



Bournemouth, Poole and Dorset Local Transport Plan

April 2011

Supporting Document – 10

Sustainable Modes of Travel to School Strategy



Foreword

Local Transport Plans (or LTPs) are comprehensive plans which look at the transport needs of the area and set out a way forward to deliver those needs through short, medium and long term transport solutions. They set out how transport can improve our safety and health, support our local economy, protect our environment and reduce carbon emissions and pollution. They are also how funding for maintenance and improvements are secured from central government. LTPs can consider improvements to all major forms of transport whether under the control of local councils or not.

The main LTP documents comprise a strategy for transport for the whole of Bournemouth, Poole and Dorset for the next 15 years and a separate implementation plan which contains detailed proposals for the next 3 years. A separate summary document has also been prepared. These are all available to view or download at:- dorset4you.com/localtransportplan, along with a full set of supporting strategies and related documents.

This document is one of a number of individual strategies that have helped inform the development of the Local Transport Plan. Each has been led by one of the LTP authorities and has generally followed a common structure and format. In many cases these strategies are live documents and will be further developed during the next few months as the Government further develop its own transport policies or as further analytical work is undertaken.

This document will be kept live and updated on a regular basis. If you wish to make comments on the document then email us at ltp@dorsetcc.gov.uk or alternatively telephone 01202/01305 221000.

You can also write to us at:-

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Bournemouth, Poole and Dorset LTP3 2011 - 2026

SUSTAINABLE MODES OF TRAVEL TO SCHOOL STRATEGY (SMOTS).

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1. Introduction / background

Bournemouth Poole and Dorset have been delivering effective actions for sustainable school travel for a number of years. However, it is recognised that more needs to be done to ensure better integration of services and policies that impact on school travel, and to respond effectively to developing legislation and issues, such as Co2 and health.

The importance of implementing a sustainable school transport culture and network, in order to encourage a change away from private car use for school journeys, is seen as paramount in developing future transport strategy. To this end, sustainable transport is viewed locally as an essential element at the heart and informing of all new key Local Authority initiatives.

The LTP is a joint strategy between the three authorities of Bournemouth, Poole and Dorset, addressing the travel needs of all people, from the youngest child to our most senior residents who may have particular needs. The LTP3 area, covering Dorset, is diverse, comprising large rural areas, Jurassic Coast, small market towns and the urban areas - Bournemouth, Poole, Christchurch, Weymouth and Dorchester.

This strategy has been developed through a joint working group across the three authorities, the NHS and other interested stakeholders and is consistent with Government policy and guidance. The following will identify the various issues that impact on education provision in relation to sustainable transport and vice versa.

The Education and Inspections Act 2006 places a duty on local authorities to promote the use of sustainable travel and transport for schools.

The Act defines sustainable modes of travel as those that the local authority considers may improve the physical well-being of those who use them, the environmental well-being of all or part of the local authority's area, or a combination of the two. For example, walking and cycling are likely to improve health of those travelling on foot or by bicycle. They may also bring environmental benefits by reducing pollution and traffic congestion. Bus and car sharing may also be beneficial to the environment, compared with individuals travelling by car.

There are **four** main elements to the duty (Ref DCSF Home to School Travel and Transport Guidance).

- An assessment of students' travel and transport **needs**.
- An audit of the sustainable travel and transport **infrastructure** to and from or between schools, colleges or other education placements.
- A **strategy** to develop sustainable travel and transport.
- The **promotion** of sustainable travel.

To comply with the duty the strategy needs to be updated each year.

Given the nature of the duty and differing education structures between the three authorities each individual authority will maintain and update a local and more detailed version of this strategy.

This document aims to give the best possible overview of the common issues and direction with the minimum amount of words. Greater detail can be found in the individual authorities SMOTS strategy and annual updates.

It should not be considered in isolation as it is recognised that SMOTS has strong links with other supporting strategies of our LTP, particularly with those listed in Table 1.0.

SMOTS STRATEGY	Related Strategy	Reference
	Low Carbon Travel Strategy	LTP3-SS-?
	Cycling Strategy	LTP3-SS-?
	Public Transport Strategy	LTP3-SS-?
	Walking Strategy	LTP3-SS-?
	Active Health Strategy	LTP3-SS-?
	Accessibility Strategy	LTP3-SS-?
	Tourism Strategy	LTP3-SS-?

Table 1.0 Other LTP supporting strategies related to the SMOTS Strategy

2. This is where we want to be

Our SMOTS Strategy sets out the following Vision for the LTP3 plan period:

'healthy and happy people living in sustainable communities, where the services needed on a daily basis are as close as possible and where those services used less frequently are accessible by an affordable and sustainable transport system'

Key goals

The SMOTS Strategy will aim to support local communities by providing accessible, affordable, available and acceptable facilities and support our vision through the following goals:

1. To see all journeys within walk threshold of a school made by foot or cycle.
2. To extend the average distance pupils walk or cycle to school.
3. An increase in the number of pupils living within walking / cycling distance of their chosen school.
4. To ensure a comprehensive pre choice message and supporting information is provided
5. To support the delivery of a spatial approach to education provision throughout the LTP area
6. To support parents in the delivery of what they want – a good school locally
7. To take an evidence based approach to all work undertaken

How this contributes to LTP3 Goals

Figure 1.** demonstrates how meeting the SMOTS Strategy goals has a significant contribution to meeting the LTP goals.

Equality of Opportunity

Improving access to schools contributes to greater equality of opportunity, particularly for those who do not have access to a private car or have restricted mobility. Given the inescapable link between distance and mode of travel chosen this strategy focuses strongly on the spatial element. When the figures for pupils not attending their nearest school are looked at (see section 4), the consequences of the non spatial delivery of education are plain to see – high levels of car use, high Co2, low levels of physical activity and a declining sense of community

Supporting the economy

The ways in which services, opportunities and facilities are accessed will reflect the commitment to the guiding principles of the Green Knowledge Economy (GKE). As part of Dorset's transition to the GKE, low carbon solutions to will be favoured where possible, for example the uptake of alternative fuel vehicles, providing necessary infrastructure, along with seeking ways of better integrating cycling, walking and public transport.

Reduce Carbon Emissions

Improved links between different modes of transport to make travel more sustainable will help reduce carbon emissions whilst meeting the needs of those who do not have access to private transport. Further developing the cycle route network and improving Dorset's extensive rights of way network will encourage active travel, improve access, and reduce carbon emissions.

Within the strategy simple and robust measures have been provided to demonstrate just how much carbon has been emitted per pupil for vehicle use on the journey to and from school. The STHC analysis has been cited as best practice within the Sustainable Development Commissions 'Towards a schools carbon management plan' and this year's Chief Medical Officers report.

This strategy calculates carbon emissions on a per head basis and then Red, Amber or Green rating is applied to schools on their performance. The value of this approach is widely recognised, even if some find it to be uncomfortable reading.

Sustainable travel to school is seen as a key target for Co2 reduction and features in DCSF's *Climate Change and Schools, a carbon management strategy for the schools sector* and within DfT's *Transport Carbon Reduction Delivery Plan*. The introduction of the mandatory Carbon Reduction Commitment scheme (CRC) and the inclusion of carbon budgeting within central policy will also help achieve carbon reduction.

Value for Money

Better value for money will be achieved by a more efficient use of existing resources, for example by promoting sustainable modes of travel including walking, cycling and car-sharing. Similarly improving links between different modes of transport will allow resources to be focused elsewhere. Joint working across the three authorities, the health authorities and other partners can lead to economies of scale and achieving better value for money for all.

With the need for benchmarking and a move towards the provision of education based on Travel To Learn Areas, authorities can no longer operate in isolation. The data and analysis used is common between the three authorities and actively looks at cross border movements. With a total of 29 LEA's around the country using the STHC approach there is ample opportunity for benchmarking.

More importantly, though, there is now a demonstrable necessity to work with the people outside the schools and to engage with the policy makers.

Improved Quality of Life

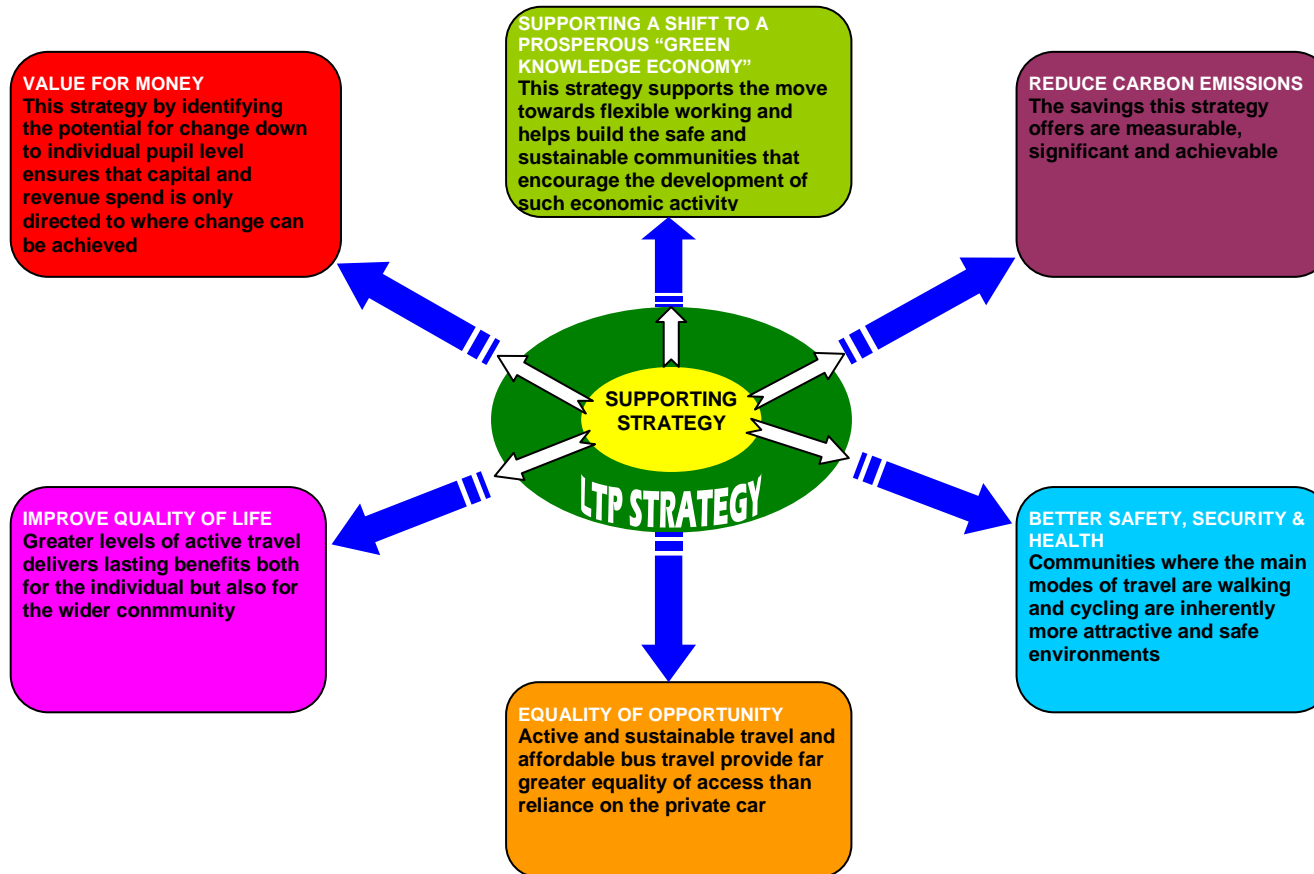
Providing better access to education and training will improve quality of life for all. By doing so in a way that reduces the need to travel will reduce congestion, improve air quality and the local environment.

The ability to measure levels of active travel (including calories burned for walking and cycling) and to identify the spatial policies and infrastructure improvements that benefits active travel, means that this strategy plays an important part in providing direction and monitoring the move to more healthy and sustainable communities.

Better Safety, Security and Health

Creating an environment that encourages and supports safe & active travel, including safer routes to school schemes and increased use of public transport will contribute to improved health generally. Childhood obesity is seen as a priority target. Active travel is seen as a significant contributor to tackling obesity and features within the DH / DfT Active Travel Strategy. The approach being taken by the three authorities has been recognised as best practice within this years Chief Medical Officers report.

Diagram 1 – Contribution to LTP3 goals



3. This is where we are now

Recent Key Achievements

Although through NI198 and other measures can associate with the journey to and from school, it is fair to say that many professionals in the transport field recognise NI198 to be a particularly blunt tool. It will tell you where car use is above average but it will not tell you why.

The spatial calculations which form the basis for this strategy have been designed to illustrate this and to provide short, medium and long term SMART targets which work from individual pupil level up to strategic decision makers at the local, regional and national level.

Performance against SMOTS targets

The table below details the indicators that link to this strategy. The indicators shown in bold are the ones for which targets have been set, the initials show the authorities that have these as targets. The influence this strategy has can be roughly broken down in t three themes; Community, environment and health.

NI	Title of national indicator	Brief Commentary*
2	% of people who feel that they belong to their neighbourhood	Delivery of 'a good school locally' and the enhanced levels of active travel this brings is proven to strengthen the sense of community
22	Perceptions of parents taking responsibility for the behaviour of their children in the area	Higher levels of active travel by children (and parents) improves this perception (and in reality).
48	Children killed or seriously injured in road traffic accidents	Active travel increases longevity and can reduce the exposure to car based trips - In many cases car occupants face a higher risk.
50	Emotional health of children	Active travel brings greater engagement in their community supporting emotional health
55	Obesity in primary school age children in Reception	Pre choice messaging can start the active travel habit from an early age
56 B,P&D	Obesity in primary school age children in Year 6	Active travel is a key player in this indicator
57	Children and young people's participation in high-quality PE and sport	There is a strong link between high levels of active travel and participation in PE & sport
69	Children who have experienced bullying	Awareness and engagement with the local community helps to build resilience and reduce the incidence of bullying
110 P	Young people's participation in positive activities	Young people attending a local school and travelling by active modes are more open to engagement with positive activities within their communities.

167 B,P&D	Congestion – average journey time per mile during the morning peak	Active travel = less congestion
175 B&D	Access to services and facilities by public transport, walking and cycling	By moving to a spatial delivery of education – ‘ a good school locally’ the extended services schools offer become more accessible to the local community
177	Local bus and light rail passenger journeys originating in the authority area	If distances are too great for active travel, bus use is promoted
185 B&P	CO2 reduction from local authority operations	A move toward more spatial delivery of education will help towards this measure.
186 B,P&D	Per capita reduction in CO2 emissions in the LA area	Active travel = as close to 0 Co2 as is possible.
188 B P&D	Planning to Adapt to Climate Change	Delivering a good school locally delivers the greatest resilience
194	Air quality – % reduction in NOx and primary PM10 emissions through local authority’s estate and operations	As for 185 7 186
198 B	Children travelling to school – mode of transport usually used	The ‘headline measure’ but needs to be seen in the context of the other NI’s in this table and the local measures developed to support this measure.

Table ** National Indicators linked to SMOTS

School travel plans (STP)

All three authorities have performed better than expected in working towards the all schools* with a school travel plan by 2010 target set by the joint DCSF / DfT Travelling To School Initiative (TTSI).

Coverage (% of LEA and independent) currently stands at:

- Dorset= 84%
- Bournemouth = 84% (95% of LEA schools)
- Poole = 87%.

This figure will increase over time as School Travel Plans are now embedded within the planning and Healthy Schools processes.

**It is acknowledged by TTSI that achieving 100% coverage of all state and independent schools through a voluntary process was always going to be unlikely.*

School Travel Plans (and the STHC) have done well in terms of fostering schools awareness of their responsibility for travel beyond their school gate. However, they have struggled to achieve the levels of change initially anticipated; mainly due to higher policy factors driving car use for the journey to school rather than a failing on

the part of individual schools. One valid criticism is that STP's never collected a common dataset (The STHC comes closest to filling this national 'gap'). STP's are also vulnerable to being promoted as the 'solution' for sustainable and active travel to school. Without policy support from above and a comparable evidence base STP's are compromised, threatening the valuable progress gained to date.

Car use for the journey to school (NI198)

Looking to the NI198 figures supplied by DfT for the past 4 years and once some of the collection errors are factored in, there has been small shifts in car use across the three authorities:

Dorset -1.5%
Poole +0.9%
Bournemouth -3%

Of course success can not be claimed from one single factor such as STP's, however it is felt that the presence of dedicated staff within the authorities (and associated wider policy work) has helped to stem any rise in car use.

Other associated NI's

Looking to the other NI's that this strategy links to and grouping them by theme, community, environment and health, this strategy makes a positive contribution to all.

In order to verify this contribution and support the leads for these NI's annual data is produced that can be used to quantify the contribution this strategy makes.

Main measures:	Community	Environment	Health
Pupils not attending nearest school	✓	✓	
Pupils living within walk threshold	✓	✓	✓
Within walk threshold by car	✓	✓	✓
Travel Co2	✓	✓	
Mode of travel & average distance	✓	✓	✓
Calories burned		✓	✓

Table Strategy mesures SMOTS contributes towards**

Given limited resources, the supplying of data that is of use to those with a more direct responsibility for these measures will be concentrated on.

Local measures

Looking at the local measures set across the last three school census periods (Jan 08 – 10) the three year trend across LTP area looks encouraging. Although there is

little change on the long term targets for percentages not attending their nearest school and the linked percentages within walk threshold, encouraging movement on car within walk threshold, Co2 and Calories is emerging. Clearly there will be variation within and between the three authorities (see table below). Given that this year's return / output to schools pays particular attention to car use within walk threshold it is anticipated that this positive trend will continue.

Measure	% Not attending nearest school			% Within walk threshold			% Car within walk threshold		
	8	9	10	8	9	10	8	9	10
Dorset	39.9	40	40	41.8	41.9	41.7	8.2	7.8	7.3
B'mouth	68.6	68.4	68.1	49.8	49	48.6	13.6	12.7	12.1
Poole	57.2	57.9	58.9	47.1	47	46.5	9.8	11.5	10.4

Measure	CO ₂ (KG per pupil per year)			Calories (per authority per year - Millions)		
	8	9	10	8	9	10
Dorset	144.8	156.6	141	343	366	378.5
B'mouth	95	94	89	132.4	151.7	160.4
Poole	95.8	94.4	88.4	126.2	132.7	150

Table++ Local Measures

In terms of the long term measures, it is aimed to tackle these through the life of the LTP.

Integration within local core policy.

Despite local differences in education delivery between the three authorities good progress has been made in terms of delivering a common approach for:

- Data collection, monitoring and distribution
- Wording within admissions guides
- Common approach to school site design and planning issues

SWOT analysis

The SWOT analysis of SMOTS considers the current *Strengths*, *Weaknesses*, *Opportunities* and *Threats*. It summarises the existing situation for travel to school across the LTP area and highlights what is working well and areas of good performance, and also problems and issues which could be improved. This helps identify key challenges that must be overcome to achieve the SMOTS goals (see [Chapter 4](#)).

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Evidence based approach • Ability to project forward • Low cost • Pushing at an open door – supporting the delivery of what parents want – ‘A good school locally’ • Strong support for sustainable travel to schools through Co2, transport and health agendas 	<ul style="list-style-type: none"> • Lack of public awareness of the work being done • Integration with CYP / children and young peoples plan • Current policy uncertainty over: <ul style="list-style-type: none"> • 14 – 19 • Sustainable schools • School transport • Extended schools • BSF
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Integration within existing policy • Ability to identify cost savings (schools estate and transport). • Health’s focus on active travel • Drawing travel in to the Carbon Reduction Commitment process 	<ul style="list-style-type: none"> • Maintaining members of staff to deliver • Capital and revenue budgets for interventions • Public misconceptions

Table++ - SWOT analysis

4. These are the key challenges we face

Below is a summary of evidence that helps identify the underlying issues and challenges in achieving the vision for SMOTS

If we achieve our long term aim of seeing all parents and pupils wanting to attend their nearest school (after all what parents want is a good school locally) the Co2 savings and health and community benefits will be significant.

Authority	Tonnes of Co2 saved
Dorset	3,503 Tonnes
Bournemouth	1,092 Tonnes
Poole	953 Tonnes

Table++ - Potential annual Co2 savings* if all pupils attend their nearest school

In reality the savings shown could be even greater; the calculations based on pupil kilometres travelled: (home –school-home) do not change the mode of travel currently used. In reality many car trips would shift to trips on foot or by bicycle. Calculations also do not account for where the car goes after dropping the pupil off at the school - many drivers do not go on to work, approximately 50% go back home.

Some core information on sustainable travel to school

There are a number of misconceptions around travel to school. The following statements and figures are all drawn from the data collected for travel to and from our schools. Thanks to the inclusion of the mode of travel field within the annual school census there is no need to model school travel – the availability of origin, destination and mode data for all pupils gives both a complete view of travel to school and a means of turning the data in to accessible output and powerful tools that can drive positive change.

Some core facts:

- If you live within a realistic walking distance*¹ of your school (or any other destination) you will, generally, walk*².
- Choosing a school beyond a walking distance is the main factor that puts people into cars³.
- The majority of current interventions try and achieve change to active travel after the school has been chosen.
- Pre choice messaging - Information about the individual child’s health and the wider community benefits which come from reducing ‘Child Miles’ and as a result increasing active travel needs to be communicated to parents as early as possible. The start point should be the information packs distributed to new parents.⁴

- The decline in independent mobility amongst primary aged children does not necessarily stop active travel. ‘Stranger danger’ and road safety concerns are over emphasised.

¹Census based walk distances: Primary – 800m, Secondary 2km.

²% of trips made by ‘walk’ or ‘cycle’ from within threshold: Primary 81.2% , Secondary 86.2% (09 SW consortium data).

³Approximateley 50% of pupils do not attend their nearest school!

⁴There is overwhelming evidence to support the benefits of making interventions ‘pre choice’ and at times of transition. Support from health authorities will be required to place appropriate pre choice information in packs for new parents.

Some key statistics:

Total number of pupils in local authority provided education within the LTP area:

Bournemouth: 20,183
Poole: 18,888
Dorset: 54,025
Total: 93,096

	Primary		Secondary	
Bournemouth	6,061	60.8%	6,586	77.5%
Poole	4,836	52.4%	4,742	63.5%
Dorset	11,328	42.7%	7,846	35.4%

Table++ - Pupils not attending their nearest school (Number & percentage)

	Primary (800m)		Secondary (2km)	
Bournemouth	1,233	12.4%	1,085	12.8%
Poole	1,029	11.2%	806	10,8%
Dorset	2,026	7.6%	1,691	7.6%

Table++ - Pupils travelling by car from within a realistic walking distance

Realistic evidence based maximum targets for increasing average walk / cycle distances are 1.6km for Primary and 3.2km for Secondary.

As numbers cycling are very low and as cycling is more dependent on infrastructure than walking, it is unwise to set generic cycling distances for application to all schools – cycling to school is examined at the individual school level .

	Primary Walk	Primary Cycle	Secondary walk	Secondary cycle	Table++ - How far do children
Bournemouth (Number)	1.23km (4,197)	2.07km (118)	2.09km (2,632)	2.70km (718)	
Poole (Number)	1.37km (3,961)	1.88km (97)	1.9km (2,438)	2.82km (532)	
Dorset (Number)	1.12km (10,140)	1.67km (343)	1.78km (6,782)	2.39km (745)	

actually walk and cycle, and how many

These figures are 85 percentile distances i.e. the greatest distance the majority of the school population travel. These figures are used to support the setting of the realistic walk distance – ensuring the targets set for schools to aim for are achievable.

5. This is how we will get there

General Strategy Approach

To improve SMOTS a balance of solutions will need to be applied, primarily targeted towards key priority groups and areas as identified through consultation and analysis of evidence.

Resources will be targeted where benefits can be maximised to help as many people as possible and contribute to the overall LTP goals.

Strategy area

The LTP area consists of the whole of Dorset including South East Dorset (SED), and therefore, has diverse characteristics. It is useful then to consider broad areas of similar characteristics. These are:

- Larger urban areas (including Bournemouth, Poole, Christchurch)
- Dorchester & Weymouth and the smaller Market Towns with their village/hamlet hinterlands
- Rural Dorset

Whilst many of the measures proposed will be equally suited to all of these areas consideration will have to be given to those that may be more or less appropriate to certain areas.

Prioritising Measures

The approach to improving SMOTS will focus on tackling evidence based problems in priority areas (eg Rural Dorset and areas of deprivation) where higher levels of social exclusion and poor access by public transport to key destinations prevail.

Strategy Measures

The strategy measures will contribute towards three levels of success

- Short term success = A decrease in the number of car trips being made by pupils who live within walking distance of their chosen school.
- Medium term success = An Increase in the average distance* pupils walk or cycle to school.
- Long term success = An increase in the number of pupils living within walking / cycling distance of their chosen school

Goals = Car use within walk threshold and stretching walk and cycle distances

1. [Maintain an evidence based approach to achieving change](#)
2. [Annual delivery of the STHC to all schools](#)
 - Continue to use this output to offer challenge and support both internally and externally.
 - Maintaining sufficient staff and budget to support the delivery of the short and medium term targets.
 - Working to resolve the tensions between various standing policies – Admissions guidance and Building Bulletins in particular
3. [Web, Phone and email support to schools](#)
4. [Support Development Control on sustainable travel issues](#)
 - Make appropriate use of planning obligations to secure the provision of necessary and relevant cycle, walking and public transport facilities within the site and to/from strategic destinations
 - Better integration of transport and spatial planning to reduce the need to travel
5. [Input / support to PDG at the pre application stage](#)
6. [Support the strategic direction of the schools estate \(area review\)](#)
7. [Input to existing corporate strategy documents](#)
 - Ensuring SMOTS is at the heart of other relevant strategies and plans such as Local Development Frameworks, Healthy Weight Strategies, Active Travel Strategies, Climate Change Strategies, Accessibility Strategy, AONB Plans, Rights of Way Improvement Plans, Road Safety Strategies, Air Quality Action Plans, Sustainable Tourism Strategies, Sustainable Community Strategies and Quality Bus Partnership.
 - Raise the profile of SMOTS through promoting its role in delivering the Local Area Agreements and the Bournemouth, Poole and Dorset Multi-Area Agreement
 - Work with neighbouring local authorities such as Hampshire, Wiltshire and Somerset, the South West Strategic Health Authority, and other Government agencies to promote SMOTS
8. [Provide information and publicity](#)
 - Smarter choices options (e.g. school, workplace, and individualised travel planning, etc.)
 - Where necessary draw in additional expertise, particularly in the areas of social marketing and behaviour change to ensure the greatest possible effect for our longer term targets / ambitions.
 - Implementing a branded marketing strategy for Smarter Choices.
 - Raising awareness of sustainable travel opportunities through personalised travel planning

- Seeking to make use of smart phone technology to improve travel information in particular GPS mapping capabilities
 - Make freely available up to date and clear public transport information (including simplified local timetables), particularly at key interchange points
 - Encourage the use of alternative formats for information aimed at the visually impaired and learning disabled
9. [Deliver the 'Child Miles' message](#)
10. [Support the delivery of 'A good school locally'](#)
11. [Maintain close links with carbon and health agendas](#)
- Implementation of walking and cycling schemes to promote healthier life styles and CO₂ reduction.
 - Development of inclusive transport schemes to improve walking, cycling and public transport access to educational establishments
 - Ensure that both on and off site infrastructure improvements place walking and cycling at the top of the transport hierarchy.
 - Support schools in their development and updating of School Travel Plans.
 - Provide design advice supporting best practice for active travel on and off school sites.
 - Developing and delivering an effective pre-choice message.
 - Seek to secure funding to allow a well researched and targeted pre choice message across the LTP area. This work will be undertaken in close cooperation with the health authority.
 - Continuing the work to tackle the perceived policy conflict between choice and active and sustainable travel
 - Ensuring that consultation and interventions regarding travel to school are made as early as possible in the policy / decision making process.
12. [Support school & public transport beyond walk/cycle distance](#)
- Reviewing fares for young people, such as the fare discounts for young people (under 15) on Wilts & Dorset services, and promoted through the Bus ID scheme
 - Work with train operators to ensure that cycles are permitted on local train routes
 - Work with bus operators to investigate the feasibility of carrying cycles
 - Using effective communications and software, flexible services can be operated to meet the scattered demand in a specified rural area. From February 2004, the DfT implemented new rules enabling the registration of flexibly routed bus services and eligibility for Bus Service Operators Grant. These enabled existing supported rural bus services to be replaced with cost-effective flexibly routed demand responsive services
 - By engaging the customers through community user groups, bus services can be operated to optimise service and cost
13. [Promote cycle and pedestrian training](#)
14. [Involve the community](#)

6. Monitoring our progress

This strategy is very much evidence driven, using data to drive and monitor change. The national and local measures have already been covered elsewhere in this document. There is good evidence to show that our approach is already being well received by the school community and within the three authorities. This said we acknowledge that we need to be live to feedback and be flexible to change throughout the LTP period.

We do however recognise the value of external peer review and benchmarking and that for some of our longer term aims monitoring will go beyond that we can draw from school census data. We will work with internal and external partners such as the South West Public Health Observatory to develop techniques / tools to monitor these areas.

Diagram 2 – Causal chain

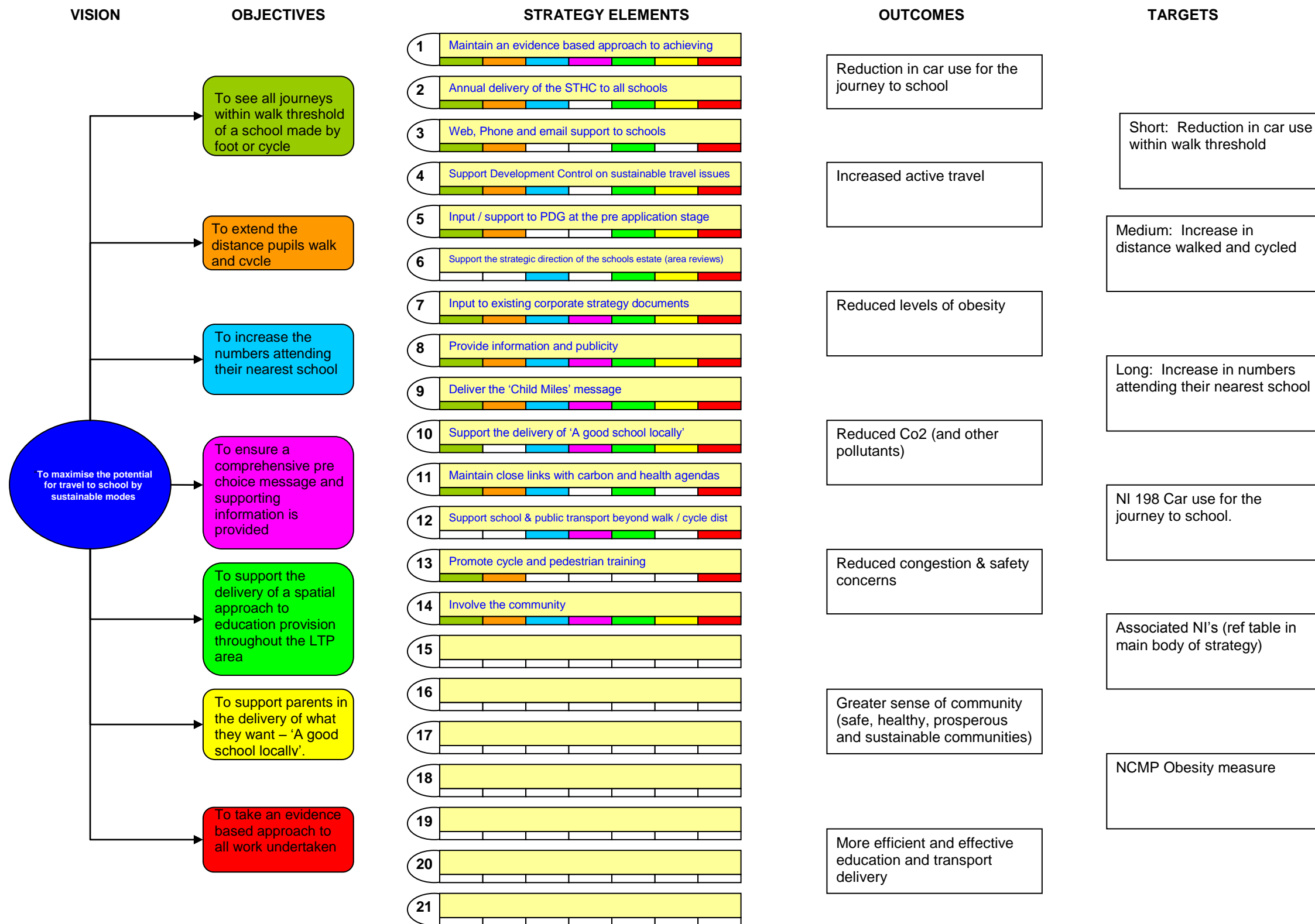


Table 2 – Action Plan

Strategy Measure	Action required short = <3yrs medium = 3-6yrs long = >6yrs	Organisation/ persons responsible (including partnerships)	Funding
1. Maintain an evidence based approach to achieving change	S	BBC BoP DCC	
	M		
	L		
2. Annual delivery of the STHC to all schools	S	BBC BoP DCC Schools	
	M		
	L		
3. Web, phone and email support to schools	S	BBC BoP DCC	
	M		
	L		
4. Support Development Control on sustainable travel issues	S	BCC, BoP, DCC,	
	M		
	L		
5. Input/support to PDG at the pre application stage	S	BBC BoP DCC	
	M		
	L		
6. Support the strategic direction of the schools estate (area review)	S	BBC BoP DCC	
	M		
	L		
7. Input to existing corporate strategy documents	S	BBC BoP DCC	
	M		
	L		
8. Provide information and publicity	S	BBC, BoP, DCC	
	M		
	L		
9. Deliver the 'Child Miles' message	S	BBC, BoP, DCC,	
	M		
	L		
10. Support the delivery of 'A good school locally'	S	BBC, BoP, DCC,	
	M		
	L		
11. Maintain close links with the carbon and health agendas	S	BBC, BoP, DCC,	

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	M		
	L		
12. Support school and public transport beyond walk/cycle distance	S	BBC, BoP, DCC, Bus cos	
	M		
	L		
13. Promote cycle and pedestrian training	S	BBC, BoP, DCC,	
	M		
	L		
14. Involve the community	S	BBC, BoP, DCC,	
	M		
	L		