STAR accreditation awards as key actions
- The Sustainability Club was set up in 2008 with the aim of improving the school’s carbon footprint
- Pupils have become ‘green police’ and check up on each classroom’s sustainable behaviour
- Each year the school holds a ‘sustainable day’ which involves everyone wearing green, travelling to school in an environmentally friendly way, and sustainability lessons throughout the day
- The school takes part in National and International Walk to School weeks every year. In summer 2010 it teamed up with St James’ RC Primary School for a joint sponsored walk to raise money for planting along the River Thames tow path
- Family bicycle training sessions and cycle maintenance sessions for pupils take place and, during summer, a free after-school Bike Club is held for children in Years 1-6
- An informal car sharing system operates for the school run and birthday parties. The party organiser provides a list of those invited and the parents share drop-off and collection between them
- The school has an STP that is fully integrated in the School Development Plan and included in its Ofsted Self Evaluation Form. STP work contributes significantly to the ‘physical exercise’ outcome, which has achieved ‘outstanding’ status

- In summer 2011 the whole school took part in a record-breaking Walking Bus challenge for the charity BRAKE! to raise awareness of road safety and promote walking to school. Taking advantage of the split site school, more than 200 infants walked 1 km to the junior school and more than two hundred juniors walked 1 km to the infant school. Both groups carried banners promoting road safety and were led by marching drummers to draw attention to the cause. The community police participated and each group of pupils listened to an assembly on road safety delivered by the borough's safety education team

Summary

Taking on board the interlinking nature of sustainable travel standards and agendas the school has worked hard to achieve a lot in a relatively short time. St Mary's registered on the Eco School scheme in 2008 and hasn't looked back.

The key to success are the positive relationships with parents, neighbouring schools, Safer Neighbourhood police, the local community and businesses. This support helps the school to achieve its goals. Moores Cycles provides cycle maintenance training for up to 25 pupils, and Waitrose donates items for PTA fundraising events and provides children with the opportunity to learn about sustainably sourced food.

A full and well-rounded programme of sustainability curriculum work and events involving staff parents and carers, means journeys are becoming more sustainable. Achieving significant modal shift has been stress-free and satisfying.

What the school says

Being healthy at St Mary's doesn't just mean having a healthy lifestyle. It means having healthy and sustainable relationships with each other, our neighbours, the local community and the world at large.

The school travel plan hasn't just reduced the numbers of people driving, it has helped forge our relationships across the world, and is a daily reminder of the importance of sustainability, a sustainability that transcends all of our relationships, with everything and everyone.

Section E

Great ideas

The following section is intended to be a 'pick and mix' menu of ideas. Whether you're looking for something new, or to improve an existing scheme, there should be something here for you.



Fundraising

- Fancy dress walk to school day with a competition for the best costume
- Individual or whole-school walking targets (number of steps) – eg to London and back or to the moon and back
- Ask students to get out of the car or get off the bus at a designated point and walk the last 10-15 minutes to school. Pupils can complete travel diaries to earn points for active travel
- ‘Splat Appleby’ – During Bike Week in a Barnet School, pupils and parents were allowed to buy £1 custard pies to throw at Mr Appleby (a volunteer teacher) as he cycled around the playground. Apart from being a fun event it raised the profile of cycling and plenty of money

Reducing car travel

- Car Park Party – Reclaim your car park for the day and hold a tea party, have sports activities, create a skate park or hire a bouncy castle
- Take part in Bike on Wednesdays, Scoot on Wednesdays and Walk on Wednesdays
- Car Free Day – Ask parents to park a few minutes’ walk away from school. Use this to promote the benefits of car sharing. You could even make it weekly and have ‘Car Free Fridays’ Car sharing schemes for pupils and staff
- Priority car parking spaces for staff who car share
- Provide USB memory sticks for staff to help reduce the need to transport heavy paperwork
- Ask staff to participate in a ‘one-in-five’ scheme; committing to travel to school in a sustainable way once a week, reducing their car dioxide output for this journey by up to 20 per cent
- Ask staff and parents to pledge to travel more sustainably through TfL’s imovelondon campaign (www.tfl.gov.uk/imovelondon). A total of 23,535 Londoners have already pledged to leave their car at home one day a week
- Remove car parking spaces to lessen the attractiveness of driving to the school. You could use the space for cycle parking or as a garden
- Provide perks and facilities for staff who travel in sustainable ways (lockers, free lunches etc). Pupils at Moselle Special School in Haringey reward staff with a piece of fruit on the days they travel to school sustainably

Cycling

- West Acton Primary school in Ealing bought 14 bikes (10 for pupils and four for staff/adults) so people who wanted to could cycle to and from school
- Scooter and cycle hire – Community police marked the bikes. Isleworth Town school contacted Moore's Cycles in Isleworth about discounts on bikes and also Micro Scooters about discounts on scooters.
- It applied to Hounslow STP for funding for scooters and bikes for the children to borrow. Now the school has a well organised cycle and scooter hire and the cycle racks are all full. JRSOs talk to the younger children about scooters and bikes, the Road Safety Officer talks to pupils, and children use PE and 'golden time' to practise. New scooter storage is being installed soon
- Cycle training completion meeting – Camden Junior school held a meeting with parents and the cycle trainer to let parents know what their child had achieved. Any concerns parents had were discussed and, where possible, solutions were identified.
- Purchase bikes for staff who commit to cycle to school at least twice a week
- Start a pool of bikes for pupils who don't have their own, this allows more students to participate in cycle training
- Go into partnership with your local bike shop – they may offer discounts, or even bikes for free, if you promote their shop to the school community
- Craigslist or Freecycle/Freegle – These sites may be a good source of cheap or free cycles to add to the pool, or for pupils who don't have their own. Contact your local police station as they may have stolen or broken bikes which can be repaired at the school
- Hold cycling-themed lessons (numerous curriculum materials are available from your STA and TfL, including KS3 cycling curriculum packs for eight subject areas (much of the content can be adapted for KS2 pupils)
- Start a Health and Science Week and give a one-hour lesson on 'cycle science' looking at design, materials and what you can do with a bike
- Position cycle parking stands in a prominent place. You could even put them in car parking spaces as a statement of your commitment to more active, sustainable travel
- The Company of Cyclists – Request a visit from this group and you'll be able to see their collection of weird and wonderful bikes, including recumbents and ones that seat eight people, as well as receive a history lesson on cycles and maintenance
- Henwick School in Greenwich received stands for 40 bikes through the Mayor's cycle parking scheme and now provides cycle training and cycle maintenance lessons after school. It also bid for funding from Kellogg's in order to build a facility specifically dedicated to cycling and cycle promotion
- Set up cycling clubs which organise maintenance sessions and meet at weekends for group rides
- Hold a breakfast club for those who walk or cycle to school. This means pupils can eat when they get to school, making cycling or walking a more attractive option
- Tyssen Community School in Hackney turned cycling into a way to interact with and support the local community. Different groups are now involved with the school including the Jewish Women's Cycling Club and the Family Bike Club
- Support a member of staff to become a National Standards cycle trainer and you will have an in-house resource. At Cheam Common Infants' School in Sutton, two teachers became trainers and 10 children receive cycling lessons every six weeks

Walking

- Monthly awards for children or the class that walks the most/furthest on Wednesdays (WoW)
- National and International Walk to School Weeks in May and October are managed by Living Streets (visit www.livingstreets.org.uk to download a range of resources)
- The WoW Badge Design Competition is an annual event (held in February) where pupils use their creative skills to design badges for next year's winners. The winners are then invited to receive their award at a celebratory event held by TfL
- Big WoW! is held during Travel Awareness Week each year and aims to raise awareness of sustainable transport. You're School Travel Advisor will know more about this event if you are interested to be involved
- Extend existing reward schemes to fit your school. St Michael's CE Primary in Richmond became so good at WoW that it changed the rules – pupils needed to walk three times a week to earn a badge at the end of the month. All pupils who then walked three times a week for the full month were entered into a prize draw
- 'Park and Walk' or 'Park and Stride'. If parents live too far from school to walk the whole distance, or need their cars to go on to work, parking a few streets away and walking helps reduce congestion. School entrances are also then less crowded
- Make access easier for pedestrians by changing the perimeter fence, moving entrances or making new ones
- Improve on-site safety for pedestrians. Remodel the school grounds to facilitate walking and cycling, separate vehicle and pedestrians to improve safety. In addition, install electric gates to prevent unauthorised vehicles coming onto the site
- Walking routes. A class-based exercise where children are given a map and have to locate their house and the school and plot the route that they take to school, or could potentially take. The online urban walking route planner – www.walkit.com – can help you plan journeys from A to B with the option to choose direct, less busy or low-pollution routes
- Walking Zones. Create a Walking Zone map for your school which shows the building with a one-mile radius marked around it. This is a great way to challenge parents' perceptions, often proving that families live close enough to easily walk to school. Use Living Streets'/TfL's 'Setting up a walking zone' pack at www.walktoschool.org.uk
- Walking Bus schemes. Adult volunteers lead a 'walking bus' which picks up children on the way to school
- Walking Buddies. This scheme matches up pupils living near each other so that they can walk to school together
- Safe House Scheme. Enrol local shops and banks to provide a 'safe house' role so children walking to school who feel threatened or have a problem, can wait inside until they are ready to carry on
- Install shelters. Provide parents with somewhere dry to wait for their child at the end of the day, making walking to and from school a more attractive option
- Provide secure scooter and buggy storage. Parents can then leave pushchairs and scooters at the school, ready for the journey home
- Pedestrian training. Borough Road Safety Officers will be able to provide more information
- Encourage walking for journeys within the school day where appropriate
- Walking Audits and Environmental Visual Audits. Classes can go on 'walk-about' of the local area recording the things they see using a camera and notepad, and identifying anything that might make it easier or more pleasant for people to walk to school. This links particularly well to the national geography curriculum. Ask your STA for more information at transport.planning@merton.gov.uk
- Ask your STA for a copy of TfL's Walk this Way guidance booklet for more ideas

Public transport

- Include public transport information (location of bus stops/train stations, local bus routes etc) in new staff packs and new families packs, in the prospectus and on the school website
- The Upgrade7 pack contains school travel lesson plans for pupils leaving primary school and beginning secondary school
- Bus Stop Monitor Scheme. Older pupils can monitor bus stops and keep an eye on younger pupils, ensuring that they behave and are polite to members of the public. Pupils at one girls' school in London wear fluorescent pink waistcoats when they carry out bus stop monitoring duties
- Buddies. Pair up an older pupil who is accustomed to travelling independently with a Year 7 student
- Bus Behaviour. Certain bus behaviour projects have taken place across London schools. Some have produced videos and curriculum materials
- Work in partnership with the police, Safer Travel Teams, street wardens and community wardens. By having a visible presence at school start and end times, pupils will feel safer on the way home and waiting at bus stops
- Write a school trip policy. This could be that travel during the school day should be made by public transport if the journey is too far to walk. This provides children with the experience of travelling on public transport. Go to tfl.gov.uk/schoolparty for more information on TfL's school party scheme
- Promote TfL's Oyster card and the Zip scheme to pupils and parents. For more information go to www.tfl.gov.uk. Get in touch with Merton's Safer Travel Team as you may be able to get involved in their Oyster facilitation scheme (for Year 6s)
- TfL's safety and citizenship team can visit your school to talk about using public transport safely
- For more information ask your STA for a copy of TfL's Tickets Please public transport guidance book

Promotion and raising awareness

- Pupils can be ambassadors of active travel or safe parking through becoming WoW monitors, JRSOs, junior traffic wardens or School Council or eco-team members. Use Barnet Council's modeshifter materials – see Section F for details
- Participation in national and international campaigns, events and competitions will raise awareness of sustainability and active travel, and the surrounding issues
- Include the STP in the school's development/implementation plan, on the school website and in the prospectus
- Provide a copy of the STP in information packs given to families of new pupils and new staff
- Mention the school's STP and sustainable travel policy (if the school has one) at parent induction meetings and revisit it at PTA meetings
- Provide public transport information and map of the school to make it easier for people to travel in more active and environmentally friendly ways
- Hold a launch event for new facilities, eg cycle storage – invite parents, people from the local community and councillors
- Parts of the STP can be written by pupils, and annual hands up surveys can be carried out and the data analysed by pupils
- Put up a notice board in the school foyer which shows a copy of the STP, public transport information, how pupils travel to school, details of travel plan activities and a 'park and stride' map. The board can be kept up to date by the School Council or Eco Group
- Contact local newspapers before active travel events, or about met targets and the school's improving green credentials
- Involve pupils in letter writing to the local press and local businesses for sponsorship or support
- Build relationships with local businesses who can help by providing discounts on eg bikes, umbrellas or rain coats in return for a mention in the school newsletter and/or a press release

- Have regular assemblies about sustainable travel and important related issues
- Hold coffee mornings for parents to talk about coming events and current issues including active travel. Edware Infants School tempted parents in with free coffee donated by a well-known coffee shop chain
- Theatre in Education. Use theatre to highlight issues around school travel including sustainability, health and road safety. Your local authority may provide this to schools with approved travel plans
- Hold innovative or different consultation activities which include staff, pupils, parents and governors. Schools in Hillingdon, like Field End Juniors, have 'planned for real': a large-scale map of the area is prepared (pupils can do this in class) and sticky notes are placed on the map to indicate good and bad things about the journey to school, and to highlight where pupils they think changes need to be made

Celebrating and rewarding

- Celebrate your successes. This is good for the moral of those involved and generates enthusiasm for further action
- Free in-school rewards. There are ways to incentivise that don't cost much or are free: extra play time, playtime with bikes or scooters or house points for example
- Local organisations or educational charities may also be able to provide free rewards. Identify those who can offer workshops, educational talks or guided walks. Speak to your borough's Biodiversity Officer or get in touch with Bio-Regional (Sutton Community Farm) to see if what they can offer
- Support from local businesses/supermarkets. St Mary's CofE Primary in Richmond has close links with the nearby Waitrose who donate items for PTA fundraising activities and prizes for various competitions. The pupils also visit the store as part of their maths and organisational skills development to how food is sourced sustainably
- Road safety and keeping the zigzags clear
- Contact parents who park on zigzag markings outside school. St Michael's School in Wandsworth take a very proactive stance: displaying names on the school fence and in the school newsletter as well as sending letters home. They also use community liaison Police Officers to talk to parents as they park and ask local residents to report any unsafe parking behaviour. The majority of pupils, 90 per cent, walk to school
- Jofli the bear. Jofli stands for 'journey of life'. He is a cuddly bear who loves to travel sustainably and helps younger pupils enjoy walking. Find out more about road safety lessons with Jofli at www.hounslowtp.org.uk
- Breakfast club. This encourages more pupils to arrive early and spreads the arrival of cars each morning over a longer period, reducing congestion

Section F

Contacts and resources

Useful contacts and organisations

The following organisations, teams and officers (if they are in place at your local authority) could be a great help with getting active travel measures in place at your school.

Local authority officers

- STA
- Cycle officer – for cycling training, promotion, questions or support
- Parking services – for civil enforcement officers and smart cars
- Air quality officer
- Biodiversity officer

If you don't know whether your local authority has these officers, call the switchboard and talk to the contact team. Where these officers are in place they often have services, skills training or workshops that they offer free to schools.

Metropolitan Police Service Safer Neighbourhood Team

The website below will help you identify your local Safer Neighbourhood Team, and provides details.

- www.met.police.uk/saferneighbourhoods

TfL's Safety and Citizenship Team

The team visits schools to talk about travelling on public transport, safety and behaviour. If you would like to arrange a visit, you can request this via your STA. Register your school to get free resources.

- Email: tflsafetyandcitizenship@ltmuseum.co.uk
- Telephone: 020 7565 7303
- www.tfl.gov.uk

TfL's Education and Training Team

Delivering a range of safe and active travel scheme and resources, including the STAR accreditation scheme, the team can provide assistance and support on road safety and active travel.

- Email: STA@tfl.gov.uk

Local dignitaries

Mayor, MPs, MEPs and Councillors

Visit your local authority website and click on 'democracy' or 'democratic services' to find contact details.

Design and print

There are a number of companies which can provide you with the materials you need to promote campaigns, for example or banner printing for the zigzag park and walk campaign, and any other campaign materials development or printing you may want to do.

David Richards

G8 Peartree Business Centre, South Road,
Templefields, Harlow, Essex, CM20 2BD

- Telephone: 01279 445550
- Email: petermccarthy@davidrichards.co.uk

Significant Signs

Unit 34, Mahatma Ghandi Industrial Estate,
Milkwood Road, London, SE24 0JF

- Telephone: 020 7924 9343
- Email: signs@significantsigns.co.uk

Press coverage and local press

Speak to your borough's STA about potential press coverage for your events. Local authority press offices are often able to visit events and write press releases on your behalf. Your local authority will also be keen to know if you intend to contact the press yourselves to get coverage for your events. If you call your local papers about an event ask to speak to someone in editorial.



Cycle and scooter storage

Storage solutions

Action Storage www.action-storage.co.uk Telephone: 0808 149 7994 (freephone)	Broxap (Shelters and cycle parking) www.broxap.com Telephone: 0844 800 4085 Email: enquiries@broxap.com
Cyclepods (Cycle and scooter storage) www.cyclepods.co.uk info@cyclepods.co.uk Telephone: 0845 0940490	CycleShelter www.cycle-shelter.co.uk Telephone: 0800 083 0953
Park Street Furnishing www.park-streetfurnishing.co.uk Cycle and scooter storage, as well as a range of canopies	BikedockSolutions (Cycle and scooter parking) www.bikedocksolutions.com info@bikedocsolutions.com Telephone: 0800 612 6113 (freephone)

For bike shops and cycle maintenance a good place to start is your STA and/or local authority cycling officer. Alternatively, use a search engine online.

Campaign and curriculum materials

Living Streets

This charity promotes walking and offers a range of free downloadable resources including assemblies, lesson plans, posters and campaign packs (which focus on 20mph zones, walking together, car free zones and walking zones).

- www.walktoschool.org.uk/free-stuff

Sustrans

■ Sustrans is the UK's leading sustainable transport charity. Its vision is a world in which people choose to travel in ways that benefit their health and the environment. The website has a range of useful information, research, resources and policy sheets. This can be used as background support for the Walking Campaign toolkit pupil activity (local nature/biodiversity research project).

- www.sustrans.org.uk/resources – click on 'Publications' and 'Information sheets'

Schools4Life

Register your school to be able to access tools and resources. Registration costs between £150 and £250 depending on the level of package. Five schools signing up together will receive a 10 per cent discount.

- www.schools4life.org.uk

Sustainable Schools Alliance

- www.sustainable-schools-alliance.org.uk

Think Global (Development Education Association)

Promoting education for a just and sustainable world.

- www.think-global.org.uk

Global Dimension

Global Dimension's website is designed for teachers and contains great resources that link to all subject areas that are intended to 'bring the world into your class room.'

There is also a free poster and information about making the most of fundraising with young people.

■ www.globaldimension.org.uk

Environmental Transport Association

The Environmental Transport Association provides a set of online lesson plans and resources designed to promote and support Walk to School week in May and Green Transport Week in June as part of an ongoing programme of educational development.

■ www.eta-schools.co.uk

Other resources

TfL's curriculum resources

- Climate change curriculum pack for KS2
 - KS2 Cycling curriculum pack
 - KS3 Cycling curriculum packs for
 - > Science
 - > Maths
 - > History
 - > PSHE
 - > ICT
 - > Geography
 - Every Journey Matters
 - Journey Times (film-making curriculum pack for SEN schools)
 - JRSO scheme
- Ask your STA or contact STA@TfL.gov.uk

Barnet's 'ModeShifter' Resources

The Modeshifters Manual is ideal for WoW monitors, JRSOs or Green Team members who are charged with supporting the school's active travel activities. It contains a cross-section of ideas for campaigns, competitions and assemblies and prepares pupils thoroughly for the role of Modeshifter.

The ModeShifters Motivator offers a diary of events and contacts address book, with spaces for notes/minutes from meetings and to-do lists for pupils involved in school travel.

■ barnetstp.org

Scooter Skills

Buckinghamshire County Council has developed Scooter Skills sessions to show pupils how to scoot safely to school. There are two packs available:

- Brief Scooter Skills is a one-hour session which involves pupils taking part in different workshops and ends with a fun games session
- Scooter Skills Levels involves three individual sessions

■ www.buckscc.gov.uk/bcc

Create

Create works with communities and organisations to reduce the effects of climate change and build a sustainable future. It provides a range of services for businesses, public bodies, community organisations and schools, including lesson plans about energy management, transport and the environment.

■ www.create.org.uk/schools

Carbon Detectives Kit

The Carbon Detectives Kit website is designed to guide a school team through the process of measuring their school's carbon footprint and develop an action plan for reducing carbon emissions'. KS2 and 3.

■ www.carbondetectives.org.uk

Tales of the Road – child road safety

The Department for Transport's child road safety campaign, THINK! has a website which offers downloadable resources, online activities and video footage.

■ talesoftheroad.direct.gov.uk

For more ideas and resources, visit:

- Hampshire County Council's school travel website
■ www.hants.gov.uk/schooltravelplans
- Road Safety GB provides links to websites that contain road safety materials
■ www.roadsafetygb.org.uk

Both provide links to a range of sustainable travel and road safety teaching material for all key stages and covers subject areas such as literacy, numeracy, PSHE, science and citizenship.