

# **Report of the Strategic Directors of Health and Wellbeing, Place and Acting Strategic Director of Children's Services to the meeting of the Regeneration and Environment Overview & Scrutiny Committee to be held on 22<sup>nd</sup> March 2022**

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## **Subject:**

**Active Travel - School Streets and Play Streets**

## **Summary statement:**

This report provides an update on School Streets projects and the development of a Play Streets approach within the Bradford district.

## **EQUALITY & DIVERSITY:**

The School Streets scheme is intended to improve the safety and quality of the streets around pilot schools in several areas of Bradford district and is intended to have a positive impact on local residents, parents and school pupils from several protected characteristics groups, dependent on the make-up of the local population.

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**Overview & Scrutiny Area:**  
**Health and Social Care**  
**Regeneration and Environment**  
**Children's Services**

## 1. SUMMARY

- 1.1 This report provides an update on School Streets and Play Streets projects within the Bradford district following a paper received at Committee on 1<sup>st</sup> December 2020.

## 2. BACKGROUND

- 2.1 At the meeting of Council on 16 July 2019 a motion in respect of school parking issues was tabled requesting that work streams relating to School Streets and Play Streets be explored by Bradford Council across three key services: Health and Wellbeing, Place and Children's Services.

- 2.2 It was resolved at the meeting that:

- i) The Active Places group progress work to support the delivery of Play Streets, School Streets and active travel wherever possible.
- ii) The Active Places group work with partners, such as Better Start Bradford and the Sport England local delivery pilot, to ensure a joined-up approach which has local communities at its heart and to ensure the most efficient use of resources.
- iii) Officers develop an action plan under the authority of the portfolio holder and submit the action plan to the relevant Overview and Scrutiny committees (Health and Social Care, and Regeneration and Environment)

- 2.3 A subsequent report was brought to the Regeneration and Environment Overview and Scrutiny Committee in December 2020, detailing proposals for the scheme. At the meeting it was resolved:

*That a further report to be presented to the Committee on completion of the pilot schemes to give details of the delivery, experiences of the schools and community and realisation of the outcomes and provide details of a Play Streets Policy.*

- 2.4 Physical activity not only improves physical and mental health, but it also leads to social, economic and environmental benefits. Born in Bradford (BiB) data has shown that 77% of 5-11 year-olds in the cohort study don't do the recommended 60 minutes of moderate-to-vigorous activity each day, while the local Public Health England National Child Measurement Programme shows 40.8% of children in the District in 2019/20 left primary school overweight or obese. Overweight and obesity among children has risen sharply across the country in the past year. Although no local data can be published for 2020/21 as the national measurement programme was only conducted via a small sample of children due to covid-19, it is likely that Bradford is no exception.

- 2.5 The local whole systems approach to reducing obesity (including physical inactivity as a core element) began in late 2017 as part of the delivery of the Healthy Bradford Plan (now Living Well). Initiating the whole systems process included bringing together partners from across the system to map the root causes of inactivity and unbalanced diets, and establishing an action plan to tackle these.
- 2.6 The places where we live, learn, work and socialise have an integral role to play in promoting physical activity. This includes creating highly connected communities so that active travel is the easy option, as well as creating places where people want to go to engage in play and other activities for leisure.
- 2.7 The Place and Health and Wellbeing Directorates are working in close partnership to create and deliver a programme of work to help create a District which supports people of all ages to move more, regardless of ability or where they live in the District. This includes measures and schemes to ensure that children and families are encouraged and enabled to build movement into their regular routine.

### School Streets

- 2.8 The streets around schools, and especially primary schools, are often congested at the beginning and the end of the school day, with parents and carers dropping off and collecting children. Not only does this prevent those children being driven from walking or using more active modes of travel, it increases pollution on those streets, and creates a more dangerous environment with respect to road safety. School Streets are an attempt to change behaviour by making people think about how they travel to and from school, choose an alternative mode of travel for at least part of the journey, and to dissipate the congestion directly outside a school.
- 2.9 A School Street is a street around a school that is closed temporarily to vehicles at drop-off and pick-up time, with only pedestrians, cyclists and those vehicles with exemptions (e.g. local residents/businesses) being able to use the roads at these times. Exemptions will also be in place for any of the approximately 1,500 children across the District who use the school transport service to support their journey to and from school due to a complex health issue and/ or disability.  
A number of factors were used to prioritise the pilot sites:
  - i. Air Quality - using Nitrogen Oxide (NOx) levels based on government background modelling.
  - ii. Local constraints such as the status of the adjoining highway network (i.e. strategic and/bus routes have been avoided to minimise disruption on the wider network)
  - iii. Existing schools engagement with the Council Active Travel partners and 'matched funding' support.
- 2.10 Based on these criteria, 11 schools were initially chosen for the School Streets programme. Unfortunately, two schools withdrew from the pilot as a result of concern around operational issues at their sites. Following consultation with

schools, residents, and other stakeholders, a final total of 9 schools therefore began the pilot in June 2021.

2.11 The schools that make up the pilot scheme are:

SCHOOL	WARD	CONSTITUENCY
Girlington Primary	Toller	Bradford West
Grove House Primary	Bolton & Undercliffe	Bradford East
High Craggs Primary	Windhill & Wrose	Shipley
Ley Top Primary	Thornton & Allerton	Bradford West
Newhall Park Primary	Tong	Bradford South
Shipley CE Primary	Shipley	Shipley
St Matthews CE Primary	Wibsey	Bradford South
St Stephens CE Primary	Little Horton	Bradford East
Westminster CE Primary	Bolton & Undercliffe (School) Bowling & Barkerend (Streets)	Bradford East

2.12 Experimental Traffic Regulation Orders for the Schools Streets were promoted and the closures came into force on 28 June 2021 at the 9 pilot sites. Operational times vary to coincide with the individual school's start and finish time. Residents within the extents of the School Street areas are provided permits to allow exit and access during these times; there are also other exemptions including for deliveries and pupils with mobility issues for example. The area covered by each scheme is indicated by temporary signs at the entry points; wherever possible these are backed by provision of traffic cones and temporary 'road closed' signs to put across the road.

2.13 The previous report provided an evidence review on the potential impact of School Streets, as seen in other parts of the country. This report will not repeat that detail.

2.14 In general, feedback from parents and schools about the start of the schemes in summer 2020, and observation of the restart of the schemes at the start of the September 2020 term was initially positive. The majority of parents did appear to be complying with the scheme, either by walking to school or parking outside the zone and walking the last bit of the journey. However at some schools the road layout has meant that even a small number of non-compliant cars can create real problems. Over the course of the past 6 months, feedback from school staff collated during site visits has been mixed.

2.15 As the pilot has gone on, some schools have reported issues which mean that they

no longer feel able to actively supervise the School Street intervention, although the signs informing drivers of the scheme remain in place. The issues being reported include limited staff capacity, safety concerns from drivers not observing the restrictions, and even some verbal abuse from a minority of parents/other drivers towards school staff. There is also some evidence of migration of parking issues to areas just outside the boundary of the School Streets areas. It is vitally important that we work with the schools to understand and address these issues, both to increase the chances of success of the scheme for the 9 current schools, and to enable any new schools involved in any further roll out of the scheme to anticipate and address potential issues in advance.

- 2.16 Evaluation of the scheme is ongoing. In February 2022, the Public Health team and the Place Directorate jointly wrote again to pilot schools to offer a new round of visits. The aim was to view the School Street in action where possible, to discuss how the pilot is going, identify any barriers to the success of the scheme, and to generate and share learning about how to improve on the schemes. Feedback from schemes in other local authorities has shown: a reduction in car use and a shift to non-polluting forms of transport; improved air quality in the vicinity of schools and to have cut traffic outside schools. For instance, in the London Borough of Hackney, one scheme resulted in “the number of students travelling by car decreasing by 45%”, whilst “cycling to school increased by 60%”.<sup>1</sup>
- 2.17 This shows that even schemes that are working well are unlikely to achieve close to 100% compliance – many people have legitimate reasons for needing to drive at least part of the school journey. This is hard for schools to manage as the Council does not have capacity for permanent monitoring and enforcement. However, instances of non-compliance make it difficult for staff to manage and can feel unjust to parents who are complying, making it hard for them to remain motivated, and risk undermining the scheme. This is being explored in detail in the current round of engagement with schools, and through research with parents and carers (see 2.18 – 2.22 below for details). A summary of the barriers and facilitators to maintaining School Streets is provided in the diagram below:

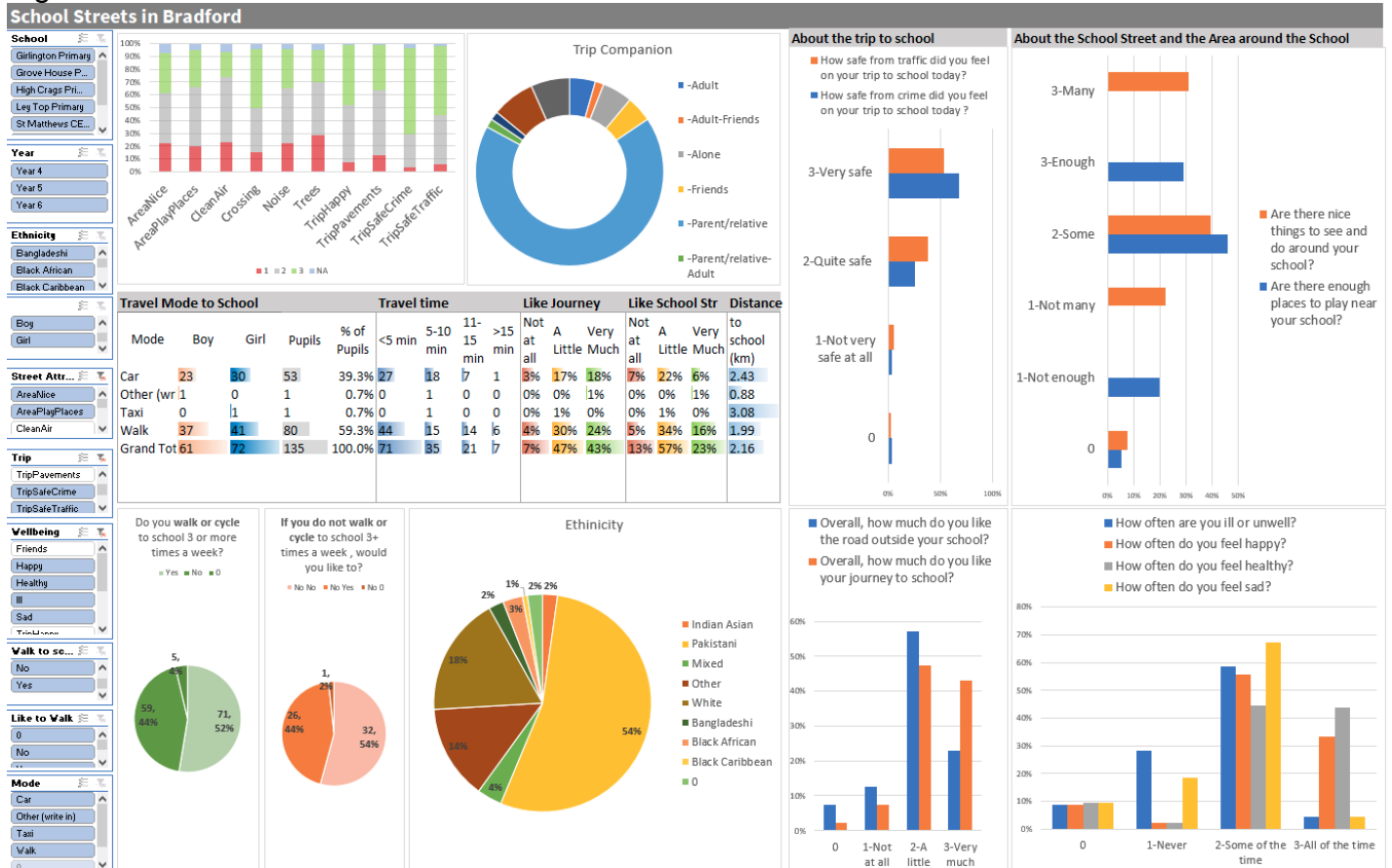
<b>Facilitating factors</b>	<b>Barriers</b>
<ul style="list-style-type: none"> <li>• <b><i>The presence of Neighbourhood Wardens and/or School Caretakers to facilitate the placement of ‘Road Closed’ signs and redirect traffic when needed</i></b></li> <li>• <b><i>Collaboration between residents and school staff e.g. one resident has offered to store the cones in their garden and these are put out by the crossing patrol officer</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Length of time of street closure considered too long for some schools</li> <li>• Limited staff capacity to lay out road signs on a daily basis</li> <li>• Temporary plastic signs can be flimsy and don’t remain secure in strong winds</li> <li>• Lack of awareness of the scheme</li> </ul>

<sup>1</sup> Hackney Council: <https://hackney.gov.uk/school-streets>

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|  | <ul style="list-style-type: none"><li>• Verbal abuse towards school staff/those operating the scheme</li></ul> |
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- 2.18 In addition to gathering feedback from the schools involved in the pilot Bradford Council has also been working with academic partners from the Act Early research collaborative. This research group, based across both Bradford and University College London, are evaluating the impact and reception of School Streets.
- 2.19 Prior to the implementation of the School Streets pilot the Highways team undertook traffic counts close to the schools and Act Early, via Bradford Council, sent out two bespoke surveys aimed at parents and children. The purpose of the surveys was to gather baseline, pre-intervention data on the school journey, as well as the environment in which children live, play, travel to school and socialise. Longer term outcomes to be measured were also included. For example, questions were asked about how the child feels about their local area: their safety, enjoyment, and happiness.
- 2.20 Unfortunately, due to delays in the academic ethical approval process, and the need to launch school streets as early as possible before the Summer holidays, there wasn't as much time as would have been ideal to circulate the surveys. However, despite this the baseline survey received 135 child responses and almost 70 parent responses. This will be repeated for any new school launching School Streets, and will also be repeated for all schools in any new rounds of implementation, allowing comparison of how people travel to school and outcomes before and after the implementation of the scheme.
- 2.21 This data is being put into an interactive dashboard which will be shared with schools, parents and children. An anonymised example of the dashboard is shown below in Figure 1, this is interactive and each element of the dashboard can be explored further by the schools.

Figure 1



- 2.22 In addition to this, Act Early will be contacting each school to gather further feedback from staff and parents, to generate qualitative insight into barriers and possible facilitators to the success of the scheme.
- 2.23 The ongoing programme of visits by council officers from Highways, Public Health and Road safety will inform and help to co-produce a School Streets resource pack that will include FAQs and case studies to help support the implementation and maintenance of School Streets in future schools.
- 2.24 Simultaneously, we are working on the next phase of the project. The Highways team have used the original criteria to shortlist schools where a school street may be possible and could show an impact on the intended outcomes. We are currently awaiting a decision on whether the Council will be awarded funding from the next tranche of the government’s Active Travel Fund (see section 4.1). If funding is awarded, we will approach the shortlisted schools and begin the process of recruiting for phase 2 of the project.
- 2.25 Public Health and Place are also working with the University of Bradford to explore ways of measuring any impact the scheme has on air quality at the start and end of the school day.

## Play Streets

- 2.26 Play Streets are the closure of roads to allow communities to use the space for children and young people's play. They were part of the original resolution passed by full Council in 2019. Initial suggestions explored with partners such as Better Start Bradford (BSB) and the District's Sport England pilot – Join Us:Move Play (JU:MP) were focussed on developing a district wide programme. Accordingly a draft policy was prepared to guide communities on how to run a play street and what was necessary to make this happen safely. This is now under review to ensure that it is up to date and reflects the current situation.
- 2.27 Play Streets are classed as an event on the highway that requires a mandatory legal road closure order under S.16A of the Road Traffic Regulation Act 1984. Road closures need to be coordinated with other events on the highway network and as such require an advance notification period.
- 2.28 The Highway Network is split into the following categories;
- 'A' Roads – Primary Routes and Trunk Roads that carry a large amount of traffic.
  - 'B' Roads – Distributor roads that have lower traffic densities than 'A' Roads, but still carry a high proportion of traffic.
  - 'C' Roads – Busier local routes that connect 'A' and 'B' Roads.
  - 'U' Roads – Unclassified local roads used by residents to access/egress properties – (these form the majority - 60% approximately - of the districts road network)
- For the purposes of Play Streets, only 'U' Roads (unclassified roads) will be considered, as these carry the least amount of traffic and are likely to cause less disruption to traffic movements.
- 2.29 Since the original guidance and policy were drafted, covid-19 has changed the situation. Some Local Authorities have viewed Play Streets as a way to create more space for social distancing and have continued to move forward with small scale Play Streets projects. However, Bradford Districts' landscape needs to be considered when developing Play Streets. The original proposals for the Play Streets initiative had a focus in areas where access to appropriate space for play was limited and/or harder to reach. These are predominately densely populated areas of the district, inner city and towns, often with tightly packed housing conditions, lots of parked cars and limited access to green space. Changing levels of restrictions and uncertainty about new waves of infection has meant that the Council has not been able to pursue the Play Streets scheme up to this point.
- 2.30 With covid-19 restrictions planned to be withdrawn nationally in late March we are thinking again about how to develop a Play Streets approach in residential areas of Bradford District. In addition, we will also need to clarify matters around members of the public taking responsibility for safety on public roads and determine whether or not there is a need for formal training.



### **3. OTHER CONSIDERATIONS**

- 3.1 The previous paper outlined details of a co-designed behaviour change campaign to explain to people waiting in cars outside schools the importance for children's health of switching off their engines. The campaign message, developed with children and schools was: "We Care About Clean Air". This campaign was launched in February 2020 with campaign materials including letters, railing banners, posters and stickers sent to the 50 primary schools that signed up to the scheme. Unfortunately, closure of schools in March 2020 due to lockdown meant that this campaign didn't have the impact we had intended, and that the planned evaluation of the scheme could not take place.
- 3.2 The project team is working with the Road Safety team to integrate the no-idling campaign messages with other road safety messages delivered to primary schools, parents, carers and children by the Road Safety team. This should reinvigorate the issue, and help to ensure consistency of messaging. Once this has been reviewed we will aim to re-launch the campaign with schools.

### **4. FINANCIAL & RESOURCE APPRAISAL**

- 4.1 The government has provided allocations to local transport authorities from an Emergency Active Travel Fund (EATF) .This is emergency grant funding which supports local transport authorities with producing cycling and walking facilities, the funding is in separate tranches.
- Tranche1 supported the installation of temporary projects for the COVID-19 pandemic
  - Tranche 2 (and subsequent Tranches) will allow the creation of longer term projects

As part of Bradford's EATF Tranche 2 funding award, a budget of £66,000 has been allocated for School Streets. This allocation was approved by the Strategic Director – Place and Portfolio Holder for Regeneration, Planning & Transport.

- 4.2 The initial pilot scheme has been promoted and delivered within the Active Travel budget. Expenditure to date is £52,000, with residual monies being required to support staff resources to develop a successful operational model.
- 4.3 Any extension to the current cohort of School Streets will be subject to funding being allocated to the Council from the Department of Transport's next Active Travel Fund.

### **5. RISK MANAGEMENT AND GOVERNANCE ISSUES**

- 5.1 As noted above there is a multi-agency active travel group which prior to COVID-19 met regularly and School/Play Streets was a key part of the agenda. The progress

made since March's lockdown is a testament to the commitment of the members of the smaller working group that has spearheaded the pilot.

- 5.2 As with any action undertaken on the highway, there are risks involved, both to road users (be they pedestrians, cyclists or vehicle owners) and to the organisers of the closure. Whilst the Council can advise on the best method to employ to close a particular street, and issue the relevant legal Order to facilitate such a closure for play purposes, the overall responsibility for the safety of all parties involved would be the responsibility of the organiser.

## **6. LEGAL APPRAISAL**

### Public Health

- 6.1 Public Health has a responsibility to support and enhance the population's health and wellbeing. Schools street schemes are intended to enhance wellbeing for children and families and contribute to the four domains of Public Health: Wider Determinants; Health Improvement; Health Protection and Healthcare and Premature Mortality.

The schemes should impact and/or be able to contribute to the following indicators:

- School readiness
- Child excess weight in 4-5 and 10-11 year olds
- Children aged 5-16 sufficiently physically active for good health
- Hospital admissions caused by unintentional and deliberate injuries for children and young people under 25
- Excess weight in adults
- Physically active and inactive adults
- Self reported well being
- Fraction of mortality attributable to particulate air pollution
- Mortality rate from causes considered preventable

### Education Law

- 6.2 Section 508A of the Education Act 1996 places a general duty on local authorities to promote the use of sustainable travel and transport. The duty applies to children and young people of compulsory school age who travel to receive education or training in a local authority's area. The duty relates to journeys to and from institutions where education or training is delivered.

- 6.3 There are five main elements to the duty which local authorities must undertake:

- an assessment of the travel and transport needs of children, and young people within the authority's area;
- an audit of the sustainable travel and transport infrastructure within the authority's area that may be used when travelling to and from, or between schools/institutions;
- a strategy to develop the sustainable travel and transport infrastructure within the authority so that the travel and transport needs of children and young people are best catered for;

- the promotion of sustainable travel and transport modes on the journey to, from, and between schools and other institutions; and
  - the publication of Sustainable Modes of Travel Strategy.
- 6.4 The Act defines sustainable modes of travel as those that the local authority considers may improve the physical well-being of those who use them, the environmental well-being of all or part of the local authority's area, or a combination of the two.
- 6.5 Department for Education Guidance provides that Local authorities should, in large part, base their assessment of children and young people's travel and transport needs on the data provided by schools or colleges, often contained within school travel plans. Effective school travel plans, updated as necessary, put forward a package of measures to improve safety and reduce car use, backed by a partnership involving the school, education, health and transport officers from the local authority, and the police. These seek to secure benefits for both the school and the children by improving their health through active travel and reducing congestion caused by school runs, which in turn helps improve local air quality. Many travel plans are produced as a result of planning conditions placed on new developments by local authority planning departments. This highlights the need for all relevant departments (e.g. highways departments, planning departments, transport departments, children's services, environment departments, and public health) to be fully engaged when addressing this duty.
- 6.6 Local authorities are required to publish their Sustainable Modes of Travel Strategy on their website by 31 August each year.
- 6.7 Sections 508B and 508C of the Act make provision for local authorities to ensure that suitable travel arrangements are made, where necessary, to facilitate a child's attendance at school. These provisions apply to home to school travel arrangements, and vice versa. They do not relate to travel between educational institutions during the school day.
- 6.8 Parents are responsible for ensuring that their children attend school regularly. However, section 444(3B) of the Act provides that a parent will have a defence in law against a prosecution by a local authority for their child's non-attendance at school where the local authority has a duty to make travel arrangements in relation to the child under section 508B and has failed to discharge that duty.
- 6.9 Section 508B of the Act deals with the duty on local authorities to make such travel arrangements as they consider necessary to facilitate attendance at school for eligible children. Schedule 35B of the Act defines eligible children – those categories of children of compulsory school age (5-16) in an authority's area for whom free travel arrangements will be required.
- 6.10 The Guidance provides that creating safe walking, cycling and travel routes and encouraging more pupils to walk and cycle to school is one of the best ways to reduce the need for transport and associated costs. But an authority should also consider whether it is reasonable to expect the child's parent to accompany the child along a route which would

otherwise be classified as being unsafe.

## Highways

6.11 The Highways Scheme of Delegation document provides Highways Officers at an appropriate level to initiate Experimental TROs and S16A event orders subject to mandatory consultation with the Chair of an Area Committee and notification of Ward Members. In the case of any objections being received the matter must be reported back to Area Committee.. In the case of decisions to make these orders, or convert an Experimental Order a permanent TRO an Executive Decision Sheet should be approved. An experimental Order lasts for 18 months and is subject to objections for an initial 6 month period or for a 6 month period following any amendment.

## **7. OTHER IMPLICATIONS**

### **7.1 EQUALITY & DIVERSITY**

7.1.1 Bradford has a range of difficult and persistent Health Inequalities; these are complex and have been highlighted during the COVID-19 pandemic. School Streets will support more regular walking, cycling and physical activity generally which is known to have a positive impact in reducing obesity levels, for both adults and children. Additionally it is hoped that reducing school time traffic will contribute to improving some of the district's poor air quality and improving the environment outside the schools at the start and end of the school day.

7.1.2 Some of the pilot schools chosen are in areas of high deprivation and the scheme will help to support the local school community to be more active on the journey to school and reduce traffic at the start and end of the school day.

7.1.3 The pilot schools have been chosen using the processes described in the previous paper which took account air quality ratings, but also had to consider whether or not the road could be closed. This has identified that care must be taken when expanding the programme not to inadvertently increase inequalities, as schools located on the busiest roads, potentially having worse air quality and poorest road safety may not be eligible for road closure.

7.1.4 The Equality Act 2010 requires the Local Authority to consider how its decisions and policies affect people with different protected characteristics.

### **7.2 SUSTAINABILITY IMPLICATIONS**

7.2.1 Walking to school and other alternative methods for school journey are inherently more sustainable than cars. Not only does walking improve the immediate effects by limiting pollution from car emissions, it can also contribute to the reduction of future expenditure. Pollution causes damage to its surroundings, including both buildings and nature. By reducing the amount of carbon dioxide produced, fewer resources will be needed to address the impairments to the surrounding

environment caused by pollution.

### **7.3 GREENHOUSE GAS EMISSIONS IMPACTS**

- 7.3. The transport sector is responsible for 27% of greenhouse gases emissions, the most of any sector. The first few minutes when starting up and driving cars produces the highest emissions because the emissions control equipment has not yet reached its optimal operating temperature. Less pollution will also lead to lower rates of asthma and wheezing.

The Department for Transport says that it's possible to achieve a 60% carbon dioxide reduction in the UK's domestic transport sector by 2030, but only with real and early change in travel behaviour. Research suggests choosing to walk a short journey instead of travelling in a car can have significant advantages for the environment over a year. One of the best ways individuals can reduce their carbon footprint and contribute to reducing air pollution is to leave the car at home for short trips and walk instead.

### **7.4 COMMUNITY SAFETY IMPLICATIONS**

- 7.4.1 The current situation means that there is often poor driving and parking practice outside schools when children are being dropped off and picked up. This increases the potential for conflict between pedestrians (in particular, children) and vehicles and causes concerns for the immediate community in terms of accessing their homes and environment. Reducing and/or stopping traffic will significantly reduce the potential for conflict and also increase local residents' perceptions of safety and may support better more constructive relationships with schools too.
- 7.4.2 Reducing the number of cars on the road and parked in our streets means quieter, safer and more appealing roads, encouraging more people to walk and cycle.

### **7.5 HUMAN RIGHTS ACT**

- 7.5.1 The Human Rights Act 1998 sets out the following rights;
- Right to life and prohibition from the deprivation of life
  - The right to respect for privacy and a family life
  - The right to personal liberty
  - Freedom from torture and degrading treatment/punishment
  - Freedom from slavery and forced labour is prohibited
  - Right to a fair trial

The implementation of the School Streets pilot will indirectly support the right to respect for privacy and a family life which can be made difficult due to the volume and impact of school-related traffic at the start and end of the school day.

### **7.6 TRADE UNION**

- 7.6.1 The aim of the scheme is to improve road safety, air quality and wellbeing and to reduce disputes over parking and safety issues during the start and end of the school day. It is hoped that the schemes also improve working conditions for school

staff and local residents at these times.

## **7.7 WARD IMPLICATIONS**

7.7.1 The current position whereby schools and neighbourhoods are often inundated with traffic during schools pick up and drop off times has been a continuing difficulty for the 5 area offices. Staff such as the Ward Officers and Council Wardens have been abused and/or berated for trying to support schools to manage problematic behaviour from parents and guardians. Additionally the schools themselves have attempted to manage traffic and experienced similar behaviour and abuse. The pilot is designed to look at this and it is expected that lessons will be forthcoming from it in order to support potential continued roll out

7.7.2 Ward Councillors were formally consulted during the scheme promotion process

## **7.8 IMPLICATIONS FOR CORPORATE PARENTING**

7.8.1 The role of local authorities and the application of corporate parenting principles are set out in section 1 of the Children and Social Work Act 2017. In order to thrive, children and young people have certain key needs that good parents generally meet. Local authorities **must** have regard to these seven needs identified in the Children and Social Work Act, when exercising their functions in relation to looked-after children and care leavers (relevant children and former relevant children) as follows:

- to act in the best interests, and promote the physical and mental health and wellbeing, of those children and young people
- to encourage those children and young people to express their views, wishes and feelings
- to take into account the views, wishes and feelings of those children and young people
- to help those children and young people gain access to, and make the best use of, services provided by the local authority and its relevant partners
- to promote high aspirations, and seek to secure the best outcomes, for those children and young people
- for those children and young people to be safe, and for stability in their home lives, relationships and education or work; and
- to prepare those children and young people for adulthood and independent living.

This responsibility will remain despite the proposed arrangements for a Children's Company. Ensuring the safety and well-being of children is a requirement of all Council officers not only those whose specific job is to work with looked after children. As such, arrangements for the delivery of services should include specific terms to ensure that this important statutory role is maintained and supported.

## **7.9 ISSUES ARISING FROM PRIVACY IMPACT ASSESSMENT**

7.9.1 There is no immediate impact from a Privacy Impact Assessment as the pilots and any evaluations have not involved the use of identifiable personal data

**8. NOT FOR PUBLICATION DOCUMENTS**

None

**9. OPTIONS**

9.1 That the Regeneration and Environment Overview and Scrutiny Committee notes the report.

9.2 That the Regeneration and Environment Overview and Scrutiny members may wish to discuss the issues outline in the report.

**10. RECOMMENDATIONS**

10.1 The Regeneration and Environment Overview and Scrutiny Committee notes the report

10.2 That the Committee agrees that a Play Streets policy will be approved at SD/Portfolio level via a decision sheet.

**11. APPENDICES**

Appendix 1 – Information on rates of child obesity.

**12 BACKGROUND DOCUMENTS**

Active Travel Full Evidence Review

Report to the Regeneration and Environment Overview and Scrutiny Committee 1

December 2020 - Active Travel-School Streets and Play Streets

Appendix 1

Figure 2: Proportion of reception and year 6 children in England classified as overweight, 2006 – 2021

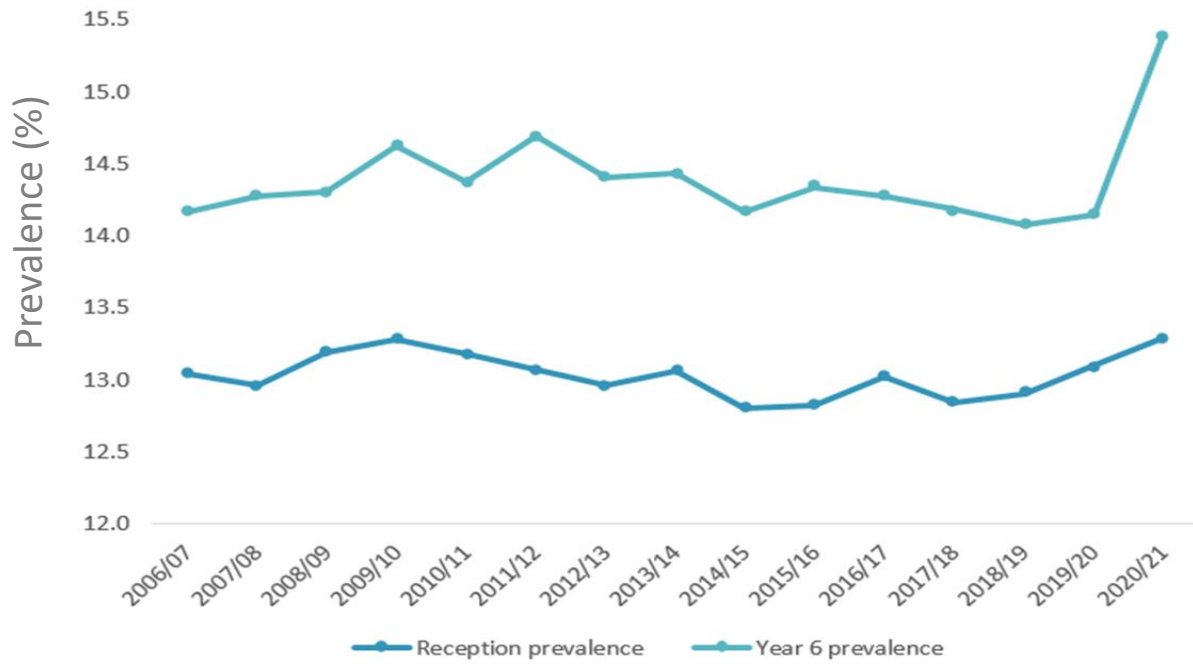




Figure 3: Proportion of reception and year 6 children in England classified as obese or severely obese, 2006 - 2021

