

SCHOOL STREETS

**DOCUMENT SUMMARY PREPARED BY MOSODI OF:
DEPARTMENT OF TRANSPORT ADVISORY NOTE SCHOOL
STREETS: HOW TO SET UP AND MANAGE A SCHEME**



This document is a summary of the School Streets: How to Set Up and Manage a Scheme paper jointly prepared in November 2024 by Active Travel England and the Department for Transport, and supported by the Department of Education and the Department of Health and Social Care.

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SCHOOL STREETS: HOW TO SET UP AND MANAGE A SCHEME

Across England, around 40% of all primary school children and 25% of secondary school children are driven to school by car/van.

A **School Street** is a road outside a school with a restriction on motorised traffic at the start & end of the school day. It can be a part or whole road or several roads.

Motor vehicles are not permitted to enter during hours of operation unless they have been granted an exemption within the Traffic Regulation Order (TRO). **Exemptions** may include, vehicles belonging to residents, Blue Badge holders & emergency services.

Benefits: reduction of congestion, air pollution, dangerous driving & parking, increased safety, social interaction, physical & mental health, pupil independence.

Hackney's trial resulted in **51% increase** in cycling to school, a **30% increase** in walking and **74% reduction** in motor vehicle exhaust emissions.



**SCHOOL SELECTION CRITERIA: LOCAL AUTHORITIES
NEED/HAVE A CLEAR PROCESS & NEED A COMPLETED
ASSESSMENT MATRIX OF PROPOSED SCHEME SITE.
OTHER CRITERIA INCLUDE:**



Is the **school on a major road or a bus route**? Does the road have facilities that require constant essential motor vehicle access? Are there alternative routes for through traffic? **A School Street is unlikely to be feasible where the answer is 'yes' to the first or second question or 'no' to the third.**



What **evidence** exists to show that the site experiences **problems** caused by motorised traffic (e.g. air quality, road safety, antisocial or nuisance parking by guardians), how significant are these problems?



Are the **school headteacher and governing board supportive**? Are staff and parents able to support development and implementation? Are local councillors/MP supportive? Are residents and businesses willing to collaborate in the development of scheme?



When assessing community support, authorities should refer to best practice advice about public opinion and consultation.



Low-cost high impact intervention but **budget** need to include provision of:
Engineering/design & installation, TRO legal processing, consultation & publicity material, M&E, staff, enforcement.

TO BE APPROVED SCHOOL NEEDS TO SHOW COMMITMENT TO SUSTAINABLE TRAVEL BY:

- Having an up-to-date School Travel Plan;
- Undertake activities to enable active travel to school & monitor impact;
- Understand modal share & proportion of pupils living close enough to the school to walk, wheel or cycle;
- Willing to have a Memorandum of Understanding with the council; and
- Exploring other opportunities such as education, training, awareness, encouraging participation, engineering measures.

STAKEHOLDER ENGAGEMENT

- The **local authority officer** leading on the scheme acts as the bridge between internal local authority stakeholders and external stakeholders; and
- Can establish a working group of school and local community stakeholders to support external engagement.

KEY FACTORS TO CONSIDER WHEN DETERMINING THE APPROPRIATE LAYOUT FOR A SCHOOL STREET:

- How many school entrances are in use and where they are located?;
- The impact of **disrupting** access to residential properties, businesses & others;
- How many residents will be exempted during operational hours?;
- Do alternative routes exist for through traffic & impact of traffic **displacement**;
- Displacement of school-related traffic and parking to streets on the periphery; and
- To mitigate negative impacts of traffic restrictions '**park and stride**' sites can be set up within a walkable distance of the school gate.



IMPLEMENTING



Street Party or Games Morning

Authorities and schools may wish to hold a street party or games morning in a School Street's first week of operation to start it off in a celebratory way

Roles and Responsibilities

Agree **clear roles and responsibilities** in promoting, delivering complementary interventions to support sustainable school travel, managing the permit regime for exempted vehicles, maintaining signs and providing marshals, **M&E (levels of active travel to school, traffic volumes/type/speed, air quality)**, reviewing and amending scheme

Public Sector Equality Duty (PSED)

Local authorities must comply with their obligations under the Public Sector Equality Duty (PSED) (Section 149 of the Equality Act 2010)

Traffic Regulation Order (TRO)

Different TRO depending on scheme which may include permanent, experimental, temporary

Traffic Signs

Traffic signs to ensure drivers can see time to be aware of a restriction

ENFORCEMENT, BARRIERS AND VOLUNTEERS?



This approach needs careful thought as barriers and volunteers unlikely to be an appropriate solution for a permanent scheme due to volunteer fatigue



May be effective for a short-term trial or event but signed access restrictions and camera enforcement better for permanent schemes



Volunteers at risk from harassment, abuse and road safety



Volunteer stewards have no legal power to stop traffic



There is no requirement for stewards to undertake specific training, but authorities should consider providing



Can alter the security risk profile of a location. Guidance available from Protect UK and the National Protective Security Authority



Road closure signs and barriers are not enforceable by Local Authorities as they are not included within Part 6 of the Traffic Management Act 2004, meaning engagement with the police will be needed at an early stage of scheme. Police can issue fixed penalty notices

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