

Report of the Strategic Directors of Health and Wellbeing, Children's Services and Place to the meeting of the Regeneration and Environment Committee to be held on 21st March 2023

AC

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 22nd March 2022.

2. BACKGROUND

- 2.1 At a Council meeting on 16 July 2019, a motion on school parking issues was heard, and it was resolved 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)

- 2.2 A 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.*

- 2.3 A subsequent report was brought to the same Committee in March 2022, where it was resolved: *That a further update on School Streets projects, to include information on the development of a Play Streets policy, be added to the Committee's 2022/23 programme of work.*

- 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 41.5% of children in the District in 2021/22 left primary school overweight or obese, compared to the England average of 47.8%. Overweight and obesity among children has continued to rise across both the District and the country since the last official publication of data from before the Covid-19 pandemic halted the collection of this data.

- 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 an action plan. A new Children and Families Living Well weight management service launched in autumn 2022. This is an innovative District wide service that offers telephone support to families when they receive a results letter

from the National Child Measurement Programme. The service is run by a dietician and mental health nurse who offer expertise and leadership. Staff help families to make sustainable behaviour changes in key areas such as enjoying physical activity, healthy eating behaviours and good sleep routines to support children to grow into their weight in a healthy way.

- 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.

School Streets – Tranche 1 pilot schools

- 2.7 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.
- 2.8 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. 11 schools were initially chosen for the School Streets programme (referred to as Tranche 1 pilot schools). Unfortunately, two schools withdrew from the pilot. Following consultation with schools, residents, and other stakeholders, a final total of 9 schools therefore began the pilot in June 2021.
- 2.9 Experimental Traffic Regulation Orders for the pilot 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.
- 2.10 Feedback from other local authority areas highlighted that even when School Street schemes are working well, they are unlikely to achieve close to 100% compliance as many people have legitimate reasons for needing to drive at least part of the school journey. 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%"¹. This can be hard for schools to manage as the Council does not have capacity for regular site presence. Instances of non-compliance also 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

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

undermining the scheme. A detailed evidence review of the potential impact of School Streets was included as part of the December 2020 report provided to this Committee.

- 2.11 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 appeared to comply 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 created problems. Over the course of the first 6 months, feedback from school staff collated during site visits has been mixed.
- 2.12 Officers have maintained contact with the pilot School Street schools at various stages of the 18-month experimental period, including site visits and virtual workshops with Head Teachers and key school staff involved in the scheme. Council officers have been working alongside schools to find and implement improvements where issues have been raised. Table 1 summarises the main challenges and issues raised, and the proposed solutions which have been offered to participating schools.
- 2.13 Following feedback from schools, a School Streets toolkit has been developed to support the implementation and maintenance of School Streets. This includes guidance, a memorandum of understanding, Frequently Asked Questions and answers, and sample messaging that schools can send out to parents and the local community to explain and maintain support for the schemes. It also includes a site plan individualised for each planned School Street. See Table 1 below.

Table 1: Pilot School Street issues and solutions in development

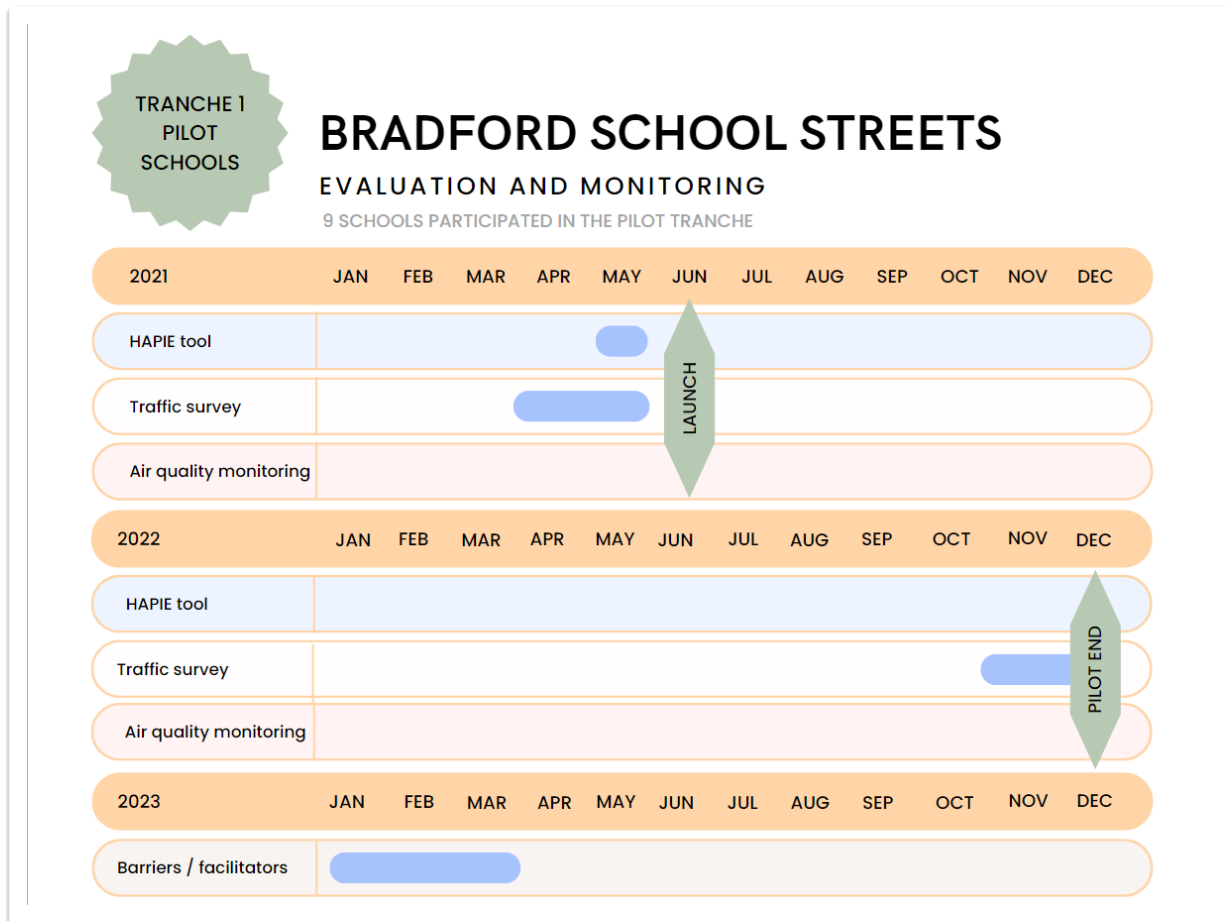
School Street issues raised	Proposed solutions
<p>Signage and storage</p> <ul style="list-style-type: none"> • Road signs for the pilot schemes were placed on existing lamp and other posts to reduce costs. Where the location was not quite right this could lead to in appropriate parking and build-up of cars at the edge of the scheme, or the boundary being further away than needed and therefore harder for the school to oversee. • Portable road closure signs and cones heavy/ cumbersome for school staff to move. • Poor quality temporary signage, was easily damaged/vandalised/and deteriorated rapidly. This undermined the validity of the scheme. 	<ol style="list-style-type: none"> 1. Review and adjust timings and boundaries with the schools as pilot schemes were made permanent, and for the next round of schemes. 2. Provide lighter, easier-to-carry road closure signs/cones, Hi-Viz jackets. 3. Provide permanent road signs, placed from the start in bespoke locations using dedicated posts for School Street signs,

<p>Limited awareness and understanding of the scheme More and earlier engagement/promotion of the scheme required for:</p> <ul style="list-style-type: none"> • school community eg children and parents, staff, governors • local community, - residents and local organisations • businesses, taxi companies, • other local schools, colleges, organisations potentially generating significant through-traffic at the time of the restrictions. • residents, local councillors, MPs, faith communities 	<ol style="list-style-type: none"> 1. Toolkit including: description & explanation of the scheme, its purpose, needs, operation; Memorandum of Understanding between Council and School, draft communications for schools to adapt and use with the school community - all in one place 2. Enhanced communication materials and support to help promote the scheme: <ul style="list-style-type: none"> • Assemblies to raise awareness with pupils and families • Road Safety Team supports the scheme, offering their service. • Council webpage • Information for the school website e.g. timings, maps/aerial view of scheme • Provide school-parent comms to send as texts eg class by class - allowing parents to use Google Translate functions
<p>Road and staff safety when marshalling the scheme</p> <ul style="list-style-type: none"> • Dangerous and speeding vehicles around the school • Personal safety concerns when marshalling or re-directing traffic • Dealing with confrontation and potential conflict when marshalling or re-directing traffic • Having a School Street Staff Operative/Volunteer to help marshal the scheme • Reported lack of response from parents/volunteers to support marshalling the scheme 	<ol style="list-style-type: none"> 1. Encourage logging and reporting of dangerous driving 2. Re-develop and provide on-site training offer 3. Discussions with police to explore w options for enforcement 4. Greater involvement of traffic wardens and neighbourhood officers to support the schemes 5. Raise awareness/provide clarity over expectation: Requirement of a visible presence from a known member of the community or school, see Memorandum of Understanding.
<p>Encouraging and enabling walking, cycling, scooting Support with encouraging walking, cycling, scooting and reducing car travel to school</p>	<ol style="list-style-type: none"> 1. Discussion with schools to identify potential park and stride sites 2. Link schools to Active Travel offers/schemes 3. Log and provide minor infrastructure changes that promote safe walking e.g. pavement-side barriers 4. Explore potential safe drop-off/pick up points close to schools.

2.14 Local evaluation of School Streets has been ongoing, as a collaboration between council officers plus Act Early (a research group, based across both Bradford and University College London, are evaluating the impact and reception of School Streets). Evaluation and monitoring of the pilot schools has included:

- **Health And Place Intervention Evaluation (HAPIE) tool** – the Act Early team piloted this survey tool which included a standard measure of wellbeing, physical activity, play and street perception. 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. Despite this the baseline survey received 135 child responses and almost 70 parent responses. This tool will be repeated for any new school launching School Streets, allowing comparison of how people travel to school and outcomes before and after scheme implementation.
- **Traffic Surveys** - the Highways team undertook traffic counts close to the schools to gather baseline, pre-intervention data of the school journey. Follow-up traffic counts were undertaken in December 2022.
- **Air Quality Monitoring** – unfortunately it was not possible to organise air quality monitoring outside identified School Streets prior to launching; therefore, this form of evaluation was postponed to Tranche 2 schools.
- **Barriers / Facilitators** - Act Early have contacted all schools who participated in the pilot to invite them to participate in in-depth interviews to generate qualitative insight into barriers and facilitators regarding implementation of the scheme.

Figure 1: Evaluation and monitoring of Tranche 1 pilot School Streets in Bradford District



- 2.15 Preliminary results from Tranche 1 Pilot Schools are outlined below.
- 2.16 The **Health And Place Intervention Evaluation (HAPIE) tool** was conducted prior to Tranche 1 Pilot Schools launching, and reported adults were concerned about safety on the School Street and surrounding areas. In contrast, the children mainly felt safe. Regarding air quality, adults seem to be split / neutral / have less strong feelings around air pollution. Whereas air pollution seemed more of a concern for the children than road safety.
- 2.17 **Traffic surveys** were carried out prior to first implementation of the School Streets in June 2021. These were repeated in December 2022. A summary of key figures is provided in Table 1. With the exception of 2 sites all showed a reduction in the number of cars entering the School Street area at school start and finish times, and this was despite some of the School Streets not being retained on a permanent basis by the time of the 'after' surveys. It should be noted that scheme extents have been modified at 3 of the 4 sites that have been converted to permanent schemes; this will have a significant positive impact on compliance. For example, it is evident from a recent site visit to a primary school, that the % reduction figure is likely to be much higher than indicated by the survey results.

Table 1: Summary of the percentage change of cars entering School Street zones at school start and finish times, comparing June 2021 and December 2022.

School Street location	% change
BD3, Undercliffe	-16%
BD5, Bowling	-20%
BD2, Bolton	-5%
School 1 BD18, Shipley	-30%
School 2 BD18, Shipley	-77%
BD5, Wibsey	16%
BD4, Bierley	-26%
BD15, Allerton	85%
BD8, Girdlington	-52%

- 2.18 **Qualitative Interviews to identify implementation barriers and facilitators** with Tranche 1 Pilot Schools were being undertaken by Sophie Arthurs-Hartnett, PhD candidate, ActEarly. This research identified the primary motivation to participate in School Streets was to improve road safety for children. For example:

"We walk to school so the parking is not an issue for us in general but the roads around school are definitely crazy at school times it would be beneficial to reduce the amount of traffic around school including unsafe parking and driving" Parent/Guardian

"...when I heard that they were bringing in the school streets. I was over the moon, ecstatic. I was like I'm not going to have to worry that I'm going to come home from school with one fewer child then I took in because that, that is how dangerous it is. I think. And I'm sure you'd all agree. It is not outside the realms of possibility that a child will get killed outside those school gates." Parent/Guardian

- 2.19 Concerns were raised regarding the long-term resourcing of the scheme, particularly in marshalling the road closure:

"So when they did the pilot scheme, which was the end of the school year last year, they had volunteers at the end of the road that were checking for residential parking permits so that you could enter the street and that was really beneficial, because as soon as they disappeared, it just went straight back to normal and the amount of accidents that happened on [...] Road because people park so tightly... it's quite dangerous because there are a lot of kids that come that way" Parent/Guardian

"I think it's really challenging to do that being led by the school if you want to try to maintain good relationships with the parents. So, when the PCSO's have been around, that has been better for us because they've kind of taken the lead and they've issued tickets, and that helps, behaviour does improve but it only improves for a few days. If they were regularly there, then it would be consistent...But we've got no jurisdiction at all as to where our parents choose to park and there's nothing we can do about that other than advise and that's been the same from day one. All we can do is advise and this is what we have consistently attempted to do." School staff member

- 2.20 Of the original 9 schools that formed the pilot scheme, 4 have now become permanent School Streets sites. These School Streets will receive permanent signage and have a soft relaunch. 3 of the schools have had modifications to the extent of the scheme, and timings, which we anticipate will support better compliance. At school sites where the scheme has not been retained, officers across a number of teams (including Highways, Road Safety, Public Health and Neighbourhoods) are continuing to work with the schools to explore alternative interventions to improve road safety and reduce pollution for the school communities.

School Streets – Tranche 2 schools and control schools

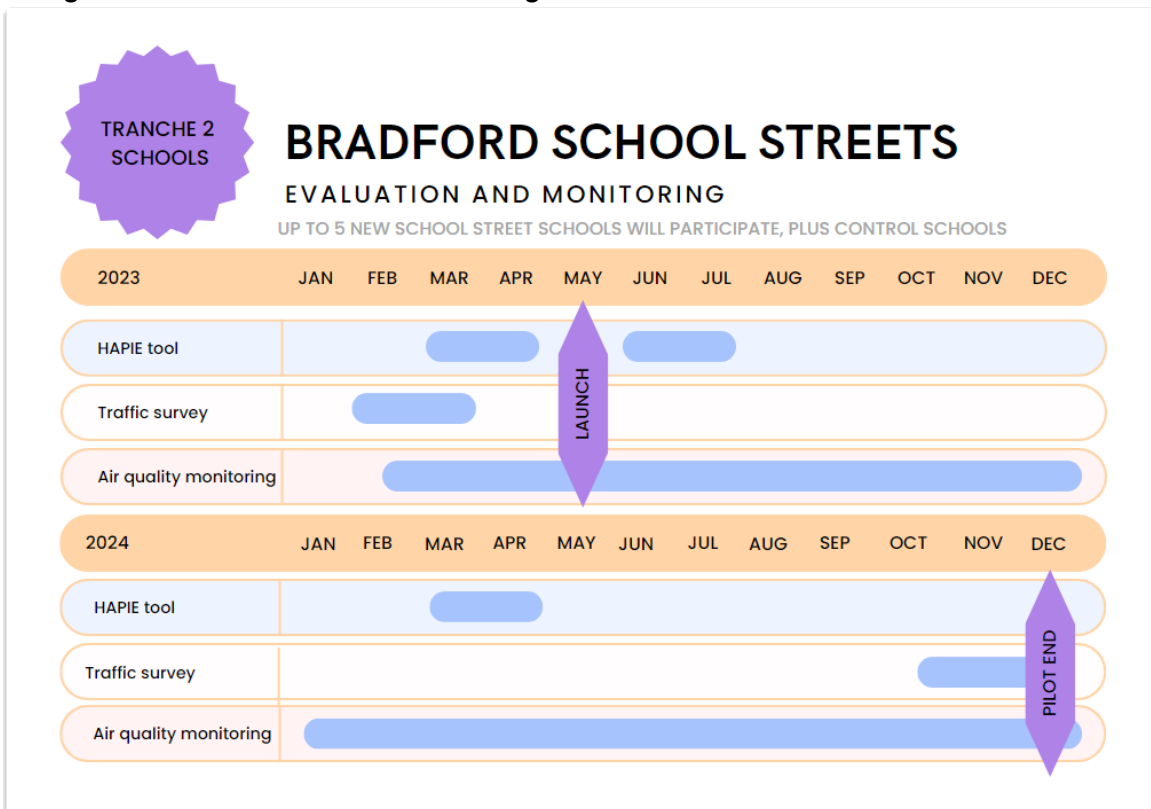
- 2.21 The Council has been awarded funding from the Government's Active Travel Fund to promote and install a minimum of 5 further School Streets. The Highways team have used the original criteria (outlined in 2.9) to shortlist schools where a School Street may be possible and could show an impact on the intended outcomes. It is anticipated Tranche 2 School Street sites will be confirmed early Spring 2023.
- 2.22 Lessons learnt from the Tranche 1 pilot schools have been integrated into the process for the Tranche 2 schools. For example, all School Street sites will be provided with permanent signage from the offset, and the new Toolkit (see 2.13) which was developed following feedback from pilot schools, has been shared to all prospective schools to help them better understand the scheme, what is expected of schools, and what support is available. Council officers have been liaising with prospective schools through a virtual workshop with school staff and site visits.
- 2.23 As part of the evaluation and monitoring for Tranche 2, control schools will be identified. Having matched-controls will allow us to be confident that any results are likely to be due to the School Street intervention, rather than other confounding variables. These control schools will closely match the Tranche 2 confirmed School Street schools by ethnicity, proportion of Free School Meals (proxy for financial

security), and pollution or proximity to a main road.

2.24 Figure 2 provides an overview of how the Tranche 2 School Streets are planned to be evaluated. Plans to evaluate and monitor Tranche 2 include:

- **Health And Place Intervention Evaluation (HAPIE) tool** – the Act Early team will ask parents and children to complete this survey before the Tranche 2 School Streets launch, and two follow-up periods, to measure changes in self-reported travel modes and perceptions of the School Streets both immediately post-implementation and in the longer term. Surveys will be completed at our Tranche 2 School Streets and control schools.
- **Traffic Surveys** - the Highways team will conduct traffic counts at both the Tranche 2 School Streets and control schools, both pre and post Tranche 2 School Streets launching.
- **Air Quality Monitoring** – the Air Quality team have sourced diffusion tubes to be used at both Tranche 2 School Street sites and control schools; these will provide a general measure of air quality over time. The Air Quality team have also acquired some real-time air pollution monitors, and are planning to install these outside at least one Tranche 2 School Street site and one control school, for comparison.

Figure 2: Evaluation and monitoring of Tranche 2 School Streets in Bradford District



Play Streets

- 2.25 Play Streets are low-cost, neighbour-led short road closures, creating a safe space for children to play freely together on their doorstep. There are over 90 Play Streets policies in place across the UK which have resulted in more than 1100 Play Out sessions over the last ten years. Benefits of implementing Play Streets include enabling connections between neighbours (Stenning, 2020), improving children's health and wellbeing through free play (Ferguson, 2019) resulting in meaningful health and social benefits at scale (Page et al, 2017). However, research has highlighted that more deprived areas are less likely to apply for Play Streets (Page et al, 2017) therefore to ensure equity of the opportunity to benefit from Play Streets, targeted support should be considered.
- 2.26 During the height of the COVID-19 pandemic, some Local Authorities enabled and encouraged Play Streets as a way to create more space for social distancing and have continued to support Play Streets initiatives. However, across Bradford district, changing levels of restrictions and uncertainty about new waves of infection meant that the Council had not been able to pursue the Play Streets scheme.
- 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 For the purposes of Play Streets, only 'U' Roads (unclassified roads used by residents to access / egress properties, these form around 60% of the districts' road network) will be considered, as these carry the least amount of traffic and are likely to cause less disruption to traffic movements.
- 2.29 In December 2022 a local multi-partnership working group was established to review progress to date, and work towards establishing Play Streets in the district. The group have received advice and guidance from Playing Out CIC (national organisation who help support Play Streets become established) and Leeds City Council officers who have an established Play Streets policy, process and website.
- 2.30 A draft council Play Streets policy has been drawn-up and is being considered across relevant council departments. It is modelled on the Playing Out CIC approach, adopted in many other local authority areas, which includes the intention for Play Street applications to be free of charge for residents. Once the policy and process for Play Streets has been agreed internally, the working group are looking to test the approach in communities where Play Streets would complement on-going initiatives for children and young people.

3. OTHER CONSIDERATIONS

- 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 and provide new, subsidised banners that incorporate air quality, road safety and walk to school messaging.

4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 The government provided allocations to local transport authorities from an Emergency Active Travel Fund (EATF). This was emergency grant funding which supported 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
- 4.2 As part of Bradford's Active Travel Fund(ATF) Tranche 2 funding award, a budget of £66,000 was allocated for School Streets. This allocation was approved by the Strategic Director – Place and Portfolio Holder for Regeneration, Planning & Transport.
- 4.3 The initial pilot scheme has been promoted and delivered within the Active Travel budget.
- 4.4 The Council's ATF Tranche 3 allocation includes a budget of £70,000 for an extension to the current cohort of School Streets. The expectation is that this will deliver a minimum of 5 further schemes.
- 4.5 There is no currently no identified external funding for Play Streets. Final development of the Play Streets operational model will determine if the costs required to launch and support the implementation and safety of Play Streets can be covered within existing resources or through relevant partners within the district.

5. RISK MANAGEMENT AND GOVERNANCE ISSUES

- 5.1 There is a multi-agency School Streets group and a multi-agency Play Streets group which meet regularly. Governance is established through the Bradford district Physical Activity strategy (launched in 2022) and steering group, this also covers Active Travel, and reports updates to the Living Well steering group.
- 5.3 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. School streets will enhance wellbeing for children and families and

contribute to all four of the Overarching Indicators of Public Health - Wider Determinants of Health, 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 poor air quality around school street areas at drop-off and pick-up times, another detrimental factor for some of our communities.

- 7.1.2 Some of the pilot schools chosen are in areas of high deprivation and will help to support some of these communities to make lifestyle changes and free up the streets from unwanted traffic
- 7.1.3 The pilot schools have been chosen using the processes laid out in Appendix 2. This has identified the must be taken when expanding the programme not to inadvertently increase inequalities. It must also be noted that there may need to be different approaches made in some areas of the district where total road closures would impact perversely on other resident's health and wellbeing
- 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 and vehicles, with children at particular risk of harm. This worries parents and communities, leads to increased

car use and reluctance to let older children walk to school. It ~~and~~ causes concerns for the immediate community in terms of accessing their homes and environment. Reducing and/or stopping traffic at school dropoff and pickup times will significantly reduce the potential for conflict and also increase local residents' perceptions of safety. It may support better and 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 private 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 private and a family life which due to the impact of school traffic is currently curtailed during school drop off and pick up times.

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 Page14 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 have been 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 ASSESMENT

- 7.9.1 There is no immediate impact from a Privacy Impact Assessment as the pilots and any evaluations will not involve 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

11. APPENDICES

None

12 BACKGROUND DOCUMENTS

- Active Travel Full Evidence Review

- Report to the Regeneration and Environment Overview and Scrutiny Committee
December 2020 - Active Travel - School Streets and Play Streets
- Report to the Regeneration and Environment Overview and Scrutiny Committee
March 2022 - Active Travel - School Streets and Play Streets