TRAVEL PLANS FOR SCHOOLS

TRAVEL PLANS

Introduction

As an island, Guernsey has a finite space and road system which has for some years been under pressure due to the high volumes of traffic, and the increasing size of vehicles in general.

Guernsey has one of the highest ratios of vehicles per square km in the world, globally respiratory induced diseases are increasing, and the costs caused by traffic congestion is increasing.

Carbon Dioxide emissions from motor vehicles are one of the largest contributors to global warming. In some countries, these issues had been identified and measures put in place to address them many years ago, other countries are now making these issues a priority. In terms of health, research has identified:
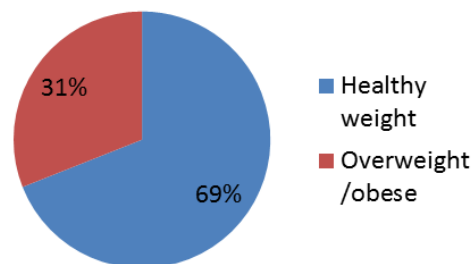
Child prevalence by BMI status, Guernsey
Guernsey Child Measurement Programme 2014

Year 1

- 18.6% Overweight/obese
- 81.4% Healthy weight

Year 5

- 31% Overweight/obese
- 69% Healthy weight
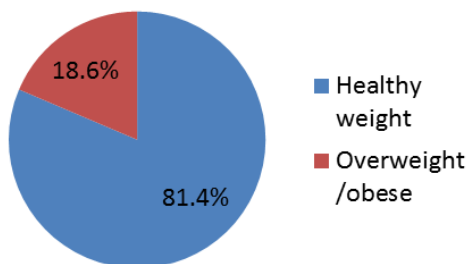
The Integrated Transport Strategy aims to tackle Guernsey's own traffic issues

Travel planning has the potential to be a significant tool in reducing car usage, as it adopts a more coordinated approach to addressing the requirements of the travelling public and can be used to target areas of high traffic volumes.

Over time other benefits such as a healthier lifestyle, reduced congestion and improved air quality can be the benefits of implementing schemes such as car sharing, offering modern bicycle facilities and improved bus routes, and encouraging cycling and walking. Research in the UK showed that Travel Plans increased car multi-occupancy rates by 21%.

As an example, school traffic can be a primary cause of congestion and can lead to safety issues for children, parents/guardians, cyclists and footpath users, which may be reduced if travel plans were successfully introduced for schools.

Another example is areas where there are multiple businesses in close proximity which can cause high volumes of traffic, congestion and pollution.

By working with schools and businesses, the aim would be to reduce the adverse social and environmental effects of vehicle usage in the Island by encouraging the use of alternative forms of transport and discouraging unnecessary vehicle usage.

As such the main rationale for implementing a Travel Plan is to help achieve sustainable change to existing travel methods by reducing the dependency on the private car and creating ease of access to other modes of travel. **"A package of actions designed by a workplace, school or other organisation to encourage safe, healthy and sustainable travel options".**

What is a school travel plan?

- o An organised plan of action for parents/guardians, children and staff travelling to and from their school;
- o A plan that benefits the school as well as other road users;
- o A plan that is tailored to individual needs of a school;
- o A plan that reduces the environmental effect around the school;
- o A plan that makes better use of the school's spaces;
- o A plan that clearly states the benefits of not using a car;
- o A plan that offers a number of alternatives for transport to school.

Travel plans focus on promoting the benefits of alternative methods of transport to the parents/guardians, children and staff.

Why carry out a travel plan?

Problems with parking or accessibility

Some of the benefits of developing a travel plan will be preventative measures while offering a range of alternatives to using the motor car. For instance, an incentive for developing a travel plan will be to improve the safety of the children, reduce the pressures on existing parking and improving congestion in the surrounding areas at peak times of the day.

For the majority of schools, the desire of the majority of its parents/guardians and staff to travel by car may already be causing difficulties, such as:

- o Increased risk of traffic incidents caused by the large volumes of vehicles;
- o Children and staff arriving late and possibly stressed from finding somewhere to park;
- o Competition over car parking spaces on-site;
- o Difficulty for visitors or those meeting deliveries accessing the site.

For most schools, space is an issue, building new parking facilities, even assuming that there is a suitable location to do so and planning permission would be granted, is an expensive solution to existing parking problems.

One car parking space could accommodate five bicycles or possibly three motorcycles. If people were to convert to using alternative forms of transport, space could be saved for other uses or to improve the experience when visiting the school.

Investment in staff

Travel plans demonstrate that schools have considered the needs of their staff and can be viewed as an investment in people, which in turn may have a positive effect on health, recruitment and retention.

Changing to walking, cycling, or even walking a short distance to catch a bus, can greatly improve an individual's health and reduce stress levels. A travel plan can often be complimented with advice and information from the Health Authority to advise and encourage fitness and activity or from other special interest groups such as Living Streets who can also help support Travel Plan development.

Corporate Social responsibility

Travel plan initiatives can also be an opportunity for positive PR which can be used to demonstrate that a school is environmentally and socially responsible and has a commitment to its community and staff. Reducing car travel to the site can also vastly improve the image of the school as a pleasant place to visit.

Common characteristics of a travel plan

Travel plans begin with an assessment of the current travel patterns of those attending schools. This is then used as a benchmark to measure the success of whether car-usage has been reduced after implementation of the plan. This is usually achieved through a questionnaire to all parents/guardians, and staff which is repeated after a regular review period.

A database of participants' addresses may be used to map out possible areas for combining methods of travel and the availability of alternative forms of transport to individuals such as car sharing. The questionnaire would also inform the school of the reasons why parents/guardians and staff use the transport that they do, which in turn would allow them to consider ways to alter their choices through positive action.

A successful travel plan would usually have the following characteristics:

- o It has practical support and buy in from senior management to ensure the integration and maintenance of the plan;

- o It results in benefits to the school as well as to the children and parents/guardians;

- o It is tailored to the individual circumstances of the school;

- o It has clear objectives with specific timescales for implementation and review;

- o It establishes monitoring procedures to ensure that policies are adhered to and to measure the effectiveness of the plan;

- o It clearly states the benefits of not using a vehicle;

- o It offers a package of alternatives for transport.

Way Forward

Schools that are committed to a Travel Plan should consider a number of essential ingredients that would assist in delivering the plan.

- o Allocating ownership and responsibility for overseeing the continued delivery of the schools plan to a specific member of staff;
- o Provision changing rooms, lockers;
- o Provision of bicycle / motorcycle parking, preferably sheltered;
- o Providing accessible public transport information such as bus timetables and routes;
- o Offering information from health professionals such as the Health Promotion Unit, who can give advice on the health benefits when walking or cycling for example.

Rewards and incentives

Good facilities which the staff can easily access are in themselves an excellent reward for staff to make the necessary changes. Other rewards based incentives could be:

- o Setting up car-sharing scheme and allocating spaces for car-sharing only;
- o Subsidised or company discounts on bicycles, cycle equipment, clothing etc;
- o Monthly prize draw for those taking part in scheme;

How to implement a Travel Plan

To create a Travel Plan, the school needs to undertake a number of steps to gather information which can form the plan, and which can be used to check the effectiveness of their plan, and measure their performance moving forward.

The stages could be:

- o Discuss at management level the feasibility of implementing Travel Plans;
- o Allocate a willing and enthusiastic member of management to take ownership;
- o Compile a questionnaire for staff and parents/guardians to fill in, asking what their current method of travel is, asking their views on what would make them change, what is stopping them from doing that currently. Use this information to help implement your Travel Plan;
- o Compile a map of where parents/guardians and staff live, using that information to create a route map that could be used to form a car sharing scheme;
- o Provide each staff member with information on the schools Travel Plan, what it involves, what it seeks to achieve, including information on the benefits to the children, parents/guardians and staff;
- o Provide a timeline for any actions that are required to commence the plan such as, relocation of car sharing parking spaces, location/improvements to cycle hoops and racks, installation of lockers/showers etc;
- o Investigate launching the schools Travel Plans to coincide with a national or local event such as National Bike Month so creating a positive media story, publishing posters, leaflets and using the schools internal communications to highlight the event;
- o Plan a regular communications process whereby parents/guardians and staff are informed of successes and include a feedback section to give opportunity for comments.

Travel plan template example

This travel plan template should assist you to develop a good travel plan for your school. This template is intended to be a guide only. You may like to research other travel plans and create a different format or include additional information to make the travel plan relevant for your school.

There is not a one size fits all travel plan approach, travel plans will vary depending on the school's individual objectives or circumstances.

On the cover page you may like to include:

- o Your school name and logo;
- o The areas covered by this plan;
- o The month and year of publication.

You may like to give your travel plan a different name and change the format to match your corporate style. You may also like to include photos or graphics to create a more engaging document for your school.

Growing Up

Table of contents

1. Senior management endorsement

It is important that travel plans have the support of senior management. You may like to include a brief statement of support from senior management, commenting on why it is important for your school and how management will support the initiative.

2. Summary

This section should include the points of your travel plan. The summary explains:

- o Why the school has a travel plan;
- o The process of developing the plan;
- o The current travel situation of your school attendees;
- o Targets and strategies of the plan.

3. Background

3.1 School profile

In this section you should cover:

- A short description of your school;
- The location of the school and number of pupils and staff;
- Are there any pupils or staff that requires special needs assistance such as collection/drop-off points.

3.2 Travel plans

You may like to include a brief background to travel planning. This could help justify the endorsement of the plan. You could include:

- What is a travel plan;
- Why high levels of car use are a concern;
- Benefits of active and sustainable travel for individuals and schools;
- Why schools have a responsibility for and influence on parents/guardians and staff travel.

3.3 Developing the travel plan

This section briefly describes how the plan was developed. You may like to cover steps such as:

- Define the purpose, scope and actions for the plan;
- Auditing accessibility;
- Surveying parents/guardians (and visitors if appropriate) about how they travel to and from the site;
- Consulting internal stakeholders about the plan and potential actions;
- Reviewing good practice in managing travel plans prepared by other schools.

4. Schools context

4.1 Access

In this section you should cover:

> o A summary of findings from the access audit, including public transport options, cycling paths & routes and end of trip facilities, car and parking provisions, and policies that may affect parents/guardians and staff travel, including provision for those with special needs;
> o You may like to include photos and maps in this section.
>
> You could summarise barriers and opportunities to sustainable travel identified through your audit

Theme	Opportunities	Barriers
Car access and parking	•	•
Public transport	•	•
Cycling	•	•
Walking	•	•
Information on travel options	•	•

4.2 Survey results

This section summarises the results from the school travel survey and discusses the implications. You should include:

> o A brief explanation of the survey method and process;
> o Findings: trips by mode, most common reasons for travel choices, transport effects, any other significant results for your workplace.
>
> A graph or chart of the results, an example is below.

Theme	Year 1	Year 2	Year 3	Year 4
Converted to Car sharing	xxx number	xxx number	v number	xxx number
Converted to public transport	xxx number	xxx number	xxx number	xxx number
Converted to cycling	xxx number	xxx number	xxx number	xxx number
Converted to walking	xxx number	xxx number	xxx number	xxx number

5. Travel plan objectives and targets

5.1 Objectives

This section outlines why your school has developed a travel plan and what you hope to achieve. You could include:

- o The purpose of the travel plan ;
- o What issues the travel plan is attempting to address;
- o The timeframe for implementation of the plan, (e.g. two or three years);
- o The scope of the plan (does the plan focus solely on parents/guardians, or does it include staff and visitors)

Examples of travel plan objectives include: to improve pupil and staff health, to reduce the number of parents/guardians and staff driving to and from school, to reduce parking issues, or to reduce the schools carbon footprint.

5.2 Targets

This section states the targets your school is hoping to reach through implementation of the travel plan. It is good to set specific targets to be able to measure the success of the travel plan. Targets should be measurable and should relate to the objectives of the plan.

Examples of travel plan targets include: a reduction in car solo commuting by 10% over the next three years, increase in the number of staff participating in walk and cycling, or a reduction in the schools carbon footprint from work-related travel by 5% over the next three years.

6. Strategies for change

This section outlines the strategies and actions that will be implemented to achieve the purpose and objectives of the travel plan. The structure of this section depends on the strategies selected and what information is needed to justify them to those who will approve the plan.
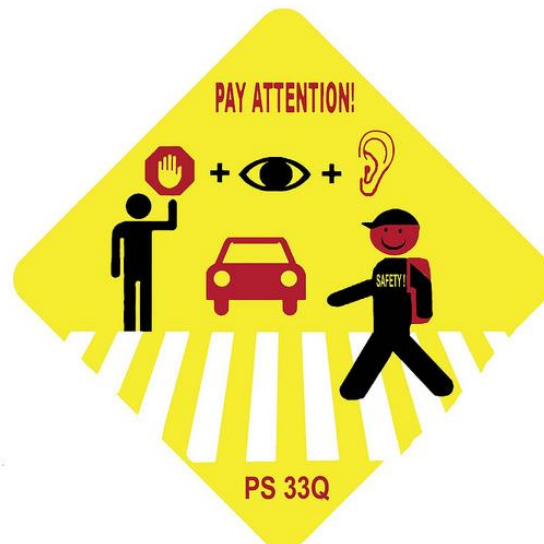
6.1 Strategies

This section should provide strategies to address travel issues at your school. You may like to explain each strategy to demonstrate why they are important and why they will achieve change. They should relate to the objectives of the plan.

For example:
Strategy 1: Encourage sustainable travel choices:

Providing information on travel alternatives and encouragement to use them is a strategy for a shift away from car usage.

Practical information on accessing your school will be available to parents/guardians and staff across the school. The school will promote travel options to new pupils and staff. Incentives are important to encourage change, and have been shown to be a factor in successful travel plans.

6.2 Action table

The action table identifies actions that will be undertaken as part of the travel plan. You can organise the action table so that it links to the strategies (as the example below), or organise by mode (e.g. actions relating to cycling, public transport, etc) – choose the structure that you think will be most appropriate for your travel plan.

Action	Why	How	Who	When	Resources
Strategy 1: Encourage sustainable travel choices					
1.1 Include information on travel alternatives in new parents/guardians/ staff employee induction pack	Important to introduce culture to new parents/guardians/ staff and provide information	Prepare information sheet and include in induction packs	Human Resources?		
Strategy 2: Enhance workplace facilities and practices					
2.1 Upgrade bicycle parking facilities to include a cycle shelter and cycle hoops near the main entry	Currently not sufficient parking facilities in the school to encourage new cyclists	Include in capital works program, design and arrange installation	Technical Services?		

Mode	Incentive	Date commenced	Uptake
Cycling / motorcycling			
Walking			
Car share			
Public transport			
Other			

6.3 Resourcing

Allocate a budget for your travel plan;
Allocate a staff member and management to have ownership of your travel plan.

7. Monitoring and review

It is important to include a monitoring and review section to ensure the travel plan is sustained over time. Provide details on:

- o How the implementation of the travel plan and changes it creates will be monitored over the life of the plan (e.g. capturing images at events or activities run, documenting changes to facilities or counting bicycles in bicycle storage on a quarterly basis)
- o When the follow up surveys will be conducted (e.g. annually at the same time of year as the baseline survey was run)
- o When and how the travel plan will be reviewed and who will be responsible (e.g. the plan will be reviewed three years after the plan was adopted.)

You may like to include a document information table:

Title	
Publication date	
Prepared by	
Approved by	
Review date	

You may also like to add acknowledgements of people who contributed to the development of your plan.

School Questionnaire example

INTRODUCTION: The aim of this survey is to gather information on current travel patterns, which will help to inform us of ways to reduce the reliance of cars when transporting children to school.

1. **Which Parish and road do you live in?** (please tick box and write road name)

Parish:	Road Name:
☐ St Peter Port	--
☐ St Sampsons	--
☐ St Andrews	--
☐ Castel	--
☐ Vale	--
☐ St Martins	--
☐ St Saviours	--
☐ Forest	--
☐ Torteval	--
☐ St Peters	--

2. **How many children do you currently have attending your School?** (please tick)

    ☐ 1
    ☐ 2
    ☐ 3
    ☐ 4 or more

3. **What are their ages?** (please tick single or multiple boxes as appropriate)

    ☐ 4 years ☐ 5 years ☐ 6 years ☐ 7 years ☐ 8 years ☐ 9 years ☐ 10 years ☐ 11 years ☐ 12 years ☐ 13 years ☐ 14 years ☐ 15 years+

4. **Are all your children transported the same way to school?** (please tick)
    ☐ Yes
    ☐ No

5. **How is your child or children transported to school the majority of the time?** (your preferred mode of transport)

First child
☐ Car
☐ Bicycle
☐ Scheduled bus
☐ School bus
☐ Walk
☐ Lift share
☐ Motorcycle

Other children if applicable
☐ Car
☐ Bicycle
☐ Scheduled bus
☐ School bus
☐ Walk
☐ Lift share
☐ Motorcycle

Other transport methods – please state:

6. **Why do you use your preferred mode of transport the majority of the time?**
(please tick single or multiple choices as appropriate)

☐ Need to get to work in a timely manner after the school run
☐ Need to get somewhere else in a timely manner after the school run
☐ No convenient bus routes
☐ No convenient bus times
☐ No organised cycling to school
☐ No organised walking to school
☐ Convenience
☐ Safety
☐ Healthy choice

Other – please state:

7. **Why do you not drive/walk/cycle/bus?**

8. **How far do you travel to school?** (please tick single box)

☐ Up to 1 mile
☐ 1-2 miles
☐ 3-4 miles
☐ 5 miles+

9. **Do you consider your route to school is:** (please tick)

☐ Safe to walk
☐ Reasonably safe to walk
☐ Safe enough to walk most of the time
☐ Not very safe to walk
☐ Very unsafe to walk

If unsafe to walk please let us know why?

10. **Which of these would encourage you to walk to school?** (If you already walk to school – which of these would you most like to see improved)? (Please tick 1-5 with 5 being most important.)

One-way systems to provide more road space for walkers
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Painted walkways to warn motorists of the likelihood of pedestrians
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
More footpaths
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
Physical traffic calming
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Lower speed limits
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Driver education programme to better respect the needs of pedestrians
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Implementation of accompanied "Walking Bus" (A group of escorted children who walk to school)
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

11. **Do you consider your route to school is:** (Please tick 1-5 with 5 being most important.)

Safe to cycle
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Reasonably safe to cycle
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Safe enough to cycle most of the time
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Not very safe to cycle
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Very unsafe to cycle
    ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

If unsafe to cycle please let us know why?

12. **Which of these would encourage you to cycle to school,** if you already cycle to school – which of these would you most like to see / improved?
(Please tick 1-5 with 5 being most important.)

Cycle paths on my route to school
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Improved cycle parking at school
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Somewhere at school to store cycle helmets & wet weather gear
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
A cycle proficiency programme for you & your child
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Lower speed limits
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Physical traffic calming
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Implementation of a "Cycle Train" (A group of escorted children who cycle to school)
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

13. **Which of these would encourage you to use a school bus** (If you already use the school bus which would you most like to see)? (please tick single or multiple choices as appropriate) & please score 1-5 with 5 being most important.

Convenient collection/drop off points
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Early collection time so I can get to work
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Off road bus collection/drop off points for safety
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Bus shelters
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
Increased frequency
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

14. **If you normally use a car for the school run please tick the reasons why?**
(please tick single or multiple choices as appropriate) & please score 1-5 with 5 being most important.

I need to get to work/other in a timely manner
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

It's easy / convenient
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Lack of what I consider to be a safe alternative
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Health reasons
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Other – please state.

15. **If you normally use the car for the school run where do you normally park?**
(please tick single box)

☐ School car park
☐ Nearby road/street
☐ Friend or relative's house
☐ Private shop/business in the vicinity

Other – please state:

16. **Would you take part in a car sharing scheme if one could be set up for the school?**

☐ Yes ☐ No

If yes would you volunteer to be a nominated driver.
☐ Yes ☐ No

If yes to the 2nd part of this question, please supply your name and contact details.

17. **Would you take part in a walking bus scheme if one could be set up for the school?** (A walking bus is a group of children walking a structured route to/from school with meeting points. The walk takes place under the guidance of one or more adult.)

☐ Yes ☐ No

If yes would you volunteer to be a walking guide?
☐ Yes ☐ No

If yes to the 2nd part of this question, please supply your name and contact details.

18. **Would you take part in a cycle train scheme if one could be set up for the school?** (A cycle train is a group of children cycling a structured route to/from school with meeting points. The cycle takes place under the guidance of one or more adult.)

☐ Yes ☐ No

If yes would you volunteer to be a cycle guide?
☐ Yes ☐ No

If yes to the 2nd part of this question, please supply your name and contact details.

19. **Please provide any suggestions you may have that could reduce car usage when going to/from school:**

Appendix 1: Types and benefits of travel plans

TRAVEL PLAN TYPE	Focus of travel plan	Benefits of travel plans
Schools	• Improve safety for school children/students, parents/guardians and other road users • Reduce congestion around schools • Improve health • Increase travel choices for children/students, parents/guardians and staff	• Reduces risk of accidents and personal injury for all road users • Improved safety at your school gate • Increased safety in vicinity, quieter streets for local residents, speeds up traffic flow • Walking and cycling in safety improves health, allows greater awareness of environmental issues • Can improve health, reduce on-site congestion, increases road awareness and social interaction with other students and parents/guardians
Workplaces	• Reduce overall staff travel time • Reduce vehicle running costs and dependence on car use for staff • Improve accessibility for customers, goods deliveries and help reduce congestion around sites • Improved staff health • Increase travel choices for staff	• Helps improve business efficiency and productivity • Helps increase staff disposable income and aids environmental improvement • Improves customer through flow and efficiency of deliveries, improves business reputation, may contribute toward accreditation of Quality Assurance schemes • Can lead to reduced staff sickness, improving efficiency • Helps reduce journey times, aids environmental improvement, can improve health, reduce on-site congestion, increases road awareness, increases social interaction with others

Visitor and leisure sites	• Improve accessibility for visitors and goods deliveries	• Improves visitor experiences by reducing traffic, less noise and pollution around site
	• Reduce congestion around sites	• Speeds access and exit at times of high volumes, less noise and pollution around site, may contribute toward Quality Assurance schemes
	• Reduce staff travel time, vehicle running costs and dependence on car use	• Can lead to improved timekeeping, increases staff disposable income, aids environmental improvement

Appendix 2: General Benefits of Alternative Forms of Transport

1). **Car-Sharing**

- ✓ Staff would share out the stress of driving, as well as the costs e.g. petrol, depreciation, wear and tear etc.
- ✓ Parents/guardians would share out the stress of driving, as well as the costs e.g. petrol, depreciation, wear and tear etc.
- ✓ Schools could offer staff car-sharers a guaranteed parking space.
- ✓ Improves the aesthetics of the environment.
- ✓ Allows additional social interaction.
- ✓ Environmental benefits gained by less use of cars.

2). **Bicycle**

- ✓ Cuts down on the stress of rush-hour traffic.
- ✓ Bicycles can be walked along pavements or take short-cuts to help speed up journeys.
- ✓ Journey times can be little different from using a car in some cases.
- ✓ Major health benefits compared to the car - can help reduce stress.
- ✓ No petrol, tax, insurance or depreciation costs.
- ✓ No need to worry about finding a parking space - reduces the risk of a parking fine.
- ✓ Environmental benefits gained by less use of cars.

3). **Walking**

- ✓ More relaxing, one could choose a more scenic route to and from work/school.
- ✓ Major health benefits compared to the car.
- ✓ Minimal/non-existent costs.
- ✓ Social benefits - could be done with other people.
- ✓ No need to worry about finding a parking space - reduces the risk of a parking fine.
- ✓ Financial benefits.
- ✓ Environmental benefits gained by less use of cars.

4). **Bus**

- ✓ More relaxing than car, no need to concentrate on traffic.
- ✓ Multi-journey tickets cost can work out substantially cheaper than driving and from 1st April 2015 the bus service will be FREE.
- ✓ Opportunities for discounted staff tickets as incentives.
- ✓ No need to worry about finding a parking space - reduces the risk of a parking fine.
- ✓ Environmental benefits gained by less use of cars.

5). **Scooter/Motorcycle**

- ✓ Smaller, more economical, take up less space than cars - both on the road and in terms of parking space.
- ✓ Greater convenience than using a car whilst producing less emission.
- ✓ Environmental benefits gained by less use of cars.

We trust this information is of use. We are happy to support you in the development of your travel plans and hope this is of use while recognising that every school may be different, so the above can be adapted to fit the needs and objectives. We can be contacted at Traffic and Highway Services, Bulwer Avenue, St Sampson's, GY1 3HY, telephone number 01481 243400, you can keep in touch with us on Facebook and Twitter.

April 2016