

School Travel Plans

A Guide for Schools and Developers

How to write, review and monitor a School Travel Plan

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Section A – Overview School Travel Plans (STPS)

1. Introduction

This guidance is both for schools working on school travel plans (STPs) to promote safe, active and sustainable travel to school, as well as for schools or developers preparing a STP for submission as part of a planning application.

These guidance notes, together with sample surveys, should include all the information you need to write/review your STP.

Please read these notes carefully before writing/reviewing your STP. If you have a previous STP, you will need to consult your original document.

2. What is a School Travel Plan?

A school travel plan is a document which sets out how a school will promote safer, active and sustainable travel to school, with the main emphasis being on reducing the number of children being driven to and from school. Your STP is a public document, and should, along with updates to the Action Plan, be available for pupils, staff, and parents/carers, e.g. on the school website.

A good STP should be based on consultation with teachers, parents, pupils and governors and other local people. In order to ensure that the plan remains relevant and appropriate to changing circumstances it is essential that the plan is reviewed and updated regularly, and if the STP is a condition of planning, then it will usually need to be reviewed on an annual basis to comply with your Planning Conditions.

An effective school travel plan puts forward a package of measures to:

- reduce the number of vehicles on the journey to school
- improve safety on the journey to school
- encourage more active and sustainable travel choices

3. What are the benefits of a School Travel Plan?

Encouraging active travel at schools has a wide range of benefits, both for the school community, but also for the area around the school, as well as the whole city, in terms of less traffic and congestion.

Benefits of having an active STP include:

For the pupils

- Improving health and fitness by walking, scooting and cycling
- Improving travel awareness and road user skills
- Improving awareness of their surroundings

For the school

- Improving safety around the school
- Reducing congestion around the school
- Establishing safer walking and cycling routes around the school
- Contributing to other school policies such as Eco-Schools/Healthy Schools etc
- Linking to the National Curriculum

For parents

- Reducing stress and time spent driving to school, especially when it is congested
- Increasing quality parent/child contact time
- Building better links with the school

For the Local Community

- Improving the local environment by reducing air and noise pollution
- Reducing congestion problems
- Improving walking routes
- Improving Road Safety

The more schools in the city which are developing and implementing the measures in their school travel plans, the greater cumulative effect there will be across the city, reducing the reliance on and impact of cars on the school journey, leading to less traffic and congestion in the city around the 'school run' period.

4. Developing a STP - the process

Further details and examples about what to include are in **Section B – Writing your STP**.

4.1 Appoint a School Travel Plan Co-ordinator

Every school travel plan should have a 'School Travel Plan Co-ordinator'. Their duties will include:

- being the main point of contact for issues regarding travel at the school
- implementing the school travel plan
- carrying out travel surveys, analysing the results, and disseminating the information

The STP Co-ordinator will usually be a member of staff at the school, but could be a School Governor or another appropriate person in a position to undertake these duties.

4.2 Set up a STP Working Group

This should include the nominated co-ordinator, member of the senior school management, other school staff (teaching and site, if appropriate), Governor, pupils and, ideally, parents, local residents and/or councillors.

4.3 Collect key information – about the school site and about travel through surveys/consultation

You will need to collect and analyse key information to identify the main travel issues affecting your school. This will inform the development of the STP and the package of measures your school will introduce and deliver through the STP.

Collect school site information

The school site information is essential in preparing any travel plan. The information will provide context for your STP.

Special Schools may also choose to gather different/additional information to reflect the travel to school needs of pupils.

Pupil, staff and parent/carer travel surveys

A travel survey of pupils, staff, and parents/carers must be carried out. This will give you information on how pupils and staff currently travel to school, how they would prefer to travel to school, what their views are on different travel options and how they might be improved, and any issues they have with their journey to school. Survey data should be recent, preferably within current academic year, but no more than 18 months old.

For further advice on carrying out surveys, you need to look at www.brighton-hove.gov.uk/schooltravelplans for School Travel Survey Guidance and Example Surveys – both on-line and Word versions.

School community consultation

You may also need to conduct consultations through classroom sessions, parent/governor meetings or drop-in sessions etc, and consult with local residents. Include key feedback/communication you have had with local residents/community groups regarding travel to school.

4.4 Set objectives and targets

Once you have identified the school travel issues you wish to address and have established how pupils and staff currently travel to school, you need to set your STP's **objectives**, and then **targets**.

Objectives are: what you hope to achieve over the course of the STP (e.g. increase walking, increase cycling, decrease car use, improve road safety, educate pupils about health benefits of active travel etc) Objectives are **NOT** things like: install a parent waiting shelter, do cycle training, run a walking scheme (these are all **Actions**). **Objectives** should be clearly linked back to the issues identified from the surveys and consultation within the STP. The objectives should steer the overall direction of the STP.

Targets are: the goals you are aiming for each year (e.g. increase in walking of 3% per year over 5 years, decrease in car use of 2% each year over 5 years). All targets included within your school travel plan should also be **SMART** (Specific, Measurable, Achievable, Realistic and Time-bound). Targets allow you to measure how effective your plan has been in achieving its objectives.

4.5 Identify your measures and write your Action Plan

You should know by now what travel issues need to be addressed, how people are travelling to school, how they might travel, and have some targets to achieve. You now need to identify an appropriate package of measures which will help achieve your objectives and targets. Include measures, for example, to encourage walking, to encourage cycling, to encourage the use of public transport, to improve road safety and community awareness (e.g. around parking), to reduce congestion around the school entrance.

4.6 Write your Action Plan

Your Action Plan sets out how the measures will be delivered, and should say who is responsible for delivery, and provide timescales.

Actions are: All the different events, initiatives and changes you are going to do in order to help you meet the targets you have set for your objectives (e.g. run Walk to School Week, provide more cycle shelters, carry out some promotion etc)

4.7 Monitor and review

Your STP should be monitored on a termly basis, or more regularly for particular actions, or if your school has particular school travel issues.

Review the STP on an annual basis, and make the new version available on the school website.

4.8 Check through your STP

Go through your finished plan using the STP Checklist to check you have included all the essential information.

4.8 Have your STP signed off by relevant people within the school

The STP should be agreed and signed off by the Chair of Governors, the Head/Principal and the STP Working Party co-ordinator.

4.9 Send the STP to the School Travel Team for approval, and their sign off

The School Travel Team will use the STP Checklist to verify you have included all the essential information. They will then return their assessment to you, either signed off, or with comments for changes additions etc needed before sign off.

Section B

Writing your STP – *what to include*

This section tells you exactly what you need to include in your School Travel Plan, and some of the processes involved. Please also see [4. Developing a STP - the process](#) p.4-5

1. Front Cover

This should be personal to your school

Include:

- Name of school
- Month and year of STP
- School logo

You can also include:

- Picture/photo of your school
- Pupils' art work
- Logos for awards the school has gained etc
- Throughout the plan images of the school and artwork by pupils helps to personalise the STP

2. Introduction/background to STP

Some of this may be easier to write at the end i.e. after you have completed your STP

Include:

- Date of original STP
- Dates of any other reviews, including those for planning purposes
- Include measures implemented as part of your previous STP/STP reviews
- Overview of this STP/STP review, highlighting the main objectives
- State when whole plan will be reviewed (month & year) and who will be responsible for this

If STP is a requirement of a planning condition

- State that it is a requirement of planning
- Give brief information about development for which you are seeking planning permission
- Plans should be attached, if possible, in the appendices

3. School Details

Include:

- Type of school (primary, secondary, special, academy, free etc)
- School address
- Telephone number
- Email address
- Website address
- DfE unique reference number XXX/YYYY
- Contact name for STP

- Number of children currently on role
- Number of children on role due to any on-going or future expansion, with dates showing increase in numbers each year until maximum on role is reached
- Age range of pupils
- Number of SEN pupils who have a transport element to their statement of need. Give details on the general impact this may have on travel to the school.
- Number of staff (including non-teaching), giving full-time and part-time numbers
- Site opening times

- School opening times (with specific times for different age groups, if different e.g. nursery/infant/junior start/finish times)
- Before/after school care club and before/after activity/sports club details – with start/finish times and numbers attending each club. This can be done in tabular form.
- Details of any extended community use, with days/times used, and details of numbers using it
- Current admissions policy and future planned changes to admissions policies

- If this is a **review** – highlight if any of the above have changed since the previous STP – as this may affect previous original actions/targets

4. Location and description of school

A written description of the school site(s) and location, which sets the context for a third party reader

Include:

- Map(s) showing location of school, pedestrian and vehicular entrances/exits, and the surrounding area
- Details of separate school entrances for pedestrians/bikes and vehicles
- Description of what the surrounding roads are like – e.g. busy main roads/residential
- Details of any traffic calming measures, pedestrian crossings or parking restrictions etc nearby?
- Details of the school catchment area – can be in map form but be aware of data protection issues. Where do pupils/most pupils live, and how far from school?

5. Details of local transport links, current travel patterns and transport facilities at the school site

Include:

5.1 Map showing local transport links:

- Bus routes and stops
- Train stations
- Cycle routes
- Main walking routes with School Crossing Patrols, crossing points etc

5.2 Site plan showing:

- Entrances and exits
- Shelters
- Cycle/scooter storage facilities – pupils, staff and visitor
- Location of storage lockers and shower facilities
- Parking spaces - pupils, staff and visitor

5.3 Photos are also beneficial here – especially showing the elements included on the Site Plan

5.4 Pedestrian facilities

- Details of sheltered, safe waiting areas for pupils waiting for buses or parents waiting for pupils
- Details about use and positions of all entrances/exits - who uses them, vehicular and/or pedestrian/bikes etc. Include official and unofficial entrances
- Details of when different entrances are open/closed e.g. which entrances are open in the mornings, and what times, which in the afternoon, and times, and which are open for collection from after school activities (where relevant to your school)
- Numbers and locations of lockers - staff and pupil. How are they allocated?

5.5 Public transport information

- Bus routes within walking distance – details about how far the bus stops are, and where the buses go. Give route numbers, and outline frequency.

- Details, as above, of school buses
- Train stations within walking distance – details about how far the train station is, and where the trains go. Give outline frequency.
- Include bus and train timetables in the appendices

5.6 Cycle/scooter facilities and routes

- Cycle routes – details about where routes are/distance from the school and where they go
- Number and description of cycle/scooter storage facilities (staff, pupil and visitor)
- How well is the storage used? Do they meet the demand?
- How secure is the storage? Is it covered and lockable? Is it in view of offices?
- Numbers of and location of lockers and showers facilities – staff and pupil. How are they allocated?

5.7 Car parking spaces

- Number of car parking spaces available for staff, pupils and visitors
- Does the number of spaces meet the demand, and if not how are they allocated?
- If your school is in a Controlled Parking Zone, how many permits does the school have. How are they allocated?

6. STP Working Group

Include:

- Details showing that a School Travel Plan Working Group has been established, to include (named): Nominated co-ordinator, member of the senior school management, other school staff (teaching and site, if appropriate), Governor, pupils and, ideally, parents, local residents and/or councillors.
- Dates of meetings since STP was written/last reviewed. The STP Working Group should meet once a term, and on a more regular basis when necessary (e.g. if on-going travel issues are causing problems, if the school is expanding etc).

7. Existing school policies and practice to promote safer, active and more sustainable travel to school

Details of any school travel related activities your school carries out, for example:

Include:

- Walk to School Week – giving particular activities with dates (month and year)
- Cycle and scooter storage – if you have it how well is it used, and how do you promote it?
- Cycle and scooter training– when has your school had this, and with which year groups (give dates)
- Cycling/scooting to school policies – do you have any?
- Pedestrian Training – when have you done this, and with which year groups
- Park & Stride – do you have a site which you promote, if so give details about the site, and how you promote it
- School Crossing Patrol – if your school has one, where are they located, and what times do they work?
- Policies – e.g. behaviour on public transport, Travel to School Agreement, car park management policy
- Campaigns – have you run any e.g. to tackle parking issues around the school
- Curriculum – what do you do currently to teach Road Safety and active and sustainable travel
- Include copies of relevant policies etc in the appendices.

Things you **don't currently do** – these can be included as future actions in your Action Plan, if they help meet your Targets and Objectives.

See www.brighton-hove.gov.uk/schooltravel and www.brighton-hove.gov.uk/schooltravelplans for further ideas.

8. Travel Issues – description of the travel/transport problems/issues faced by the school/cluster of schools/school sites

Include:

- Description, as bullet points, of the travel and transport issues faced by the **whole school community**, including journeys at the beginning and end of the day and during the school day, and journeys between school sites, if relevant.
- Evidence of how these were identified, and when - for example, previous/current STP action plan, surveys, observations etc. Include as a separate description, or incorporated into each bullet point above.

You may want to divide the issues into groups:

- Issues that have been addressed previously
- Outstanding issues
- New issues

9. Changes in circumstances

Consider what has changed since you wrote/last reviewed your STP

Include:

- What changes have been made to the school/school buildings/grounds
- If there have been changes, include a plan to show where these changes are, and photographs to illustrate.
- Has your school roll increased, if so give numbers and dates
- Has the admissions policy changed – if so give dates and details
- Has the catchment of pupils changed – if so give details
- Have there been changes to infrastructure/transport around the school – new housing, roads, changes to crossings or bus services etc
- Have there been any Controlled Parking Zones introduced – both where the school is located and/or near the school. What have the effects been?
- Are there issues around travel to school that weren't there when you first wrote the STP. What are they?
- Have things improved?

If a STP is a requirement of a planning application:

You MUST include details about

- The impact that this will have on the size of the school, the number of pupils attending, the catchment, the likelihood of how pupils will travel to school etc.
- Include information here about what was identified in the Transport Assessment and include a full copy of it in the Appendices.

10. Progress on original objectives, targets, and actions

Look back on your original STP, and at the Objectives, Targets and Actions that were set. How successful have you been in achieving them? What went well as a result of the last STP, and what didn't go so well?

To review what is meant by Objectives, Targets and Actions (refer to Section 4.4 p. 4 for definitions).

Include, in tabular form:

1. Referring specifically to the **targets** that you set in your original STP highlight what progress has been made on each using the Red/Amber/Green key below:

Status	
Red	No progress – target in danger of not being met
Amber	Making steady progress towards target
Green	Targets met

2. Referring specifically to the **actions** that you set in your original STP, indicate what progress has been made on each using the Red/Amber/Green key below:

Status	
Red	No progress – action not delivered
Amber	Some progress made on delivering action
Green	Action completed

Explain what targets were missed/will probably be missed, and potential reasons for this.

11. Surveys and consultation

Demonstrate that the STP is a result of **joint efforts** by individuals and groups from the school and external groups such as Road Safety Team, residents or School Travel advisor. Consultation must involve, as a minimum, (and be evidenced): parents/pupils, staff and governors, letters home to parents, Full Governor and STP working group meeting minutes, newsletters etc

Pupil/student, staff and parent/carer surveys

You need to find out what pupils/staff/parents think about the journeys to school. For further advice on carrying out surveys, you need to look at www.brighton-hove.gov.uk/schooltravelplans for School Travel Survey Guidance and Example Surveys – both on-line and Word versions. For on-line surveys you will need to request the survey to be set up at least 2 weeks before you want it 'live' and the survey should then be accessible for 2 – 3 weeks, with a possible extension of a week. We will endeavour to get the results back to you within a week of the closing date. The whole process takes 5 – 7 weeks (excluding school holidays).

Your travel survey for pupils and staff should establish the following:

- How do pupils and staff currently travel to school
- How would pupils and staff prefer to travel to school
- Staff and older pupils – how far they travel
- Comments from pupils/staff about their journey to the school site

Your travel survey for parents/carers should establish the following:

- How parents/carers currently travel to school
- If parents/carers drive to school, their reason for driving
- How would parents/carers prefer to travel to school
- Comments from parents/carers about their journey to the school site
- Would parents/carers/staff consider a Park & Stride scheme – if not, why not?

You should also consider establishing the following information:

- How do pupils and staff currently travel home, if you decide to collect this information
- If pupils travel by car, is the driver dropping them on the way to somewhere else, or do they return home?
- Does the respondent own a bike?
- Have they done cycle training?
- Staff – would they consider a car-share scheme?

Include:

- Dates of surveys – month and year. Survey data should be recent, preferably within current academic year, but no more than 18 months old.
- Numbers surveyed, and % of respondents
- Include copies of the surveys/questionnaires etc in the appendices

Include:

Evidence in table format, as below:

Who was consulted	What they were consulted about	When consultation took place	How the consultation was carried out
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12. Survey results and analysis

Include:

- Report data for pupils/staff/parents/carers in tabular form as numbers as well as percentages (so that year on year comparisons can be made) with total numbers responded and total numbers surveyed, giving response rate. You can also report in graph form.
- Include summary of recent Mode of Travel to School survey data (collected by the School Travel Team annually)
- Include historical data to show changes

SEN schools :In the case of SEN schools where it is impractical to involve pupils in surveys, the transport needs of pupils must be included with a description of the number, type and size of vehicles entering the school site together with arrangements for picking up/dropping off pupils.

13. Objectives and targets

1. First, use the results from the new surveys/consultation to decide on, and describe, which **issues** you will focus on over the coming years.

Examples of issues you may want to address, as a result of surveys, may include:

- congestion at the immediate area of the school entrances
- safety concerns when crossing busy roads on the way to school
- lack of awareness amongst staff and pupils about the different travel options available to them
- public transport routes do not serve the school site well
- pupils with special educational needs may require additional support not currently being provided.

2. Next, use the issues you want to address to specify your **Objectives** (refer to Section 4.4 p. 4 for definition)

Your Objectives will be set around some of the following areas, and possibly others, and **must include at the very least one Objective to increase walking, and one Objective to reduce car use:**

- Increasing/promoting/encouraging walking to school
- Increasing/promoting/encouraging using Park & Stride
- Increasing/promoting/encouraging cycling/scooting to school
- Reducing the number of pupils being driven to school
- Tackling parking issues
- Issues around Public Transport
- Car sharing
- Transition into Infant/Primary school
- Transition into Year 7
- Road safety – issues and education
- STP Implementation

Example **Objectives** include:

- to educate pupils about the health benefits of active travel
- to increase the number of children walking and cycling to school
- to improve children’s behaviour on the school bus
- to support pupil’s understanding of road safety
- to encourage more staff to share a car journey to and from school

3. Finally, set correlating **SMART Targets** associated with each **Objective**, reflecting the survey data and issues identified. (refer to Section 4.4 p. 4 for definition of **Targets**)

Here are some example **Objectives** and **Targets** around the area of **Reducing car use and encouraging alternative, more active ways of travelling to school:**

Objective	Target
<i>Reduce the number of car trips made to the school at the beginning and end of the school day.</i>	<i>Reduce the % of pupils travelling by car from X% (in the travel plan's baseline year) to Y% by 2016</i>
<i>Encourage more pupils to walk to school in order to increase the number walking to school</i>	<i>Increase the % of pupils walking from X% to Y% by 2016</i>
<i>Encourage more cycling to school in order to increase the number cycling to school</i>	<i>Increase the % of pupils cycling to school from X% to Y% by 2016</i>
<i>Encourage more car sharing by staff in order to increase the number car-sharing to school</i>	<i>Increase the % of staff car-sharing from X% to Y% by 2016</i>
<i>Encourage more use of public transport and school bus, to increase the number using public transport</i>	<i>Increase the % of pupils using public transport/school bus from X% to Y% by 2016</i>
<i>Promote the take up of 'park & stride' (assuming a suitable location(s) such as a nearby pub car park)</i>	<i>Increase the numbers / % of children who take part in 'park & stride' from X to Y by 2016</i>
<i>Encourage staff to set a good example by travelling to/from school by more healthy, active and sustainable modes</i>	<i>Increase % of staff walking/cycling/car sharing/park & striding and using public transport from X% to Y% by 2016</i>

Within your STP include:

- Objectives and SMART targets, laid out in tabular form, as in example below
- Must include at the very least one Objective to increase walking, and one Objective to reduce car use:**
- Must include at the very least 1 SMART target in relation to pupils, and 1 in relation to staff.**
- For each of the objectives set yourself a SMART target for each year for the next 2-5 years, where relevant. Some objectives will have a more immediate Target date.
- Baseline data must always be included as a standard against which future performance can be measured.
- Not all targets have to be expressed as a % - e.g. you may have an objective to 'Increase Road Safety Awareness', and your target might be 'to hold a Road Safety session in each class twice a term'.
- Have at least 3 Objectives with correlating SMART targets. Objectives can have more than one Target

Example Objectives and correlating SMART targets table::

Objective	Success Criteria	(Baseline) June 2014	Target June 2015	Target June 2016
<i>To increase the % of children walking to school</i>	<i>% of children walking to school</i>	<i>45%</i>	<i>50%</i>	<i>55%</i>
<i>To reduce the number of journeys by car to the school site</i>	<i>% of children travelling to school by car</i>	<i>45%</i>	<i>40%</i>	<i>35%</i>
	<i>% of staff travelling to school by car</i>	<i>65%</i>	<i>62%</i>	<i>58%</i>

14. Action Plan

A clearly defined, annual action plan stating what measures you will implement to achieve the STP's objectives and correlating targets – in tabular form as laid out below. The action plan must include a monitoring and evaluation timetable.

For each **Objective** you need to complete an **Action Table** – showing all the actions/initiatives/measures you plan to carry out to meet your targets over the life of this STP. If you have 4 **Objectives**, you will need 4 **Action Tables**, one for each **Objective**. Some actions may carry on from your last STP, and some will be new ones.

Actions should include softer measures (promotion or awareness raising). Measures to support walking, cycling and public transport are especially important.

Areas for actions can include the following, but MUST include measures to increase walking, and measures to reduce car use.

- Walking – measures could include Walk to School Week, Walk once a Week (WoW)
- Cycling – measures could include cycle training, cycle parking, classroom activities
- Public Transport – measures could include Bus Behaviour Code, bus stop provision
- Reduce congestion around the school entrances – measures could include promoting car sharing
- Car sharing – measures could include allocation of car share spaces for staff who car share
- Park & Stride – measures could include creating a Park & Stride map
- Curriculum and education
- Promotion and campaigns
- Staff and visitors
- Road Safety
- Local area improvements

See www.brighton-hove.gov.uk/schooltravelplans for further ideas of initiatives/measures, or do an on-line search which will provide examples of STPs from which you can borrow ideas.

Your STP must include an Action Plan Table as laid out below, or including all elements of this Action Table – include one Action Plan table for each Objective:

Action Plan Table – dated *eg January 2013*

Objective <i>eg Objective number 1 - Encourage more pupils to walk to school, to increase number walking to school</i>					
Target/SMART target <i>eg Increase the % of children walking to school from X% in 2014 to Y% by June 2016</i>					
Actions <i>Details of proposed actions/measures/initiative, numbered, and linked to the objectives and target, with key tasks needed to implement each action.</i> <i>There will usually be a number of Actions for each Objective/Target</i>	Person responsible <i>Named person ideally rather than role</i>	Timescale/target dates <i>State month & year or specific date.</i>	Finance/finance implications/resources	Success indicator/monitoring <i>(How you will measure and/or demonstrate that an action is completed, and what effect it has, if possible)</i>	Progress <i>(Details of progress to date, any problems, useful info etc)</i>

	<i>For example:</i>	<i>Eg</i>	<i>For example:</i>	<i>Eg</i>	<i>For example:</i>	<i>For example:</i>
1.	Participate in Walk to School Week (WTSW) in May and October each year	Mr. A	Start Oct 2014, then each May and Oct, ongoing		All children invited to participate in WTSW.	
	<i>Put WTSW in whole school curriculum</i>	Ms.B	<i>For Sept 2014</i>		<i>WTSW is part of curriculum leading up to WTSW and during the WTSW.</i>	<i>Curriculum completed for infants. Juniors started Nov 2013</i>
	<i>Order WTSW resources from BHCC</i>	Mr.A	<i>July 2014, then on-going</i>	<i>Resources at no cost from BHCC</i>	<i>Survey during WTSW each May to check data & compare to Annual Mode of Travel data</i>	<i>BHHC contacted to find out about ordering resources.</i>
	<i>Promote WTSW – via newsletter, posters, Tweets</i>	Mr.A	<i>Sept –Oct 2014, then on-going each WTSW</i>			

- STP Implementation, Promotion and Monitoring – you *must include* a separate Action Plan detailing this**

15. STP monitoring and review proposals

Include:

- Date of next hands up survey (month and year) – this should also be in the Action Plan.
- Commitment to take part in the School Travel Team's annual Mode of Travel to School Survey (this could be in place of the above)
- Annual review of the STP** - set a date (month and year) and also include in the Action Plan. Any review of an STP should be planned to start before the action plan has run its course to guard against inactivity – it is good to produce a progress report as a summary, with evidence of progress achieved.
- Full STP review** - set a date (month and year) and also include in the Action Plan. State person/role responsible for ensuring the annual review will be done. A full STP review is suggested every 3 years, although you may find your annual reviews are sufficient if carried out well.
- The STP must include a commitment that the review will consider pupil travel needs arising from new developments in education and transport provision and that the STP will be revised as necessary to take account of these.

16. Sign off

School Travel Plan should be agreed and signed off by the Chair of Governors, the Head/Principal and the STP Working Party co-ordinator.

The School Travel Plan should be included within the School Development Plan, and the full plan or a summary displayed on the website, for the whole school community.

Include:

- A sign off sheet with approval signatures, dated – including Chair of Governors, Head/Principle, STP Working Party Co-ordinator. Leave a space to allow sign of by the Road Safety/School Travel Team. Use the **School Travel Plan Sign off** sheet at www.brighton-hove.gov.uk/schooltravelplans
- Web link to STP/STP summary on school website

17. Appendices

Should include:

- Public transport information e.g. bus and train timetables
- Copies of existing school policy and practice documents which promote safer, more active and/or sustainable travel to school

- Copies of the travel surveys/questionnaires and consultation documents etc used
- If the STP is a requirement of a planning condition the following must also be included:
- full copy of the Transport Assessment
 - copies of the plans/link to on-line plans

Section C - Submitting a STP and how your STP is assessed

When we assess a School Travel Plan, we will use a checklist to ensure the STP has all the required elements. You will find a copy of the checklist at www.brighton-hove.gov.uk/schooltravelplans under 'School Travel Plan guidance'. You might find it helpful to go through your finished plan with this list to check you have included all the essential information before submitting your plan to the School Travel Team.

Please submit your completed STP by email to polly.stebbens@brighton-hove.gov.uk

We will endeavour to assess your STP, and send you a completed School Travel Plan Assessment Checklist, form within 21 working days (this does not include school holidays). If you need your assessment completed more urgently, you will need to discuss this with the School Travel Team in advance.

For Travel Plans submitted as part of a requirement of satisfying a Planning Condition, we will be guided by Planning as to how quickly your STP will need to be assessed.