SUSTAINABLE MODES OF TRAVEL STRATEGY

DECEMBER 2009

EDUCATION AND INSPECTIONS ACT 2006
4.9 Cycle Parking
4.10 Bike Pools for Staff
4.11 Bike Pools for Pupils
4.12 Bike It
4.13 Transport for London Guidance Booklets
4.14 Teaching Resources
4.15 School Travel Plan Funding
4.16 Upgrade Transition Packs
4.17 School Travel Plan Newsletters
4.18 Awards Events
4.19 Accreditation
4.20 Annual Review and Rewrite Workshops
4.21 Road Safety Engineering
4.22 Personal Safety
4.23 Partnership Working
4.24 Prioritising Funding

5. Action Plan

6. Consultation

Figures
1.1 How children in Hackney travel to school
1.2 Modal shift for pupil travel to school
1.3 Modal shift for pupil travel to school
1.4 Pupil actual mode of travel data for new STPs 2009
1.5 Pupil actual and preferred mode of travel data for new STPs 2009
1.6 Actual mode of travel for primary and secondary school pupils
1.7 Preferred mode of travel for primary and secondary school pupils

Tables
1.1 Pupils in Hackney attending schools within the borough
2.1 Barriers to Using Sustainable Transport for Travel to School
    (Non Road Safety Engineering Barriers)
2.2 Barriers to Using Sustainable Transport for Travel to School
    (School Road Safety Walkabouts)
2.3 Schools admissions data 2008

Appendices
1. Education Policies
2. Bus Spider Map Example – Hackney Central
3. London Connections Map
4. Hackney’s PTAL Score
5. Cycle Routes in Hackney
6. Walking Routes in Hackney
7. STP Quality Assurance checklists
8. Tower Hamlets Postcode Plots
Introduction

The Sustainable Modes of Travel Strategy (the Strategy) is Hackney Council and The Learning Trust’s strategy to help make walking, cycling and public transport a realistic and attractive option for journeys to and from schools and colleges in the borough. The Strategy outlines the borough’s existing sustainable school travel options and sets out how those options are going to be developed in the future to assist parents/carers when choosing schools they would like their child(ren) to attend.

The Strategy aims to:
- Reduce the number of people travelling to school and college by car and increase the numbers walking and cycling
- Improve the information that parents and pupils have about the different ways they can travel to school
- Improve the safety of routes to and from schools in the borough
- Improve the health and wellbeing of children in the borough
- Improve accessibility to, from and between schools and colleges in the borough

Why are we doing this?
The impact of the “school run” with the congestion and pollution that increased car use can cause is something we are all aware of. When this is added to the concerns expressed over road safety on routes to schools and poor health in children as a result of more inactive lifestyles, it is clear that improvements are needed to ensure a positive future for young people in our borough.

The Council has a duty under the Education and Inspections Act 2006 to produce this Strategy and it is a duty that we welcome. The Strategy builds on the previous work undertaken in our School Travel Plan (STP) programme and provides a clear direction for future work to promote active, healthy and safe access to our schools and colleges.

Sustainable transport in Hackney
The London Borough of Hackney is located in inner London, sharing borders with Tower Hamlets, Newham, Waltham Forest, Haringey, Islington and the City of London. Hackney’s 210,000 residents live in one of the most ethnically diverse boroughs in London. The non-white ethnic groups make up 40.6% of the borough’s population, with well-established Orthodox Jewish, Caribbean and Turkish communities, along with newer African, Chinese and Vietnamese communities.¹

Over the last decade Hackney Council has made significant progress and is now leading London in sustainable transport. The Council has invested in walking and cycling networks, streetscape improvements, road safety schemes and travel

¹ National Statistics (www.statistics.gov.uk)
awareness initiatives, which have led to increased levels of walking, cycling and public transport usage in the borough. Hackney is ranked number one in the UK in terms of growth in cycling and in 2001 the proportion of journeys to work by bike was 6.8%; an increase of almost 70% from 1991. The London Travel Demand Survey 2008 shows that 8% of residents’ trips in Hackney are completed by bicycle and 35% are completed on foot.

Hackney has a relatively low level of car ownership when compared to other London boroughs, though research undertaken by Transport for London indicates that there are increasing aspirations for car ownership and use. Accordingly, Hackney is heavily reliant on good public transport and while the public transport system has improved greatly over the past 10 years, most of that development has been limited to key routes. The Council recognises it is vital for those living away from these key routes to have their access to public transport further developed and protected in order to ensure they can access education, employment and leisure opportunities\(^2\).

As a mode of travel, walking is often overlooked yet it accounts for at least part of most trips. Where it is not the main travel mode, it often forms an important part of a trip either as walking to and from the bus or train station, or in the case of car users walking from where the car is parked.

**The Learning Trust**
The Learning Trust is the private not-for-profit company which runs all the education services for the London Borough of Hackney and is responsible for schools, children’s centres, early years and adult education. The Learning Trust has developed a number of policies and strategies for children and young people in the borough that promote sustainable transport, such as the *Children and Young Peoples Strategic Plan 2008-11* and the *14-19 Agenda*. A summary of these policies and strategies can be found in Appendix One.

**The Strategy**
There are four parts to the Strategy. The first part uses data from STPs to assess the travel needs of Hackney school pupils. The second part is an audit of the existing sustainable transport infrastructure and known barriers that prevent school pupils, their parents/carers and school staff from accessing that infrastructure. The third part of the strategy describes how the Council intends to develop Hackney’s sustainable transport infrastructure and highlights relevant strategies and policies. The final part of the strategy describes how the Council, The Learning Trust and their partners will promote the use of sustainable transport to school pupils, parents/carers and school staff.

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\(^2\) Hackney Transport Strategy, March 2006
1. Assessment of Pupils’ Travel Needs

1.1 Introduction

1.1.1 The purpose of this section of the Strategy is to provide an assessment of the travel needs and travel preferences of Hackney school pupils. Accordingly, this section looks at the travel modes pupils are using to get to school and how this changes when their school implements a School Travel Plan (STP). This section compares the travel habits of pupils of primary and secondary school age and also looks at the differences between pupils’ travel habits and how they would like to travel. A summary of pupils travel needs can be found at the end of the section.

1.1.2 The source of information for this section is the data collected by schools during the development and monitoring of their STPs. The STP programme has been running in Hackney since August 2004. In June 2009, 90 of Hackney’s 98 schools had approved STPs. One hundred percent of Local Education Authority (LEA) schools have developed a STP and Hackney Council’s STP staff continue to work with the remaining eight independent schools on their STPs.

1.1.3 The primary means of consultation with pupils about their travel needs and preferences is via the STP consultation process. During the development of their STPs, all schools ask their pupils how they usually travel to school and how they would prefer to travel to school. Some schools undertake detailed consultation with pupils to find out why they don’t travel via their preferred mode and the barriers they face.

1.1.4 The next section of the Strategy (Section Two) discusses the barriers that can make it difficult for pupils, parents/carers and staff to travel by sustainable modes and will help build a more comprehensive picture of pupils’ travel needs.

1.1.5 The travel needs of pupils, parents and staff will continually change and it is for this reason that the Strategy is updated annually. At present, many secondary school-aged pupils travel out of the borough to go to school, as shown in table 1.1, but The Learning Trust is working to change this. In September 2007, The Bridge Academy, a mixed secondary school, opened in Laburnum Street. By 2013 the school will cater for 1,150 students, offering 900 places for 11–16 year olds and a sixth form for 250 students. In September 2009, another new mixed secondary school, The City Academy opened in Hackney. Situated on Homerton High Street the school will have an intake of 900 11 to 16-year-old boys and girls and ultimately a sixth form of 240 students. By opening new schools and improving existing ones, The Learning Trust and Hackney Council are making it more attractive for children living in
Hackney to attend Hackney’s own secondary schools and in many cases reduce distances travelled.

Table 1.1 – Pupils in Hackney attending schools within the borough

<table>
<thead>
<tr>
<th></th>
<th>No. of pupils residing in LA</th>
<th>No. of pupils attending schools maintained by the LA</th>
<th>No. of pupils in residence and attending schools maintained by the LA</th>
<th>Pupils residing and attending schools in LA as a % of resident population</th>
<th>Number of Hackney resident pupils going out-borough</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY</td>
<td>16,491</td>
<td>15,502</td>
<td>14,589</td>
<td>88.5</td>
<td>1,902</td>
</tr>
<tr>
<td>SECONDARY</td>
<td>10,390</td>
<td>7,060</td>
<td>6,064</td>
<td>58.4</td>
<td><strong>4,326</strong></td>
</tr>
<tr>
<td>SPECIAL</td>
<td>301</td>
<td>278</td>
<td>220</td>
<td>73.1</td>
<td>81</td>
</tr>
</tbody>
</table>

Source: DCSF data collected 01/01/2008

1.2 Pupils’ Travel Habits and Travel Preferences

1.2.1 As part of the development of their STP, schools are required to survey the travel habits and preferences of their pupils. They are then required to monitor these habits and preferences on an annual basis in their Annual Reviews.

![Figure 1.1: How children in Hackney travel to school](image)

Source: STPs, Reviews and Rewrites 2009

1.2.2 The pie chart above (figure one) shows how pupils attending schools in Hackney currently travel to school. The data, which has been compiled from the 44 Hackney schools who have submitted data via a STP within the last year, shows:

- The proportion of pupils who currently walk to school is 60%.
- The proportion of pupils who currently cycle to school is 3%.
• The proportion of pupils currently being driven to school is 17%.

1.2.3 Hackney’s STP programme is leading to significant changes in the way pupils travel to school in the borough. Data collected since the programme first started in 2004 shows a significant decrease in the proportion of pupils coming to school by car and a substantial increase in the numbers walking and cycling.

1.2.4 The bar graph below (figure 1.2) shows the mode shift results for pupils attending the 22 Hackney schools that have completed at least one review of the their STP and accordingly, have provided data that can be compared:

- The number of pupils walking to school increased 6%, from 62 to 68%.
- The number of pupils cycling to school increased 3%, from 1 to 4%.
- The number of pupils being driven to school decreased 7%, from 22% to 15%.

![Figure 1.2: Modal shift for pupil travel to school](image)

Source: STPs 2005 - 2008 and Annual Reviews/Rewrites 2009

1.2.5 Figure 1.3 shows the modal shift results for pupils attending schools which developed a STP in 2007 and have completed reviews in both 2008 and 2009. For these schools, the number of pupils travelling by car has decreased from 16% to 11% over the two years, walking has increased by 3% and the number of pupils cycling has increased from 0 to 4%. This helps to demonstrate that schools who are engaged in the STP programme, submit Annual Reviews and undertake actions have seen significant changes in pupil’s mode of travel.

3 New schools which completed their first STP in 2009 have been omitted from the results as they do not yet have comparable data.
1.2.6 Figure 1.4 shows the pupil mode of travel data for the 22 schools that developed their first STP in 2009. It should be noted this is baseline data and as a result the number of pupils being driven to school by car is higher compared with schools which have had a STP for one or more years, as shown in figure 1.1. However, as these schools continue to participate in the STP programme, it is realistic to expect the proportion of pupils travelling to school by car to decrease, and sustainable travel modes to be used by more pupils (as seen in figures 1.2 and 1.3).

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4 A total of 25 schools had their STP approved by TfL in March 2009, however 3 of these did not include data for 2009, so they have been omitted.
1.2.7 Figure 1.5 compares the actual and preferred mode of travel for the pupils attending schools that developed their first STP in 2009. It is interesting to note that 2% of pupils currently cycle to school but 30% would like to.

1.2.8 The barriers which are preventing pupils from cycling to school, (highlighted in STPs and Annual Reviews) include lack of bicycle ownership, lack of secure cycle storage at school, lack of cycle-training, the danger (actual or perceived) of cycling in Hackney, or religious or cultural values. Furthermore, parents may be reluctant to allow their pupils to cycle to school and schools may have policies that limit who can cycle to school (such as only allowing those that have completed level two National Standard Cycle Training to cycle to school). These barriers to cycling are being addressed by Hackney Council, The Learning Trust and other partner organisations and will be explored further in Section Two.
1.2.9 It is interesting to note that more pupils would prefer to be driven to school than actually are. This demonstrates the potential for education to pupils about the negative impacts of driving such as congestion and air pollution and the social and health benefits of sustainable modes such as walking and cycling over the private car. This forms part of the STP programme, as outlined further in Section Four – Promotion of Sustainable Transport to Hackney Schools.

1.2.10 Figures 1.6 and 1.7 show the difference in pupil actual and preferred mode of travel for primary and secondary schools. A greater number of secondary school pupils walk (68% compared to 60% for primaries) and take the bus to school (18% compared to 14% for primaries). This could be due to a higher level of independence as more pupils make their own way to school and also the increase in bus use could be due to the greater distances travelled to secondary schools. More primary school pupils are driven to school than secondary school pupils, possibly due to parents’ perceptions of the risks and dangers associated with letting their younger children walk to school. The average number of pupils which cycle to primary and secondary schools is the same.
1.2.11 The top three preferred modes of travel for secondary school pupils are walking, cycling and bus. For primary school pupils the top three are cycling, walking and car. Just 7% of secondary school pupils prefer to be driven to school, this is possibly due to increased independence of older children and a greater awareness of the positive aspects of sustainable travel. It is positive to see that approximately two thirds of all pupils, both primary and secondary school, prefer to walk or cycle to school.

1.2.12 Currently 18% of secondary school pupils take the bus to school. It is possible that some of these pupils live within walking distance of the
school but choose to take the bus instead and this issue has been highlighted by several schools. It is thought that this is in part due to the introduction of free public bus travel for children under the age of 16 throughout London by the Mayor of London. Although secondary school pupils travelling to school are not creating additional congestion and pollution, these pupils are missing out on the health benefits of more active forms of travel such as walking and cycling.

1.3 Transport for Children with Special Educational Needs

1.3.1 Transport Solutions is the company responsible for transporting children with Special Educational Needs (SEN) to and from schools, when those children are unable to use public transport or walk or cycle to school safely. The children are mainly collected from their home addresses or a suitable pick-up point and taken to schools in the mornings and returned home in the afternoon.

1.3.2 Apart from using their own buses, the company engages various sub-contractors to provide minibuses and mini-cabs. Transport Solutions is currently transporting over 400 children with a variety of special needs on a daily basis to and from their respective schools both within and outside the borough.

1.3.3 Work by various special schools in Hackney and elsewhere has shown that with Independent Travel Training, some pupils with SEN can gain the skills and confidence to be able to use public transport or walk safely to school if the distance allows. This means that it can be possible to reduce public spending on school buses such as the Transport Solutions service in Hackney.

1.3.4 Training for cycling by SEN pupils in order to gain the ability to make the journey to school is at an earlier stage in development in Hackney. Cycle training does take place for people with a disability but this is not yet consistent within special schools nor at a level where pupils could use it on their journey to school, if the distance allows and a suitable cycle is available.

1.4 Summary of Pupils’ Travel Needs

1.4.1 More primary and secondary pupils would like to cycle to school, and live within cycling distance of their school, but there are a range of barriers that prevent them from doing so.

1.4.2 There are opportunities to increase awareness of the harm cars do to the environment and of the health and social benefits of walking and cycling.
1.4.3 Secondary school pupils should be encouraged to use more active modes of travel such as walking and cycling where possible.

1.4.4 Pupils with SEN need to have greater training in independent travel, so that they can become less reliant on specially commissioned school buses (Transport Solutions). Cycle training in particular has great potential for SEN pupils and existing work can be built upon in the future.

1.5 **Comparison with London and national data**

1.5.1 The National Travel Survey states that in Great Britain 29% and in London 22% of children aged 5-16 travel to school by car. Hackney has an average of 17% of children travelling to school by car (2009 NI 198 results) and this can in part be attributed to Hackney’s lower than average car ownership rates and also to the STP programme as shown in the figures in this section.

1.5.2 This is supported by the results highlighted in the ‘School Travel Plan Programme Annual Report 2007/08’ by Transport for London. Results were monitored through the itrace system at the end of the academic year 2007/08 from 1,200 schools who had undertaken before and after surveys. The results from these schools demonstrated a 6.4% average reduction in car use for the school journey, in favour of sustainable modes of travel.

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5 Trips to and from school, main mode of transport 1999-2001.
2. Audit of Existing Sustainable Transport Infrastructure

2.1 Introduction

2.1.1 This section begins with a discussion of the barriers schools pupils, parents/carers and staff experience that make it difficult for them to use sustainable transport to get to school. These barriers have been identified by schools during the development of their School Travel Plan (STP) and by Hackney Council’s Road Safety team during Road Safety Walkabouts with schools.

2.1.2 The remainder of this section is a description of the existing sustainable transport infrastructure in Hackney. This includes information about the sustainable transport routes themselves, such as cycle and bus routes. It also includes information about Hackney’s Road Safety team, Road Safety Education programme and the cycle training that is available to pupils, parents/carers and staff.

2.2 Barriers to Sustainable Travel

2.2.1 Table 2.1 lists the barriers to using sustainable transport modes that have been identified by schools as part of the development of their STPs. When developing their STP schools consult with a range of people, including pupils, parents/carers, staff and governors and in some cases local residents and the police. Staff, pupils and parents are questioned about how they currently travel to school, and any barriers, both perceived or real that prevent them from using sustainable travel modes such as walking and cycling.

2.2.2 Table 2.1 does not include barriers that would require road safety engineering work to remedy, details of which can be found in table 2.2.

Table 2.1: Barriers to Using Sustainable Transport for Travel to School
Non Road Safety Engineering Barriers - according to STPs and Annual Reviews

<table>
<thead>
<tr>
<th>Barriers that prevent cycling</th>
<th>Number of Primary schools that report this barrier</th>
<th>Number of Secondary schools that report this barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of cycle storage</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>Lack of cycle training; Need for more cycle training; Pupils don’t feel confident enough to cycle to school</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Lack of bicycle ownership</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Pupils and their families don’t want them cycling to school on their own</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Lack of cycle lanes</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td><strong>Barriers that prevent walking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dog excrement</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Issue</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>Litter</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Families don’t want pupils walking to school on their own</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Need a School Crossing Patrol</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>Separate pedestrian entrance needed</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>More road safety education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ice-cream vans parked on pavements</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cars park on School Keep Clear markings</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Pupils need help identifying safe walking routes</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Parents/carers requested a covered waiting shelter at the school</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Barriers that prevent using public transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buses and trains too full</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Journey takes too long / longer than driving</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Buses and trains are unreliable</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Barriers that prevent using sustainable transport in general</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fears for personal safety</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>School start times do not accommodate it</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Street lighting is poor</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>More police presence requested</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

Source: STPs and Annual Reviews 2005 - 2007

2.3 Barriers to Cycling

2.3.1 The most common barrier discouraging pupils from cycling to school is a lack of cycle parking. This was an issue for 29 primary schools and three secondary schools. Funding is available from various sources for schools to purchase cycle parking, such as the Mayor’s Cycle Parking Scheme and Hackney’s STP small grants scheme. However, planning permission, time restraints and limited space still prevent some schools from implementing cycle parking facilities.

2.3.2 A significant number of schools (26) said that a lack of designated cycle lanes was one of the main reasons their pupils did not cycle. However, cycle lanes are just one of a range of facilities Hackney Council provides to define a cycle route and to make places other than designated cycle routes safer and more pleasant for cycling. Accordingly there are opportunities here for greater awareness of other facilities that assist cyclists such as general traffic-calming measures and advanced stop lines at signalised junctions.

2.3.3 The Council, supported by The Learning Trust provides pupils with National Standards cycle training delivered by a training provider so that they can develop the skills, knowledge and confidence required to cycle to school safely using the roads. This training is important for pupils cycling anywhere in Hackney, and can go a long way towards changing people’s perceptions of the safety of a road, giving them the confidence to cycle safely without needing segregated cycle tracks.
2.4 Barriers to Walking

2.4.1 Twenty schools said their pupils did not walk to school due to the absence of School Crossing Patrols, or “lollipop people” to assist their pupils with crossing roads. Hackney currently has 39 School Crossing Patrols and is in the process of recruiting two more. Many schools in Hackney have worked with the Council’s Road Safety team to help pupils develop good pedestrian skills and to learn how to cross roads safely.

2.4.2 Fourteen primary schools and nine secondary schools had concerns about the personal safety of people walking or cycling to school. However, there is evidence to suggest that some teachers and staff over-estimate the level of danger. For example, at Tawhid Muslim Boys’ School, “57% of parents felt that the most worrying aspect of their child travelling to school was being attacked by an adult or bullied (Parents’ Survey). In reality, from the Pupils’ survey 11% have experienced such incidents.”

2.5 Further Analysis

2.5.1 Further analysis has been undertaken since the original collection of the ‘barriers to sustainable transport’ data for a draft of the Strategy in the summer of 2007. The STPs completed in 2008 and 2009 highlight the following as the key issues which affect a number of schools:

- Lack of secure cycle parking facilities
- Lack of waiting shelter for parents walking to collect children
- Lack of school crossing patrols
- Lack of cycle lanes
- Antisocial behaviour in streets surrounding school

2.6 Road Safety Engineering Barriers

2.6.1 Table 2.2 lists the barriers that have been identified during School Road Safety Walkabouts. These Walkabouts are led by Hackney’s Road Safety Engineers and STP staff. Participants in the Walkabouts can include pupils, parents/carers, teachers, the school maintenance manager and police officers. Participants identity, on a map, areas or specific junctions that they feel are unsafe for pedestrians. The group undertakes a site visit to look at those concerns. The Road Safety Engineer suggests engineering measures that may resolve the issue and then produces a short report listing the areas of concern and in some cases draft designs. These later form the basis of the final works.

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6 Tawhid Muslim Boys’ School, School Travel Plan, 2006
The Walkabouts are primarily focused on current safety issues relating to walking to school. They do not focus specifically on cycling, or on providing for possible future increases in walking or cycling. Table 2.2 summarises the schools areas of concerns for Walkabouts between 2005 and 2007.

Table 2.2: **Barriers to Using Sustainable Transport for Travel to School**
According to School Road Safety Walkabouts between 2005 and 2007

<table>
<thead>
<tr>
<th>Barriers that prevent crossing roads safely</th>
<th>Primary schools that report this barrier</th>
<th>Secondary Schools that report this barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speeding traffic</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>Parked cars and other vehicles obstruct pedestrians’ view</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Traffic lights don’t have a pedestrian phase / pedestrian phase is not long enough / pedestrian phase is not frequent enough</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Road layout is difficult for pedestrians to negotiate</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>No turning space, so cars reverse</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Crossing point required</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td><strong>Barriers that prevent walking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Condition of footpath is poor / there is no footpath</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Footpaths are too narrow</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Street vendors / street furniture block the footpath</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Barriers that prevent cycling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Road layout is confusing for motorists, leading to illegal moves</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Road is very narrow</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td><strong>Barriers that prevent the use of public transport</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positioning of bus stop encourages dangerous crossing habits</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Barriers that prevent use of sustainable transport in general</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘School Keep Clear’ markings needed</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>School signage needed</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Traffic Management Order needed for ‘School Keep Clear’ markings</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: School Road Safety Walkabouts 2005 - 2007

2.6.2 The most common barrier preventing pupils travelling to school using sustainable transport is a lack of safe crossing facilities. Twenty two schools reported that this was an issue for them. The speed of vehicles was an issue for 21 schools. The Council deals with these issues through a number of channels, such as the creation of 20 mile per hour zones and the engineering works carried out through the STP programme.

2.6.3 Speed reduction measures and new crossing facilities can be time-consuming and expensive to provide. These can also be rejected by other residents during the consultation phase. However, the Council is dedicated to improving the borough’s pedestrian facilities.
2.6.4 Twenty schools said they felt the school-signage in their area was insufficient, either because weren’t enough signs, or the existing signs were in poor condition or obstructed. Hackney’s Road Safety Engineering Team is either working with these schools already, or will be in the future to resolve this issue through the STP programme.

2.6.5 Further analysis has been undertaken since the original collection of the ‘barriers to sustainable transport’ data for the draft Strategy in the summer of 2007. The School Road Safety Walkabouts for the schools that completed their STPs in 2008 and 2009 highlight the following as the key engineering issues which affect a number of schools:

- Lack of signage warning drivers of the school
- Parking on keep clear markings and congestion at school gate
- Fast moving traffic around school
- Lack of pedestrian crossings at desired locations

2.7 Distance travelled to school

2.7.1 Another barrier which can make a significant difference to how pupils can travel sustainably is the distance they must travel to reach their school. Historically, Hackney has had a problem with a lack of secondary school places, especially for boys, and for sixth form places for both genders. There are several girls’ secondary schools and several mixed secondary schools and academies, but no boys-only secondary schools since the Homerton College of Technology closed in 2007.

2.7.2 This has led to some children travelling to neighbouring boroughs and even to counties outside London for their secondary education. However, as outlined in Section One, there are an increasing number of new secondary schools opening in the borough, four new schools have been opened by The Learning Trust since 2004: Mossbourne Community Academy, The Petchey Academy, The Bridge Academy and The City Academy and one more is due to open in 2010; The Skinners Academy. These five new schools will give much more choice to parents/carers in Hackney so that they do not need to send their children to secondary schools out of the borough.

2.7.3 Parental choice means that children can attend a school that is a greater distance than their most local school. In the case of choosing a secondary school place, historically parents/carers in Hackney may have felt that although secondary school places are available in Hackney, they may not wish to choose them. With the new academies, plus the Building Schools for the Future programme, this situation is changing.

2.7.4 School admissions data published in 2008 showed that across England, 95.5% of children were offered a place at one of their preferred
secondary schools. Table 2.3 below shows Hackney’s statistics compared with a neighbouring borough, Tower Hamlets:

<table>
<thead>
<tr>
<th>Local authority</th>
<th>First preference %</th>
<th>Any preference %</th>
<th>No preference %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hackney</td>
<td>59.2</td>
<td>85.6</td>
<td>14.4</td>
</tr>
<tr>
<td>Tower Hamlets</td>
<td>70.9</td>
<td>90.7</td>
<td>9.3</td>
</tr>
</tbody>
</table>

2.7.5 For the development of this strategy, STP Advisors in neighbouring boroughs were asked to provide information about issues they may have as a result of pupils travelling out of borough to go to school. Tower Hamlets provided some useful information, which is summarised below.

- Victoria Park forms part of the border between Hackney and Tower Hamlets. Cycling is allowed in the park, and after dark the motor traffic free road between Gore Road (Hackney) and Approach Road (Tower Hamlets) allows cycling. A great number of children use the park to access St Elizabeth School on Bonner Road (off Approach Road).
- The popular ‘market porter’ cycle route in Hackney crosses between boroughs over Hackney Road, by Goldsmith’s Row, and provides an excellent cycle link.
- Ideally, cycling should be an activity for leisure or travel for everyone, which would mean not treating children any differently to adults when it comes to cycle training. Currently only level one and two of National Standards Bikeability are taught to primary aged children in Hackney and in most other parts of London. Level three teaches how to deal with signal-controlled junctions, roundabouts, and multi-lane roads. The journey to secondary school is far more likely to include having to deal with these situations due to the larger distance compared with the journey to primary school. So, children ought to be taught to use the same roads, facilities and be trained to the same standards as adults, who are trained to level three if they wish.
- Postcode maps (see Appendix Eight) show the full extent of where pupils from some Tower Hamlets schools must travel, showing that Hackney is a significant source.

2.8 Hackney’s records of engineering infrastructure

2.8.1 Hackney started developing a GIS-based mapping system in 2005 to log all ‘Streetscene’-related infrastructure in the borough. This includes

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7 Geographical Information Systems
items such as bus stops, speed humps, street light columns, cycle parking stands, pedestrian guard rail, street name plates, etc. This means that the borough has a good view of all the facilities that must be maintained and upgraded as necessary.

2.8.2 When engineering works are carried out in the borough, officers must update this information in the GIS system. Having all this information provides a very good base on which a picture can be created of the entire borough’s sustainable transport infrastructure: public transport, walking, cycling.

2.9 **Existing Bus Infrastructure and Services**

2.9.1 The London Borough of Hackney is well served by 49 daytime bus routes and many pupils use these services to travel to and from school every day.

2.9.2 Hackney’s many bus services are depicted by a number of ‘spider maps’ which are available to download from [http://www.tfl.gov.uk/tfl/gettingaround/maps/buses/](http://www.tfl.gov.uk/tfl/gettingaround/maps/buses/).

2.9.3 As an example the spider map for bus routes from Hackney Central can be found in Appendix Two.

2.10 **Existing Mainline Rail Infrastructure and Services**

2.10.1 Hackney is well served by mainline train services. London Overground’s North London Line runs between Richmond, Willesden Junction, West Hampstead, Camden Road, Highbury and Islington, Dalston Kingsland, Hackney Central, Homerton, Hackney Wick and Stratford\(^8\). This is due for major upgrade to improve its capacity, frequency and punctuality. This work will be completed in early 2011, in time for the 2012 London Olympic Games\(^9\). The West Anglia Line runs from Liverpool Street to Hackney Downs and Clapton through to Walthamstow and Chingford, or London Fields, Hackney Downs, Rectory Rd, Stoke Newington, Stamford Hill and Seven Sisters through to Enfield Town or Cheshunt, or Hackney Downs to Tottenham Hale, Cheshunt, Broxbourne and Hertford East.

2.10.2 Hackney’s four train stations on the North London Line will be refurbished in time for the Olympics in 2012. All stations are equipped with CCTV and some are linked to the Council’s as well as the train operating company’s systems.

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\(^8\) [http://www.nationalrail.co.uk/system/galleries/download/print_maps/LondonConnections.pdf](http://www.nationalrail.co.uk/system/galleries/download/print_maps/LondonConnections.pdf)

\(^9\) R Blake & J Young, “Transport campaign reaps rewards”, Hackney Today, 16 July 2007, pg 17
2.10.3 For a map of the mainland rail routes in Hackney, see Appendix Three - “London Connections Map” or download at http://www.nationalrail.co.uk/system/galleries/download/print_maps/LondonConnections.pdf.

2.10.4 The former East London Line is currently being extended into Hackney, where it will become London Overground’s East London Railway with tube style frequency. This is resulting in four new stations in the south of the borough: Shoreditch High Street, Hoxton, Haggerston and Dalston Junction. These stations are due to be operational by May 2010. The line will be further extended to Canonbury and Highbury and Islington by May 2011. More information on the East London Line extension can be found on Transport for London’s website: http://www.tfl.gov.uk/corporate/projectsandschemes/2105.aspx.

2.11 Existing Tube Infrastructure

2.11.1 There are no tube lines within Hackney however two stations are situated on the border of the borough: Manor House on the Piccadilly Line and Old Street on the Northern Line City Branch. There are other tube stations located in neighbouring boroughs that are close to Hackney such as Finsbury Park, Bethnal Green, Highbury and Islington, Seven Sisters, Liverpool Street, Moorgate and Mile End.

2.12 Public Transport Accessibility Levels (PTALs)

2.12.1 PTALs are a measure of how well a particular location is served by public transport services. Factors such as required walking distance, waiting time and frequency of service are taken into account. The higher the PTAL score is, the better a location is served by public transport.

The measure reflects:
- Walking time from a particular location to the bus stop or railway station
- The number of services available
- Average waiting time

It does not consider:
- The speed of the available services
- Whether the service is crowded
- How easy it is to change to other services to continue a journey
- Whether bicycles can be carried on board to enable passengers to continue their journey by bicycle

2.12.2 Appendix Four - “Hackney's PTAL Score” shows the PTALs for the borough. The area around Hackney Central and Hackney Town Hall has a high PTAL score, as does Shoreditch, Dalston and Stoke Newington. The map shows that most areas in Hackney are well served by public transport.

2.13 Concessionary Information

2.13.1 In London free and discounted travel is available for under-18s, however an Oyster photocard may be required. Zip is the name for Oyster photocards for young people that allows them to travel free or at a discounted rate. All under-16s can travel free on buses and trams and at child-rate on Tube, DLR and London Overground services, if they have an Oyster photocard.

2.13.2 Children aged 5 to 10 years can travel free at any time on buses, Tube, trams, DLR and London Overground services at any time. On buses and trams unaccompanied 5 to 10-year-olds can travel free at any time. They do not need a ticket or photocard to do so. If they are travelling unaccompanied on the tube, DLR and London Overground services 5 to 10-year-olds will need a 5-10 Oyster photocard to travel free at any time.

2.13.3 Children aged 11 to 15 years can get an 11-15 Oyster photocard to travel free on buses and trams and at child-rate on Tube, DLR and London Overground services.

2.13.4 All 16 to 17-year-olds can travel at child-rate on bus, Tube, tram, DLR and London Overground services with a 16+ Oyster photocard. Those 16 to 18-year-olds who live in a London borough and are still in qualifying full-time education can also apply to get free travel on buses and trams.

2.13.5 To be eligible for free bus travel, pupils aged over 11 must hold the appropriate Oyster photocard for their age. Application forms for Oyster photocards are available in Post Offices. The photocards cost £5.00.

2.13.6 Oyster photocards may be taken away from pupils if they do not follow Transport for London's Code of Behaviour, meaning they will no longer be eligible for free bus travel. The Code of Behaviour ensures everyone travels safely and with respect for their fellow passengers and the staff. Passengers must act sensibly and lawfully. Swearing or using offensive language is not permitted, nor is drinking alcohol or smoking. Bullying or threatening others is not allowed.\textsuperscript{11}

\textsuperscript{11} Transport for London, “Travel Discounts for Children, teenagers and students”, December 2006
2.13.7 For more information on discounted travel for pupils in London, or the
Code of Behaviour, visit Transport for London’s website:
http://www.tfl.gov.uk/assets/downloads/travel-discounts-for-children-
teenagers-and-students.pdf

2.13.8 Child fares are available on all National Rail services for school pupils
aged five to 15 years. The fare depends on the distance travelled, but is
typically half of the adult fare. Pupils may be required to provide proof of
their age. Pupils aged 16 years and over must pay the adult fare.
Season tickets are available. For more information, call National Rail
Enquiries on 08457 48 49 50.

2.13.9 From 2\textsuperscript{nd} January 2010 Oyster ‘pay as you go’ will be accepted on
National Rail services.

2.14 Existing Cycling Infrastructure

2.14.1 Hackney has a long history of support for cycling. Hackney shares the
Mayor of London’s vision for cycling to play a key role in the
development of London as an exemplary sustainable world city.
Hackney has the highest level of cycling amongst its residents in
London, double the next highest borough, with Hackney experiencing
greater numbers of women cycling than men, a reverse situation to other
boroughs. The percentage of resident’s trips starting in Hackney by
bicycle as a main mode was 8\%, the next highest in London was
Richmond upon Thames with 4\%\textsuperscript{12}.

2.14.2 For a map of the cycle routes in Hackney, see Appendix Five - “Cycle
Routes in Hackney”.

2.14.3 Many of Hackney’s roads form part of a cycle route which may be on
busy roads shared with other road users. Although these cycle routes
can be useful for adults and older secondary pupils who have received
the appropriate level of National Standards cycle training, younger
primary school pupils may still find cycling along these routes
intimidating and parents/carers may prevent them cycling for fear of a
collision.

2.14.4 Many more of Hackney’s roads are quieter and recommended by
cyclists through Transport for London’s “London Cycling Guides” that
were produced in conjunction with the London Cycling Campaign. These
could be alternative routes for younger or less confident cyclists.

\footnote{\textsuperscript{12} 2001 Census}
2.14.5 There are also cycle tracks through Hackney’s many parks and along the canal. These are free of motor vehicles, but must be shared with pedestrians and other users such as anglers, joggers and dog-walkers.

2.15 **Existing Walking Infrastructure**

2.15.1 Some schools have mentioned that particular footpaths in their area are either too narrow or in a state of disrepair. These instances are either currently being dealt with, or will be in the future.

2.15.2 In addition to every footpath, and the canal-side walking routes, there are two London Strategic Walking Routes that pass through Hackney: The Capital Ring and Lea Valley Path. There are also a number of pedestrian and cyclist-only shortcuts in Hackney.

2.15.3 The canal-side walking routes, the Capital Ring and the shortcuts are shown in Appendix Six - “Walking Routes in Hackney”.

2.16 **Independent Travel Training**

2.16.1 Some schools in Hackney give their pupils Independent Travel Training. Hackney’s special schools prioritise this with impressive results.

2.16.2 For example, Horizon Special School has an Independent Travel Training programme to help their pupils prepare for later life. Pupils attend workshops on road safety, strangers, payphones and what to do if something goes wrong. School staff then accompany pupils on their journey where they use the skills they have learned in the workshops. The pupils do not travel independently until they, their parents/carers and the school are confident that they can do so safely. This programme has been extremely successful, and their STP states that as a result 43 out of their 88 pupils no longer need to use a school bus.\(^{13}\)

2.16.3 In March 2006, the Junior Citizenship Scheme was launched in Hackney and most primary schools participated. This was a joint project between a number of different partners, including Transport for London (TfL), the Met Police (Safer Schools Partnership), The Learning Trust and Hackney Council. The Scheme aims to teach year six pupils how to make, responsible, independent travel choices.

2.16.4 During a half day session, pupils take part in seven role play scenarios. The scenarios are run by various organisations such as the London Underground, Fire Service and TfL buses. Pupils learn how to board

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\(^{13}\) Horizon Special School Travel Plan, 2007
buses and trains, walk to school safely, and take the tube, as well as how to deal with a number of other travel-related situations.\footnote{http://www.tfl.gov.uk/tfl/corporate/projectsandschemes/communityandeducation/safetyandcitizenship/more.asp}  

2.16.5 During 2008-09 the Junior Citizenship TfL programme worked with a total of 41 schools (1640 children from both state and independent schools).

2.17 Road Safety Education

2.17.1 During the 2008/2009 academic year, Hackney’s Road Safety team worked with 50 schools (36 primary, seven secondary, six independent and one special school) in the borough to improve pupils’ skills and knowledge about how to behave safely on the roads. Additionally, the Road Safety team worked with four Children Centres, two Health Centres, one Fathers Group and two Playschemes to promote road safety. The main topics that were covered were pedestrian behaviour, crossing roads, seat belts and cycle safety.

2.17.2 For children aged three-five years, the emphasis is on helping parents/carers teach their children safe behaviour on the roads. Much of the work with this age group is undertaken in partnership with TfL and their Children’s Traffic Club (CTC). The CTC is an initiative designed to develop road safety awareness in three-five year old children. Membership to the club is free for children in London. Every three months members receive books containing stories and activities for the parent/carer and child to work through together. There are six books in total. Hackney Council provides support materials for pre-school groups and nursery classes.

2.17.3 Child Safety Week is a week of activities, usually held during June, to promote and raise awareness of accident prevention initiatives aimed at the under-five age group.

2.17.4 Hackney’s Road Safety team has developed and implements a structured programme of road safety education for all age groups within key stage one and two. This programme includes support material to be left with the audience and materials for teachers.

2.17.5 The Road Safety team works closely with TfL, arranging Theatre in Education visits for year seven and year nine children, supporting their teen and cyclist campaigns. They have also worked with the London Safety Camera Partnership.
2.17.6 Hackney’s Road Safety team organises the Junior Road Safety Officers scheme (JRSO) in which schools appoint two Junior Road Safety officers from year five and six to promote road safety to the whole school. To date, 19 schools in Hackney have signed up to this scheme.

2.18 Cycle Training

2.18.1 Hackney Council receives funding from TfL to train anyone living, working or studying in the borough to cycle. This funding is via the Local Implementation Plan funding stream (also known as LIP funding). Currently Hackney has a Framework Agreement with a training provider who, with partners, deliver National Standards cycle training in Hackney schools.

2.18.2 Cycle training has been carried out in Hackney since 2003. During the 2008/2009 academic year the training provider worked with 33 Hackney schools, training 433 pupils to National Standards level one and 557 pupils to National Standards level two.

2.18.3 The training provider also helps schools set up bike pools for pupils to use. These pool-bikes are owned and maintained by the schools. They are then loaned to pupils who do not have a bicycle of their own, enabling them to still take part in the cycle training. There are currently bike pools set up at two schools.

2.18.4 A community-wide approach is taken to cycle training. In addition to training the pupils, they form adult cycling clubs for parents and teachers. In the clubs, adults are taught to cycle and some are trained to become National Standard cycle trainers themselves. In particular, mothers and members of ethnic minorities are encouraged to become cycle trainers. This ensures the sustainability of cycle training at the school.

2.18.5 Within the Framework Agreement, there are a number of other organisations that offer cycle training in Hackney. Pedal Power is a cycling club for young adults with learning disabilities. The Bike Project runs maintenance classes and has worked in Hackney secondary schools. Cycle Training UK (CTUK) provides two hours of free cycle training to anyone over the age of 11 who lives, works or studies in the borough including parents and teachers. Within Hackney’s cycle training programme, the London School of Cycling specialises in teaching adults who cannot ride a bike. CTUK, The London School of Cycling and other training providers offer priced cycle training sessions outside Hackney’s training programme, as detailed at http://www.lcc.org.uk/index.asp?PageID=165.

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15 http://www.cycletraining.co.uk/training/individual_training.php#one-to-one
16 http://www.londonschoolofcycling.co.uk/
3. **Hackney’s Strategy to Develop Our Sustainable Transport Infrastructure**

3.1 **Introduction**

3.1.1 Hackney Council is dedicated to increasing and improving the pedestrian, cyclist and public transport facilities in the borough. This will make it easier and safer for school pupils, staff, parents/carers and the public in general to travel sustainably in the borough. The Council’s strategies for doing this are discussed in great detail in the Local Implementation Plan and in the Hackney Transport Strategy. The Council’s intentions are summarised in the following paragraphs (for more detail see the full strategies.)

3.2 **Strategy to develop the Walking Infrastructure**

3.2.1 Walking is an enjoyable, free and accessible activity and for most people, a necessary part of their everyday journeys. The vision of the London Walking Plan (2004) is to make London one of the world’s most walking-friendly cities by 2015. It aims to see more people making walking their first choice for short journeys and making more trips over longer distances by a combination of walking and public transport. The Council supports the London wide vision for walking through our Transport Strategies as does The Learning Trust through the Healthy Schools programme.

3.2.2 The Council is strongly committed to ensuring that walking is a pleasant transport option for shorter journeys, by aiming to make the street environment more attractive and walkable.

3.2.3 Some of the examples of how Hackney is being made more walkable include:
- Rolling programme to improve entrances to all public parks in the borough
- Rolling programme of streetlight upgrade
- Removal of street clutter by reorganising and removal of excess street furniture
- Developing cohesive signage strategy, covering initially the key destinations and town centres
- Repaving on pavements, prioritising those that are used the most, and those that are in the worst physical condition
- Through the Local Safety Scheme, the Council’s Road Safety team treats locations within the borough road network with a high accident record.
- The implementation of the Legible London initiative across the borough.
- Updated and improved borough walking map.
3.2.4 The Council is currently drafting its own Walking Plan which is due to be published in early 2010. This plan will identify the primary and secondary walking network in the borough and develop a strategy for targeted improvements to this network.

3.3 **Strategy to Develop the Cycling Infrastructure**

3.3.1 Cycling is a convenient way to get around in London, and a very popular way of travel in Hackney. According to data collected via the 2001 Census Hackney had the fastest growth in cycling in the country.

3.3.2 There are currently 24 kilometres of London Strategic Cycle Network in Hackney.

3.3.3 In addition to the London Strategic Cycle Network, there are many local cycle routes in the borough. Most of these are called ‘quiet routes’, or routes suitable for cycling. Good examples of the local cycle routes are Navarino Road, Greenwood Road, Wayland Avenue in Stoke Newington N16 or Eleanor Road in Dalston E8.

3.3.4 The London Cycling Campaign publishes free cycle route maps. These are widely available from the town halls, leisure centres and libraries, but can also be ordered at [https://www.tfl.gov.uk/tfl/roadusers/cycling/cycle-guides-request.aspx](https://www.tfl.gov.uk/tfl/roadusers/cycling/cycle-guides-request.aspx) or by phoning 0207 222 1234. Unfortunately our cycle maps ran out earlier this year, and for the time being we will continue to use the TfL maps only.

3.3.5 In the run up to the 2012 London Olympics, the Council is working with Transport for London (TfL) and Olympic Delivery Authority to improve the walking and cycling links not only connecting the Olympic site, but in the rest of the borough to ensure the games can provide a sustainable and long-lasting legacy for Hackney. Three Olympic Greenway Routes are currently being developed through the borough – Hackney Parks, Regents Canal and Lea Valley Path to allow visitors to the Olympic Park to cycle or walk along safe and traffic free or calmed routes.

3.3.6 In order to protect all road users, we are not only campaigning to improve road safety and providing training programmes, but also doing engineering works to make our streets safer. In recent years there has been a significant on-going investment to improve the Council’s highway infrastructure as well as improving the general state and condition of local cycle routes which are extensively used by cyclists.

3.3.7 Hackney has the greatest proportion of residents cycling as their main mode in London – 8%. Between 1991 and 2001, Hackney also
experienced the greatest increase in cycling in London\textsuperscript{17}. The growing popularity of cycling in Hackney helps Hackney Council in its endeavours to attain funding for cycling-related schemes.

3.3.8 To improve cycling in Hackney, the Council intends to:
- Implement a borough wide 20 mph zone programme by 2012
- Ensure that all roads in the borough are suitable for cyclists \textit{[note: calming traffic speeds and ensuring all roads are suitable for cyclists is favoured over installation of dedicated cycle routes in Hackney – an approach that differs from many other boroughs]}.
- Implement the outstanding London Strategic Cycle Network routes and improve conditions on the existing routes where needed
- Survey and improve the conditions of the local cycle routes and seek to connect them together
- Continue to maintain existing cycle routes
- Establish one-way exemptions for cyclists where they are needed and where it will be safe to do so
- Implement cycle bypasses at road closures and dead ends wherever possible
- Maximise opportunities for cycle access in new developments

3.3.9 Hackney Council is dedicated to increasing the cycle parking facilities in the borough through:
- An increase in on-street parking provision
- Assisting with the increased provision of cycle parking at schools
- Addressing cycle parking at workplaces, interchanges, town and shopping centres and public buildings
- Addressing cycle parking at home; including on council-owned Housing Estates

3.3.10 The Council will promote cycling and cycle awareness through:
- Provision of high quality cycling information, such as cycle and walking maps
- Provision of flagship events
- Promotion and awareness activities and events

3.3.11 Greenways are attractive and appealing routes for cycling and walking which are intended to encourage people to travel in ways that benefit their health and the environment. Sustrans is currently working for TfL to develop a Greenways Map of Central London which includes Hackney. There is a comprehensive network of off road or quietened routes through Hackney which has a network of 225 open spaces.

3.4 Strategy to develop the Public Bus Infrastructure and Services

\textsuperscript{17} 2001 Census
3.4.1 Hackney has many Bus Priority routes (for example 29, 30, 35, 38, 43, 47, 55, 78, 149, 253, 277, 279 and 344) all of which have received (and some continue to receive) bus priority measures.

3.4.2 Hackney Council is also looking for opportunities to extend bus routes and bus lanes. Bus lanes have recently been installed on Homerton Road and Green Lanes.

3.4.3 Looking forward to the end of this decade and beyond, the phase one of East London Line Extension (Whitechapel – Dalston) will be complete by May 2010. A new bus station will come into use over Dalston Junction Station.

3.4.4 The Council, in association with TfL and Network Rail is examining the sources of funding for an interchange between Hackney Downs and Hackney Central stations. This will make the stations more accessible to all users through the provision of lifts.

3.4.5 Hackney has a programme of making bus stops accessible. This programme has focused on routes radiating from Homerton Hospital. The programme includes access at the bus stops e.g. raised kerbs, tactile paving, as well as access to the stops taking account of desire lines, walk links, safety and security. It is our intention to make all bus stops in the borough accessible over the next five years.

3.4.6 The Council will continue to work with TfL on the implementation of real time information at bus stops. TfL’s website, http://www.tfl.gov.uk provides up to date information on roadworks and street works.

3.4.7 Hackney’s Public Realm Design Guide, emphasising reduction in unnecessary and unsightly street furniture, will help improve bus stops and walking routes to and from them. Bus stops need a relatively uncluttered kerbside environment to allow for passengers boarding and alighting; deployment of ramps; allowing an unobstructed view for the driver; and easy alignment with the kerb, amongst other requirements. Therefore the removal of unnecessary and obstructive bollards etc is desirable in bus stop locations where appropriate.

3.4.8 Hackney follows technical guidance from TfL and other official sources. The following text is after “Accessible bus stop design guidance” TfL Bus Priority Team technical advice note BP1/06 January 2006.

3.4.9 Maintenance
Providing facilities for low floor buses is a key stage in delivering a fully accessible bus service. Whilst London Buses is responsible for the bus stop flags and the majority of bus passenger shelters, local highway authorities such as Hackney have responsibilities for maintenance of bus...
stop areas. This can include street cleaning, maintenance of the footway and carriageway surfaces in the vicinity of the bus stop, and winter maintenance.

3.4.10 **Low floor buses**

The introduction of low floor buses throughout London, fitted with ramps for wheelchair users, has led to a requirement for appropriate kerbside access at bus stops. Unless all stops along a bus route are equally accessible, passengers may be unable to board or alight a bus at their desired location and the potential benefits from low floor buses will be reduced. This hinders the development of an inclusive public transport system.

3.4.11 Low floor buses reduce the height differential between the kerb and bus floor. Research conducted by Transport Research Laboratory (TRL Report 271) has shown that passengers with pushchairs benefit greatly from the introduction of low floor buses. The entire TfL bus network is now operated using low floor vehicles.

3.4.12 **Bus stop layout objectives**

The size of the vertical gap between the kerb and floor of the bus will affect the gradient of the ramp when it is deployed (see figure 4.2). If this gradient is too severe, some wheelchair users may be unable to enter or exit safely from the bus. Regulations under the Disability Discrimination Act 1995 (DDA) require new buses to be capable of deploying a ramp, giving a 1:8 or 12% (7 degree gradient), onto a kerb of at least 125mm in height.

3.5 **Strategy to develop the Mainline Rail Infrastructure and Services**

3.5.1 The Council wishes to see significantly increased capacity on the North London Line in the form of longer platforms and trains and more frequent services. Signalling issues and power supply will be addressed, as without them increased capacity will be severely constrained.

3.5.2 The borough sees the connection between the North London Line and services to Liverpool Street as a key component in delivering an integrated metro-style rail network. The Council, in partnership with Transport for London and Network Rail, is examining the feasibility of funding an interchange between Hackney Downs and Hackney Central stations.

3.5.3 When examining bus routes and bus stops, the Council considers the possibility of interchanges at stations, major junctions and other transport nodes.

3.5.4 A second access ramp at Hackney Wick station has been implemented. Complementary footway work around local mainline stations continues,
and direction signage around London Fields and Clapton Station has recently been erected.

3.5.5 Security at stations is being addressed through the implementation of CCTV, more customer help points, improved lighting on platforms and around station entrances and exits. The Council’s Street Lighting team is undertaking a borough wide programme to improve all street lighting.
4. Promotion of Sustainable Transport to Hackney Schools

4.1 Introduction

4.1.1 This section details the ways Hackney Council promotes sustainable modes of travel to school pupils, parents/carers and staff.

4.1.2 The promotion of sustainable transport to Hackney schools is done mainly through the School Travel Plan (STP) programme, with some additional support from the Road Safety team.

4.1.3 The Council, The Learning Trust and partners promote sustainable school travel in a variety of ways, from promotional material, to competitions and incentive schemes. Many of these campaigns are aimed at primary schools, but the STP staff plans to put more emphasis on finding ways to promote sustainable travel to secondary schools and their communities in the future.

4.2 WoW

4.2.1 The WoW (Walk Once a Week) campaign, run by Living Streets is very popular, particularly with Hackney primary school pupils. A total of 23 schools currently participate in WoW. WoW is offered to all schools in Hackney with an ‘active’ STP.

4.2.2 Participating schools use wall charts to record how pupils travel to school each day. At the end of the month, pupils who walked at least once a week, every week, receive a badge. The badges act as an incentive and a reward. Every month the badge has a different design and pupils compete with each other to see who can collect them all. There are also t-shirts, certificates, banners, school plaques and classroom trophies to promote the campaign to the whole school community.

4.2.3 For each academic year the campaign has a different theme, related to the wider issue of transport’s effect on the environment and local neighbourhoods. In the 2008/2009 academic year the theme was ‘landmarks’ and for 2009/2010 the theme is ‘nature in the UK’.

4.2.4 The scheme is flexible and when schools join the scheme and complete the application form, they can set the number of times pupils have to

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18 For schools to have an ‘active’ STP they must complete and submit to us an Annual Review or Three Year Rewrite every 12 months after they initially completed their first STP. The Quality Assurance (QA) checklists for STPs, Reviews and Three Year Rewrites can be found in Appendix Seven.
walk each week and the minimum distance they must walk, to qualify for a badge.

4.2.5 Schools are required to keep their classroom wallcharts for quality assurance purposes. Once a year, a selection of schools are required to return their used wall charts to the Council’s STP staff to check the schools figures and ensure the data is being collected accurately.

4.2.6 The figures for the schools who participate in WoW are recorded by the STP staff in a spreadsheet each month. These figures have been used to monitor increases in walking and at the School Travel Achievement Reception (STAR) in March 2009 two schools received special WoW awards: Rosemary Works Primary School received an award for the greatest increase in the number of pupils walking to school during 2008; a 42% increase, and Harrington Hill Primary School received an award for the greatest percentage of pupils walking during 2008; 94% of pupils have participated in WoW since April 2008.

4.3 **Big WoW**

4.3.1 At the end of September each year the ‘Big WoW’ takes place which is a celebration event organised by Transport for London to mark the launch of the WoW campaign. The theme for 2009 was ‘Exploring British Nature’. Schools are provided with resource packs and lesson plans and teachers are encouraged to organise a field trip for pupils on 30\textsuperscript{th} September or an alternative suitable day. Schools are also being invited to enter a collage competition.

4.4 **Golden Shoe Competition**

4.4.1 To encourage pupils to keep up walking after Walk to School Week in May Hackney Council’s STP staff launched the ‘Golden Shoe’ competition in June 2009. Schools are required to submit their figures for the number of pupils who walk to school, or use another sustainable mode, at least once a week, in line with the WoW scheme. All WoW schools are automatically entered into the competition and all schools in Hackney with an ‘active’ STP are encouraged to participate. The first competition was held over the months of June, July and September and a second competition will be held from February/March 2010 until May 2010. The awards ceremony and school prizes are currently being planned.

4.5 **Walk to School Week**

4.5.1 Walk to School Week (WtSW) is a campaign run by Living Streets. WtSW, which normally runs during the third week of May, is actively promoted to all schools by Hackney’s STP staff. Schools are notified by
various communications including emails, items in The Learning Trust e-bulletin, STP Newsletters and the STP website.

4.5.2 Hackney Council offers all schools that have an ‘active’ STP classroom resource packs which are aimed at key stage one and two. These classroom resource packs, include wall charts to record how pupils travel to school, certificates, stickers, bookmarks, diaries, and parent/carer leaflets with information about walking to school.

4.5.3 Every WtSW has a different theme. In 2009 the theme was ‘Walk ‘n’ Talk’, celebrating the social aspects of walking to school. For WtSW in 2009, Hackney joined many other London Boroughs in a joint initiative with Kiss FM to encourage children to walk to school. Pupils were encouraged to register on the Kiss FM website and the school which had the highest percentage of pupils registering won a visit from the Kiss FM team to their school. Additionally each borough designed and promoted a competition for pupils and the winning entry was recorded for a podcast. Hackney’s STP staff promoted their competition which asked pupils to write a song, story, rap or poem on why they like to Walk ‘n’ Talk on the way to school and received over 200 entries from schools.

4.6 Walk to School Month

4.6.1 Walk to School Month (WtSM) is a similar campaign to WtSW, run by Living Streets. As with WtSW it is promoted by Hackney’s STP staff and classroom resource packs are offered to schools with ‘active’ STPs.

4.6.2 In 2009 the theme was ‘Count me in’ which focuses on measuring physical activity and demonstrating how easy it is to reach the recommended daily hour of moderate physical activity if you walk to school.

4.7 Theatre in Education

4.7.1 The term ‘theatre in education (TIE)’ refers to using short plays to bring a message across to young people in an interactive way. Feedback from schools following these performances is always very positive.

4.7.2 Hackney’s STP staff offer TIE performances, with key sustainable travel and road safety messages, once or twice a year to schools with ‘active’ STPs.

4.7.3 In the past, Hackney has used Box Clever and Quantum Theatre companies to deliver plays to both primary and secondary schools. During 2006 and 2007 Box Clever delivered Driving Miss Daisy to years seven and eight about behaviour on buses, and The Buzz about the impact of speeding cars to sixth form students. Quantum Theatre delivered What if it rains? to primary schools about walking to school.
4.7.4 The most recent TIE performances offered to schools, both performed by Box Clever, were ‘Car Story’ in November 2008 and ‘Feet First’ in March 2009, each play was received by nine primary schools.

4.7.5 Hackney’s Road Safety team also organises TIE performances with road safety messages for year seven pupils.

4.8 Cycle Training

4.8.1 See Section 2.18 for details of this scheme.

4.9 Cycle Parking

4.9.1 There has been a noticeable increase in the number of Hackney schools that have secure cycle parking facilities in recent years. Some of these are for staff to use and some are shared between staff and pupils. There is still a high demand for cycle parking from schools; this is something which schools are continuously enquiring about and requesting funding for.

4.9.2 Many more Hackney schools have noted in their STPs and Annual Reviews that they would like secure cycle parking facilities. Furthermore some of the schools that already have secure cycle parking facilities require additional cycle parking. Through the Mayors Cycle Parking programme, schools receive secure cycle parking facilities at no financial cost to them from TfL’s Cycling Centre of Excellence.

4.9.3 For 2009/10 Hackney Council nominated 15 schools to receive free cycle parking. All of these schools were sent an application form to complete and we anticipate many of these schools will be successful and have cycle parking installed at their school by January 2010.

4.9.4 When schools complete their first STP, they receive an amount of capital funding from the Department for Children, Schools and Families (or if they are an independent school, from TfL). Schools can use this funding to pay for secure cycle parking facilities.

4.9.5 Schools can also purchase secure cycle parking facilities through the STP small grants scheme. In 2008 six schools purchased cycle parking facilities through this scheme.

4.10 Bike Pools for Pupils

4.10.1 See paragraph 2.18.3 for details of this scheme.
4.11 Bike It

4.11.1 Bike It is a Sustrans initiative where specialist staff work intensively with selected schools to promote cycling in a variety of ways, focusing on promotional events. Hackney was nominated to take part in Bike It in 2007/2008. Three primary schools Shacklewell, De Beauvoir and Whitmore took part in Bike It from January 2008 until June 2009.

4.12 Transport for London Guidance Booklets

4.12.1 Primarily to assist schools with the implementation of their STP, TfL has produced seven guidance booklets.

4.12.2 *What a School Travel Plan should contain* is a booklet aimed at all schools when they are completing their first STP. This guide has been given to every school in Hackney.

4.12.3 *Independent Schools* guidance booklet contains useful information and case studies of independent schools in London that have implemented a STP, including Tawhid Boys School in Hackney.

4.12.4 *School Travel Plans - What's so special?* is targeted towards special schools and contains useful information and case studies to help and advise special schools when they are implementing their STP.

4.12.5 *Lets Get Eco Active* guidance booklet contains useful information to help schools to link their STP with other environmental initiatives.

4.12.6 *Walk this Way* contains useful information and case studies about what other London schools have done to promote walking to school. The booklet contains details of National campaigns, like WoW and Walk to School Month, but also original campaigns that schools have devised themselves.

4.12.7 *On Your Bike* contains information and case studies about what London schools have done to promote cycling to school. One of the case studies is Tyssen Primary School in Hackney.

4.12.8 *Tickets Please* contains information and case studies about what schools in London have done to promote the use of public transport to school. This includes programmes and initiatives such as TfL’s Junior Citizenship programme, Theatre in Education and ‘Busology’ at Haringey.

4.12.9 All these booklets are available free of charge and are provided to schools at events and as and when requested.
4.13 Teaching Resources

4.13.1 TfL has produced numerous teaching resources for key stages one to four that schools can use to promote sustainable transport to these age groups.

4.13.2 Key Stage Two ‘Focus on Cycling’ is a very extensive teaching resource that schools can use to promote cycling. It contains lesson plans, assembly plans and competitions. It can be used to teach the Literacy, Numeracy, History, Geography and Design and Technology curriculums.

4.13.3 Key Stage Three ‘Focus on Cycling’ teaching resources were launched in 2009 for secondary schools. They each contain four projects, which have been designed to give teachers flexibility and encourage students to work in groups whilst helping and supporting others in their school and local community. These resources enable students to develop a greater insight and interest into cycling as well as supporting teachers to meet the requirements of the newly structured key stage three National Curriculum. The eight subject resource folders have been sent to all Hackney secondary schools; English, Mathematics, Design and Technology, Geography, Science, History, Citizenship and PE.

4.13.4 Other resources that TfL have produced include ‘Setting up a WoW Walking Zone’, ‘Every Journey Matters’, ‘Journey Times’ and Democs.

4.13.5 The ‘Setting up a WoW Walking Zone’ pack was developed by Ecolocal with funding from TfL. The aim of this pack is to involve children in developing a WoW Walking Zone around their school. A Walking Zone sets a clearly defined area around the school inside which everybody has to walk in order to qualify for their WoW badge. The pack is primarily aimed at key stage two and has been designed to link in with QCA schemes of work for Geography (unit six - Investigating our Local Area and unit eight - Improving the Environment).

4.13.6 ‘Every Journey Matters’ was written, edited and designed by a team of young people at Peace Child International and it explores sustainable transport and how children all around the world travel to school. Lesson plans, aimed at key stage two, to accompany the book can be downloaded at www.everyjourneymatters.co.uk.

4.13.7 The ‘Journey Times’ teaching resource, aimed at key stages three and four Media Studies or PSHE, enables young people to explore ideas and experiences relating to travel and transport by creating a short documentary film. The resource includes lessons on running the project with students who have Special Educational Needs (SEN).

4.13.8 ‘Democs’ is a consultation tool based on a card game which encourages pupils to share opinions and experiences on school travel.
4.14 School Travel Plan Funding

4.14.1 On completion of their first STP, schools receive an amount of funding (capital grant) from the Department for Transport and the Department for Children, Schools and Families, or if they are an independent school, from TfL. This funding is approximately £3500 (plus £5 per pupil) for primary schools and £5,000 (plus £5 per pupil) for secondary and special schools.

4.14.2 Maintained schools must spend this funding on capital items (that is items physically attached to their school site) that would make it easier for people to travel to their school via sustainable modes.

4.14.3 The following is a list of items the Department for Children, Schools and Families has deemed eligible to be paid for using the capital funding:
- Lockers.
- Cycle storage.
- Scooter storage.
- New access at school perimeter, only if it is on school land.
- New path for pedestrians and/or cyclists in school grounds.
- Wider paths in the school grounds.
- Drainage.
- Improved lighting in school grounds.
- CCTV.
- On site waiting area for pedestrians.
- On site shelter for pedestrians (e.g. parents waiting, pupils waiting for school buses in the school).
- Bus turning circle in school grounds.
- Guardrail.
- Traffic calming on school access roads in school grounds.
- New signing.
- Re-siting school fences to improve access.
- Car drop zones / turning circles / car parks in school grounds.
- Remote control entry system for a pedestrian gate.
- Trees to 'eat' CO₂.
- Providing a laminated cycle 'passport' with a swipe-in chip for the secure store.
- Wet weather changing facilities

4.14.4 In addition to any of the above items, independent schools can spend their funding from TfL on anything that encourages the use of sustainable transport, including non-capital items as well, for example pool bikes, promotional campaigns or incentive schemes.

4.14.5 Schools with approved STPs also have access to another pot of funding called the small grants scheme. Schools with ‘active’ STPs can apply to
receive additional funding through this scheme under the following circumstances:

- Local Authority schools or independent schools which have spent all of their original allocation (capital grant)
- Local Authority schools that have not spent all of their original allocation, but who would like funding for items they are not able to spend their capital grant on.

4.14.6 The small grants scheme has been running in Hackney since 2007. Schools can apply for up to £2000 to spend on sustainable transport initiatives listed in their latest Action Plan. There is no eligible expenditure list for small grants as it is the responsibility of the school to decide what it would like additional funding for. Applications are assessed on a case by case basis and schools are encouraged to demonstrate their commitment to the STP programme and to outline why their school deserves the extra funding. Schools are prioritised for funding based on their Accreditation status. For more information regarding accreditation please see Section 4.18.

4.14.7 In the 2008/2009 school year a total of 10 schools applied for a small grant. Of these applications eight received the funding they applied for, which was spent on a range of items including cycle storage, pool bikes and equipment, cycle events, a waiting shelter, road safety curriculum resources and a scooter shed. In 2009/2010 we received an overwhelming number of small grant applications. A total of 17 schools received a small grant and examples of what schools applied for funding for included bikes, scooters, pedometers, cycling events, competition prizes and family bike clubs.

4.15 Upgrade Transition Packs

4.15.1 TfL in partnership with local boroughs has created a new teaching resource to help pupils make the transition from primary to secondary school, i.e. from year six to year seven. It encourages pupils (and parents/carers) to use sustainable modes of transport to get to their new secondary school.

4.15.2 Resources are provided to pupils, parents and year six and year seven teachers and there is also a dedicated website (www.upgrade7.org.uk/hackney). For pupils, they receive a pack which includes a magazine with helpful tips and advice, plus additional items such as bike lights, maps and oyster card holders. For parents/carers, there is a “parents' guide” with advice on personal and road safety, using Oyster cards, planning a journey, using maps, plus the very popular 'In Touch' service which enables parents to identify the exact location of their child using their mobile phone. For teachers there are lesson plans on travelling by sustainable modes and the concerns faced by this transitional period.
4.16 School Travel Plan Newsletters

4.16.1 Twice a year Hackney’s STP staff produce ‘STP News’, a newsletter which is sent out to Headteachers and STP Champions at all schools in Hackney. The newsletters are sent out to schools at the beginning of the new term in September and January. The purpose of this publication is to keep schools up to date with upcoming activities and events, motivate schools to keep their STP ‘active’ and share news and best practice case studies.

4.17 Awards Events

4.17.1 Every year Hackney’s STP staff holds an awards event to thank schools and to share school’s achievements. In March 2009, a School Travel Achievement Reception (STAR) was held to award and reward schools for implementing their first STP or for keeping their STP ‘active’ by completing Annual Reviews. Schools received a certificate and a digital camera, which schools were encouraged to use to take pictures for their accreditation application and at events such as Walk to School Week.

4.17.2 There were some additional awards to congratulate schools for example the school which achieved the highest increase in the number of pupils cycling to school, the greatest reduction in staff car use and a special WoW award for the greatest increase in pupils walking to school since starting the scheme.

4.18 Accreditation

4.18.1 In May 2007, TfL launched its STP Accreditation scheme. There are three levels to this scheme: Sustainable (bronze), Higher Standards (silver) and Outstanding (gold). Each year, schools with ‘active’ STPs are invited to apply by completing an application form/evidence folder. Schools are then assessed according to a set list of criteria, to gauge how well they have promoted sustainable school travel and how effective that promotion has been.

4.18.2 The aim of this scheme is to encourage schools to produce high quality STPs, celebrate good practice and reward the schools who demonstrate a strong commitment to and participation in the STP programme by the whole school community.

4.18.3 Schools that become accredited attend an awards event organised by TfL and receive an accreditation plaque and use of the logo. The Sustainable Level award is valid for one year, after that schools are required to reapply for Sustainable Level or apply for a higher level. The Higher Standards award is valid for two years after which schools must
reapply to keep this status or choose to apply for Outstanding level. The Outstanding award is valid for three years.

4.18.4 In 2008 Tawhid Boys School was awarded ‘Higher Standards’ level (valid for two years). In 2009 two more schools in Hackney were accredited. Our Lady and St Joseph Primary School was awarded ‘Higher Standards’ level and Tyssen Community Primary School was awarded ‘Outstanding’ level. In October 2009 Tyssen additionally won the ‘Platinum School of the Year’ award for their STP for the whole of London.

4.18.5 Hackney’s STP staff are currently planning some accreditation workshops for schools for 2009/2010 to encourage more schools to become accredited so their achievements are recognised.

4.18.6 More information about the accreditation scheme can be found at www.staccreditation.org.uk.

4.19 Annual Review and Rewrite Workshops

4.19.1 In May 2009, workshops were held for schools to help them complete their Annual Reviews and Three Year Rewrites. Schools were taken through the process step by step and received memory sticks with templates and other useful information. Guest speakers presented case studies of Tyssen Primary School and Tawhid Boys School to provide schools with ideas and inspiration. A drop in session at the end of the day provided schools that could not attend the earlier session with the opportunity to meet STP staff and discuss their Review/Rewrite. The workshops also allowed schools to network and share ideas with other STP Champions. The next workshops will be held in March 2010.

4.20 Road Safety Engineering

4.20.1 In order to persuade pupils, parents/carers and staff to travel to school using sustainable transport, it is sometimes necessary to carry out road safety engineering works in the area around a school to make it safer for pedestrians and cyclists. For details of the engineering works schools have requested, see Section 2.6.

4.20.2 Hackney’s Road Safety team has worked with Hackney schools on issues similar to those covered in the formal STP process over many years. This is part of their responsibility to make the borough’s roads safer for children and other vulnerable road users.

4.20.3 The Road Safety team is responsible for implementing the engineering recommendations of STPs, and liaises with both the STP staff and the schools during the STP development and implementation stage.
4.20.4 During the development stage the Road Safety team works with the STP staff and the schools to hold Road Safety Walkabouts and subsequently draw up preliminary designs. If this does not happen during the development stage, it can happen during the implementation phase.

4.20.5 Not all Hackney schools request engineering works as a result of their STP, however, more requests for works are received than can be carried out within the budget, both in terms of numbers of schools requesting works and numbers of different items from each school. Therefore, Hackney has developed a prioritisation system, based on a number of factors:

- When their first STP was approved and have all annual reviews been completed – is their STP currently ‘active’?
- Participation in non-engineering (‘soft’) measures related to the STP, e.g. WoW, JRSO, Accreditation
- Level of known support from the whole school community
- Ease of combining scheme with existing planned works, perhaps with another school (to ensure value for money)

4.21 Personal Safety

4.21.1 A safe school environment promotes respect, responsibility and good behaviour. Pupils, parents/carers and staff are more likely to walk or cycle to school if they feel that they will be safe doing so.

4.21.2 The Safer School Partnership, a partnership between the Met Police, The Learning Trust and schools provides a way for schools to work with local police to make their school safer. In Hackney, a Sergeant oversees a team of Police Officers assigned to secondary schools. Two officers have a remit to also support Hackney’s primary schools. Hackney’s Safer Schools Partnership has received additional funding from the Neighbourhood Renewal Fund and more recently the Local Area Agreement and is seen as an example of excellent multi-agency practice.

4.21.3 The Met Police’s Safer Neighbourhoods programme is provided in addition to London's other policing teams and specialist units.

4.21.4 Each Safer Neighbourhoods Team is dedicated solely to the needs of one specific neighbourhood or Ward. The team, with the community and partner agencies, tackles locally identified issues – such as quality-of-life problems like graffiti, abandoned cars, noisy neighbours, drunks and vandalism.
4.22 Partnership working

4.22.1 Hackney’s STP staff works in partnership with a number of different groups and organisations to promote sustainable transport to school, for example The Learning Trust, cycle training providers, the Healthy Schools team, Hackney’s Environmental Education Network (HEEN) and TfL.

4.22.2 The National Healthy School Standard is a joint programme between the Department for Children, Schools and Families and the Department of Health. Its aims are:
- To support children and young people in developing healthy behaviours
- To help to raise pupil achievement
- To help to reduce health inequalities
- To help promote social inclusion

4.22.3 STPs fit into the Personal, Social Health and Education (PSHE) section of the Healthy Schools Standard. To meet the criteria for this section of the Standard, schools have to:
- At least be developing their first STP
- Use the data from the STP development to develop a broader physical activity agenda
- Promote walking and cycling to all pupils, parents/carers and staff
- Provide pedestrian and cycle training

4.22.4 Currently there are 52 schools in Hackney which have achieved Healthy Schools status and a further 19 schools are working towards Healthy Schools status.

4.22.5 The Government would like every school to be a ‘Sustainable School’ by 2020. A sustainable school prepares young people for a lifetime of sustainable living, through its teaching, its fabric and its day-to-day practices. The National Framework for the DCSFs Sustainable School Strategy comprises three interlocking parts: a commitment to care; an integrated approach; and a selection of ‘doorways’ or sustainability themes.

4.22.6 STPs fit into the ‘Travel and Traffic’ doorway and the recommendation is that by 2020 all schools will be models of sustainable travel, where vehicles are used only when absolutely necessary and where there are exemplary facilities for healthier, less polluting or less dangerous modes of transport.

4.22.7 In Hackney 95% completed a Sustainable Schools audit this year and are engaged in ways to move forward with this agenda.
4.23 Prioritising Funding

4.23.1 Hackney Council receives funding for many of the initiatives detailed in this section via the Local Implementation Plan. To ensure that resources are provided to those schools committed to encouraging pupils, parents and staff to choose sustainable modes to travel to school, schools are prioritised for funding based on accreditation status. Further to this, free resources, grants and other incentives are only offered to schools with ‘active’ STPs.

4.23.2 Schools that receive free resources such as WoW, Walk to School Week, Walk to School Month or Big WoW resources, or free Theatre in Education performances are being asked to specifically report on the impact that these initiatives are having on how pupils travel to school, as part of their Annual Review or Three Year STP Rewrite. This will help us to evaluate the success of the STP schemes we run in Hackney.
5. Action Plan

**Objective 1: All schools in Hackney will have developed a School Travel Plan by March 2010: In order to reduce dependency on the car for home-school journeys**

<table>
<thead>
<tr>
<th>Target</th>
<th>Timeframe for completion</th>
<th>Responsibility</th>
<th>Financial implications</th>
<th>Target met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of Hackney’s schools to have an approved STP</td>
<td>March 2008</td>
<td>Transportation Team, with support from The Learning Trust</td>
<td>Staff funding from TfL and central government; project funding from TfL</td>
<td>Exceeded: 76% achieved</td>
</tr>
<tr>
<td>90% of Hackney’s schools to have an approved STP</td>
<td>March 2009</td>
<td>Transportation Team, with support from The Learning Trust</td>
<td>Staff funding from TfL and central government; project funding from TfL</td>
<td>Achieved: 90%</td>
</tr>
<tr>
<td>100% of Hackney’s schools to have an approved STP</td>
<td>March 2010</td>
<td>Transportation Team, with support from The Learning Trust</td>
<td>Staff funding from TfL and central government; project funding from TfL</td>
<td>Achieved</td>
</tr>
</tbody>
</table>

**National Indicator 198:**

<table>
<thead>
<tr>
<th>Children travelling to school – mode of transport usually used</th>
<th>March 2009</th>
<th>Transportation Team</th>
<th>Dependent on all funding streams including staff time</th>
<th>Achieved – 17.74%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cars (including vans and taxis) 17.7%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children travelling to school – mode of transport usually used</td>
<td>March 2010</td>
<td>Transportation Team</td>
<td>Dependent on all funding streams including staff time</td>
<td></td>
</tr>
<tr>
<td><strong>Cars (including vans and taxis) 16.7%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children travelling to school – mode of transport usually used</td>
<td>March 2011</td>
<td>Transportation Team</td>
<td>Dependent on all funding streams including staff time</td>
<td></td>
</tr>
<tr>
<td><strong>Cars (including vans and taxis) 15.7%</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Objective 2: Assist schools with ‘active’ STPs in walking and cycling initiatives**

<table>
<thead>
<tr>
<th>Target</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Financial implications</th>
<th>Target met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To run a small grants scheme available to all schools with an ‘active’ STP and for 10 schools to successfully apply and receive a small grant</td>
<td>March 2010</td>
<td>Transportation Team</td>
<td>TfL resources and staff time</td>
<td></td>
</tr>
</tbody>
</table>
To increase the number of schools participating in the Golden Shoe competition (Feb to May 2010) by two.

Hold Bike Breakfasts and Dr Bike sessions at five schools during Bike Week

Launch a cycling promotion for Hackney schools during Bike Week with an ongoing element to encourage behaviour change

25 schools with ‘active’ STPs regularly participating in WoW

300 children to receive level one cycle training and 800 children to receive level two cycle training

An increase from 63% to 65% of pupils travelling to school by active modes (walking and cycling)

### Objective 3: Effectively publicise the School Travel Plan programme

<table>
<thead>
<tr>
<th>Target</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Financial implications</th>
<th>Target met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coverage of STP programme in three publications (e.g. Hackney Today)</td>
<td>June 2010</td>
<td>Transportation Team and communications team</td>
<td>Staff time and funding for photographer</td>
<td></td>
</tr>
<tr>
<td>Produce two STP newsletters Include school case studies.</td>
<td>September 2009 January 2010</td>
<td>Transportation Team and Communications</td>
<td>Staff time</td>
<td></td>
</tr>
</tbody>
</table>

### Objective 4: Ensure ongoing monitoring and review of STPs and the STP programme in Hackney

<table>
<thead>
<tr>
<th>Target</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Financial implications</th>
<th>Target met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold Annual Review/Rewrite Workshops for schools</td>
<td>March 2010</td>
<td>Transportation Team</td>
<td>Staff time</td>
<td></td>
</tr>
<tr>
<td>64% schools to have ‘active’ STPs</td>
<td>March 2010</td>
<td>Schools, with support from Transportation Team</td>
<td>Staff time</td>
<td></td>
</tr>
<tr>
<td>To engage with the 15 schools which are currently not working with us.</td>
<td>July 2010</td>
<td>Transportation Team</td>
<td>Staff time</td>
<td></td>
</tr>
<tr>
<td>Update iTrace database with modal shift data and upload Review/Rewrites submitted by schools.</td>
<td>Ongoing</td>
<td>Transportation Team</td>
<td>Staff time</td>
<td></td>
</tr>
<tr>
<td>Objective 5: Ensure all schools and pupils are involved in the STP process</td>
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<tr>
<td><strong>Target</strong></td>
<td><strong>Timescale</strong></td>
<td><strong>Responsibility</strong></td>
<td><strong>Financial implications</strong></td>
<td><strong>Target met?</strong></td>
</tr>
<tr>
<td>Further engage Orthodox Jewish schools in STP programme.</td>
<td>March 2010</td>
<td>Transportation Team including Yael White</td>
<td>Staff time</td>
<td></td>
</tr>
</tbody>
</table>

| Objective 6: Ensure that parents and pupils are provided with information on sustainable transport options for the transition into secondary school and into further education |
| --- | --- | --- | --- | --- |
| **Target** | **Timescale** | **Responsibility** | **Financial implications** | **Target met?** |
| STP staff to attend annual secondary schools fair and provide information to schools on sustainable transport choices and UpGrade. | September 2009 | Transportation Team | Staff time | Achieved |
| Produce and publish a summary of the Strategy for parents when choosing a Hackney school for their child(ren). | August 2009 | Transportation Team | Staff time | Achieved |
| Ensure Strategy summary is included in Composite Prospectus. | March 2010 | Transportation Team | Staff time |  |
| Review the ‘Transport policy statement for students aged 16-18 in further education and continuing students aged 19 and over’ annually. | June 2010 | The Learning Trust |  |  |
| UpGrade transition resources to be provided to all year six pupils, their teachers and parents. | June 2010 | Transportation Team TfL |  |  |

| Objective 7: Ensure the transport needs of SEN pupils are fully meet |
| --- | --- | --- | --- | --- |
| **Target** | **Timeframe for completion** | **Responsibility** | **Financial implications** | **Target met?** |
| Promote independent travel training for SEN pupils | Ongoing | The Learning Trust |  |  |
### Key Targets

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</thead>
<tbody>
<tr>
<td>Pupils travelling to school by car (NI 198)</td>
<td>17.7%</td>
<td>16.7%</td>
<td>15.7%</td>
<td>15.25%</td>
</tr>
<tr>
<td>Number of ‘active’ STPs</td>
<td>54%</td>
<td>64%</td>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>Number of schools accredited at Sustainable Level</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Total number of schools accredited at Higher Standards Level</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Total number of schools accredited at Outstanding Level</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Pupils travelling to school by active modes (walking and cycling)</td>
<td>63%</td>
<td>65%</td>
<td>67%</td>
<td>68%</td>
</tr>
</tbody>
</table>
6. Consultation

6.1 The Strategy is aimed at:
- Parents/carers
- School staff
- Older secondary school pupils
- Headteachers
- School Governors
- Various teams at The Learning Trust

6.2 Through School Travel Plans (STPs) we have consulted with parents, school staff, governors and pupils themselves to find out:

- How children currently travel to school and how they would like to travel.
- What problems are faced on journeys to and from school and what everyone would like to see done to fix those problems.
- The barriers, both perceived and real, which are preventing parents, pupils and staff from travelling to school by sustainable modes of transport.

6.3 This shows us which travel modes are the most popular, which sustainable and active modes of travel have the most potential to increase and where improvements need to be made to make walking and cycling to school safer for everyone.

6.4 This consultation is an ongoing part of the STP process and each year will provide us with new and updated information that will feed into this Strategy that we will review and update annually.

6.5 The updated Strategy will be published on Hackney Council’s website before 31 August each year and all staff from Hackney Council and The Learning Trust will be made aware of the Strategy, where it can be viewed/downloaded and we will welcome any comments and suggestions. In addition, the summary of the Strategy published online will also be updated each year and will be included in the composite prospectus.