RoSPA

accidents don't have to happen

School Site
Road Safety

Contents

Introduction

One of the most frequently expressed road safety concerns is that of the safety of children outside schools. At school drop-off and pick-up times, the roads in the immediate vicinity of schools are especially busy and there is usually a high level of vehicle, pedestrian, and cyclist activity. This causes congestion and very often leads to frustration from residents and motorists at the apparent chaos caused by parents and children arriving or leaving the school. Although relatively few incidents occur on or near the school site, it is important that school leaders have taken all reasonable steps to avoid them. The school would need to demonstrate that they have adequate risk assessments should anything unfortunate happen on or surrounding the school site.

School leaders must assess the risk from vehicle movements on their premises and manage those risks in line with current workplace transport guidance from the Health and Safety Executive (HSE). School leaders should also consider in their risk assessment vehicle movements occurring immediately outside the school premises, which may be associated with school activities, such as staff arriving and leaving work, delivery vehicles, school buses transporting pupils and parents collecting and dropping off pupils.[i]

This guide has been written as a reference manual for school leaders who are responsible for school site safety. It provides advice and information on how to minimise risks children face when walking on the school site and immediately outside the school on the public highway. It also provides guidance material to assist you in assessing school safety.

At certain points we use case studies to illustrate examples to help you to begin to evaluate the movement of traffic and pedestrians in and around your school site. This will allow you to think about how you can implement your own policies to achieve acceptable levels of risk control solutions that comply with your legal and moral duties.

It is intended as an overview. RoSPA has more detailed guidance on its Schools & Colleges website www.rospa.com/School-College-Safety, including specific information on school visits. We also have a range of services that we offer to schools and colleges. You may wish to contact our helpline for some initial help and advice on (0121) 248 2235 or educationhelp@rospa.com

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i We recognise that schools need to work with other responsible bodies to ensure the safety of traffic and pedestrians outside the school grounds. These bodies include police, local authorities, schools and parents.

Balancing risk: how safe are our children?

Despite the fact that the UK has some of the safest roads in the world,[1] thousands of children are injured on our roads every year, making road traffic accidents a significant cause of premature child death. Despite a significant reduction in annual child casualties since the 1970s, the figures have mostly plateaued over the last decade.

Child pedestrian road risk increases as children become more independent (from aged 10 upwards), with most child casualties occurring between the school run hours, namely 8:00–9:00 and 15:00–16:00.[2] This is due to this age group being more likely to move around unaccompanied by adults, and also having cognitive and physical limitations that make them more vulnerable in road traffic than adults.[3]

The number of road traffic accidents that occur on roads in the vicinity of schools.[4]

1 IN 3
of all child pedestrians that are killed or seriously injured (KSI) are aged 10–11 years old.

12 TO 15 YEAR-OLD BOYS
are nine times more likely to be in an accident when riding a bike than a girl of the same age.

A QUARTER of road traffic casualties are 13 to 15 year-olds.

ALMOST HALF
of all accidents that happen on the road occur between 15:00 and 18:00.
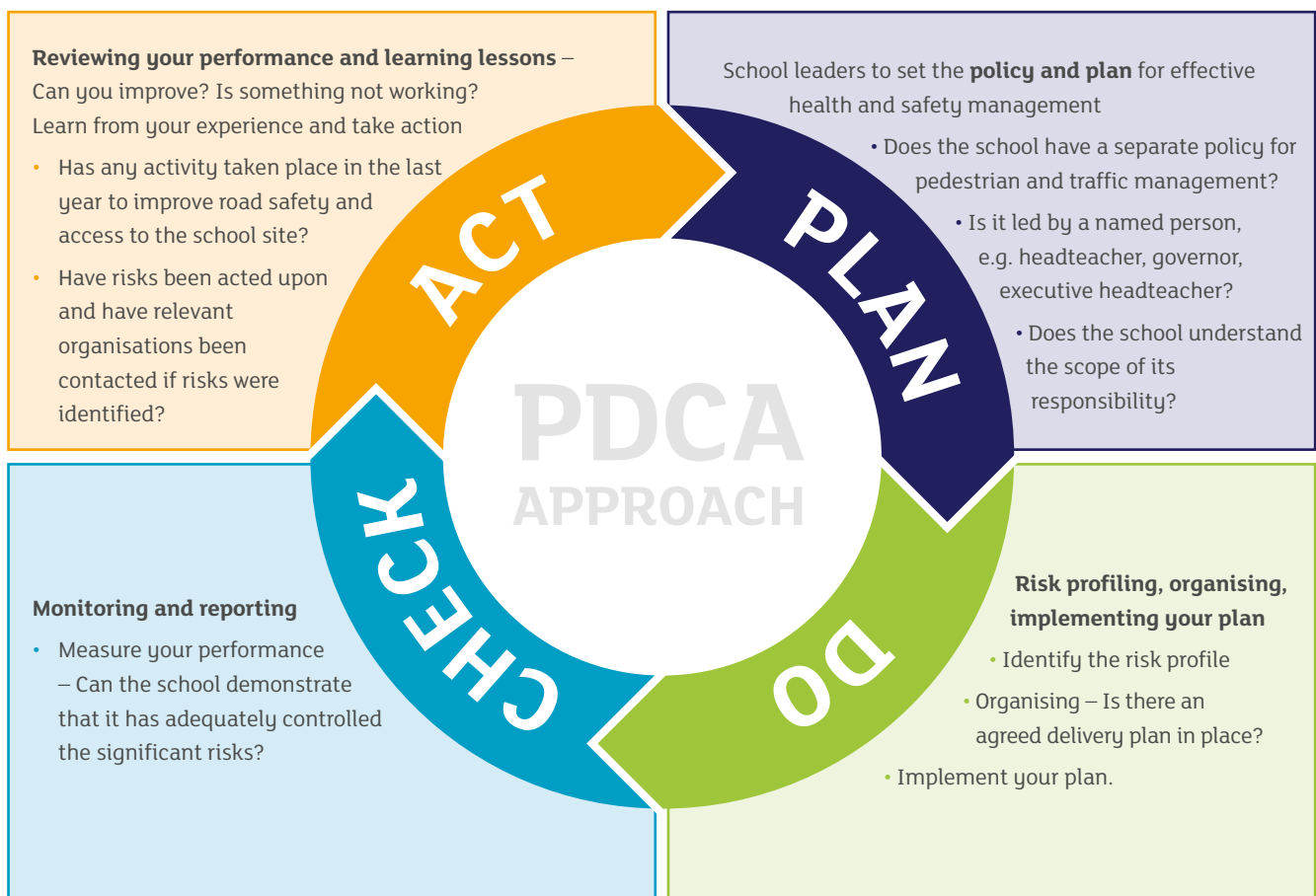
EVERY MONTH
1,200 children are injured in traffic related collisions that happen within 500m of a school.

How to use this guide

This guide follows the Plan, Do, Check, Act (PDCA) approach. It is important to recognise the cyclical nature of PDCA, and that it will require the organisation to adjust, refine and in some instances revisit previous steps and actions, if it is to be truly effective.

Each section in this guide presents a number of questions and aids for the school leader to review and develop. In Appendix 1 we have provided a self-review tool which can be used at an early point to better understand your school's current road safety position. Appendices 2, 3, 4 and 5 can help your organisation through the risk assessment process.

Reviewing your performance and learning lessons – Can you improve? Is something not working? Learn from your experience and take action

- Has any activity taken place in the last year to improve road safety and access to the school site?
- Have risks been acted upon and have relevant organisations been contacted if risks were identified?

ACT

PLAN

School leaders to set the **policy and plan** for effective health and safety management

- Does the school have a separate policy for pedestrian and traffic management?
- Is it led by a named person, e.g. headteacher, governor, executive headteacher?
- Does the school understand the scope of its responsibility?

PDCA APPROACH

CHECK

Monitoring and reporting

- Measure your performance – Can the school demonstrate that it has adequately controlled the significant risks?

DO

Risk profiling, organising, implementing your plan

- Identify the risk profile
- Organising – Is there an agreed delivery plan in place?
- Implement your plan.

Planning and organising

In addition to a School/STARS travel plan, does the school have a separate policy for pedestrian and traffic management?

Developing a separate vehicle and pedestrian management policy may be useful for your school site; this will ultimately depend on the size of school, the location and specific site issues that you have. Other schools will set out their policy within their overall site safety policy and then have a risk assessment specific to vehicle and pedestrian management.

Your policy should reflect findings and decisions from both the incident analysis and risk assessment, and ensure that the objectives can be adequately resourced and are realistic to implement.

Whilst the school manages its own site safety, it may also have some responsibility for the traffic it generates[ii]. You may need to reflect and include in your policy how you will engage with the various organisations responsible for road use outside the school gate. These include: police, the local authority highways department or sustainable travel team, and Highways England.

To create an effective policy, consultation with both internal stakeholders and the wider community is required.

Is it led by a named person?

Employers (such as Local authorities) have ultimate responsibility for health and safety in a school. The employer delegates the role of designing health and safety procedures, policies and day-to-day management to the leadership within the school, and it is the school leaders who set the direction for effective health and safety management.

Schools must appoint a competent person to ensure they meet their health and safety duties, and have a person responsible for implementing the schools transport policy. A competent person is someone with the necessary skills, knowledge and experience to give sensible guidance about managing the health and safety risks at the school.[5]

This can be someone appointed directly by the school, one or more of its staff, or the employer can arrange support from outside the school. In most schools, the senior leadership team can manage risks.[6]

Schools should set out their policy in three sections:

Part 1: Statement of intent
- State your general policy on health and safety at work, including your commitment to managing health and safety and your aims. As a school leader you should sign it and review it regularly.

Part 2: Responsibilities
- List the names, positions and roles of the people in your school who have specific responsibility for health and safety.

Part 3: Arrangements
- Give details of the practical arrangements you have in place, showing how you will achieve your health and safety policy aims. This could include, for example, doing a risk assessment, training employees and using safety signs or equipment.[7,8] The risk assessment must cover the risks to the health and safety of employees and of people (including pupils) who are not employees of the school. Schools are obliged to record significant findings of the assessment.

Does the school understand the scope of its responsibility?

Under the Health and Safety at Work Act, schools have a legal obligation to ensure that their site is as safe as reasonably possible. The following two questions are important for a school to answer, especially when dealing with school-generated traffic surrounding the school site.

- Is it my organisation's responsibility to manage this risk?
- Will the risk affect my staff, pupils or visitors?

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ii Ideally the school should an aim to try and reduce this and encourage sustainable modes of transport such as walking, cycling and scooting by both parents and families and school staff members.

DEVELOPING YOUR POLICY: TOP TIPS

- Clearly identify the issues and scope that you want the policy to address

- Identify any policies and guidance that are already established, and assess if these may conflict or link with the proposed policy

- Identify and nominate the person(s) responsible for implementing the policy

- Identify all of the key stakeholders

- Get legal and technical advice on your draft policy and the way forward

- Draft the policy in plain, precise and jargon-free language

- Consult on the final version of your draft policy with stakeholders

- Complete your organisation's and stakeholders' approval process

- Train staff and partners on enforcement and appeals procedures, where necessary

- Decide on any control measures required

- Publicise and launch the policy.

Risk profiling, organising and implementing your plan

Identify the risk profile

Risk profiling is the central step which informs and enables all subsequent activity. Record what you know about people coming onto the site and what times are the busiest. Are there any incidents that have happened in the past that can help you identify trends (such as routes people take) or any lessons that you can learn?

School leaders will need to identify significant hazards and assess any risks that are associated with them. This can be done through a structured risk assessment.

Does the school hold a specific risk assessment establishing its standards and approach to managing traffic and pedestrian risks on and surrounding the school site?

Your **risk assessment** is a structured process that seeks to identify hazards, evaluate the associated risks and understand if the control measures in place are adequate, or if more are needed. Your organisation is probably already taking steps to protect people, but your risk assessment will help you decide if you have done enough or if there is more to do. The risk assessment needs to reflect conditions 'as lived' rather than 'as imagined'. This will involve observing site conditions, site layout and thinking about foreseeable risks. Monitor site movements before and after school and in different weather conditions. This will help you to build a clear picture about how pupils, staff, parents and visitors arrive and leave the school site.

We will look at this more in depth in **Assessing and managing risk**.

Organising – Is there an agreed delivery plan in place?

How do you provide information about the risks to staff, pupils and visitors on your site? Is it an open approach to try and gain support for the processes that you are

trying to put in place? Does everyone know the site rules and how are these communicated to visitors and parents? Ensuring safety is in everyone's interest, so get the message out there about why it's important. Can you involve the students in helping to communicate to parents?

Is there a clear process for people to communicate information about accidents or near misses? Is there a procedure that you can follow if parents, staff or visitors break site rules? Reporting incidents or accidents is everyone's duty. Are parents, visitors or staff aware of how they can report them and who they can report them to? Can you use enforcement cameras? Some schools are now using these to issue fines.

Do supervisors know what they are supervising? And are they wearing appropriate personal protective equipment, such as hi-vis jackets?

Do you contact your local authority when risks spill over to the public highways? This could be the highways, road safety or sustainable travel department. They are not always easy to contact, but keep trying if you are concerned about the risks around your school site.

Ideally, the answers should be clearly set out and specified within the policy.

Implement your plan

Define clear roles and state in your policy or risk assessment who is responsible for each task. Include clear timeframes and be clear who will audit the process and review progress.

Supervise to make sure that arrangements are followed and monitor compliance with the plan. In addition to the supervision arrangements in place, school leaders should carry out periodic site inspections to view practices. These inspections could be recorded on the 'site monitoring form' (see Appendix 4).

SUMMARY

▶ **Identify the risk profile**

 ○ Assess the risks for pedestrians, cyclists, scooters and vehicles on your school site and surrounding the site:

  - what could cause harm, who could it harm and how?

  - what will you do to manage the risk?

▶ **Organising - Is there an agreed delivery plan in place?**

 ○ Provide information, instruction and/or training for staff, pupils, visitors and parents — develop positive communication, attitudes and behaviours.

▶ **Implement your plan**

 ○ Train and instruct staff to ensure everyone is clear and competent to carry out their work

 ○ Have clear communications and expectations for pupils, visitors and parents

 ○ Supervise to make sure that arrangements are followed.

Measure your performance

Make sure that your plans have been implemented; 'paperwork' on its own is not a good performance measure. This stage is about checking to ensure that the control measures that have been put in place are in line with your risk assessments. School leaders need to be checking that what they have put in place is working.

Is this documented? Documents **needed** to verify if there is an effective system may include risk assessments, policies, staff and/or board meeting notes, action plans, inspection findings and remedial works. It may help to follow a written programme of priority, keeping a record of what you have done and listing what is to be done in the future. The actual level and formality of the documentation should be guided by the school's core safety policy standards and other drivers, such as insurance conditions, **and** will help demonstrate any progress and any outstanding issues.

Assess how well the risks are being controlled and if you are achieving your aims. Make sure that the control measures that you have put in place are having the necessary positive effects and that staff, children and parents are behaving as expected.

• Do you have a procedure in place to review your risk assessments?

• Are there procedures that people can use to let you know about any near misses or accidents and, if so, how do they inform your policy and risk assessment?

• How do you let others know your findings?

ACT

Review your performance

- Learn from any concerns or near misses – are there any areas that you can improve upon, or is something not working?

- Revisit plans, policy documents and risk assessments to see if they need updating

A formal review of your plans is a useful tool to improve your performance. A review may happen annually or may be triggered by an incident or a concern that has been flagged up by an employee, visitor or student.

An ideal approach is to show that you have refined or introduced control measures that have an impact on the risks and that these measures are driven by your risk profile. As the approach matures and confidence in the control measures improves, refinements should be made to the underpinning system, such as documentation, self-audit and policy refinements.

Key actions

- Make sure that the review is carried out according to the plans, at least annually

- Ensure the scope of the review will give assurance that risks are as low as reasonably practicable

- Check that you are compliant with any existing and new laws or standards

- Responding to change

  - Think about your school site – has anything changed in the last year? It is important to recognise if there is anything that will affect the traffic, or the pedestrian flow on it or surrounding it. This could be an increase in pupil numbers and therefore an increase in parental traffic flow. Or maybe a development has taken place near the school and road layouts have changed, or the development has resulted in steady traffic flow throughout the day
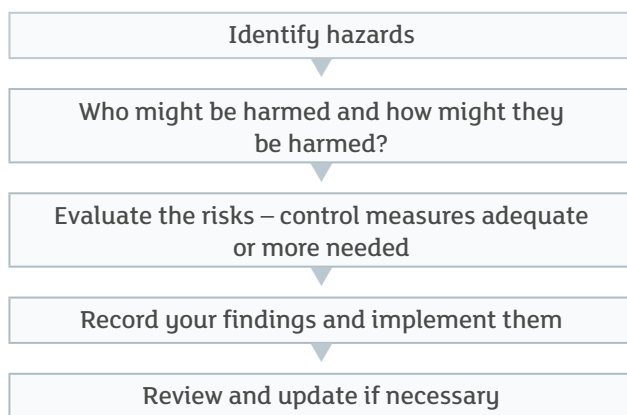
- Learn from experience.

Assessing and managing risk

There are many ways to conduct a risk assessment. The HSE recommends a 5-step approach for risk assessment in the workplace. We have used this model as the basis for assessing vehicle and pedestrian risk around the school site.[9,10]

Irrespective of the method employed, it should be understood, particularly with natural and dynamic hazards, that these steps and observations may need to be visited more than once, by reviewing earlier steps to clarify and refine understanding.

5-step risk assessment

Identify hazards
Who might be harmed and how might they be harmed?
Evaluate the risks – control measures adequate or more needed
Record your findings and implement them
Review and update if necessary

Throughout this section we will look at some key questions that you will need to answer when assessing the risk of traffic and pedestrians on your site and surrounding area. We will also look at on-road work activities such as transporting children to an event, as well as reporting structures for incidents, near misses or concerns.

STEP 1 – IDENTIFY HAZARDS

For the purposes of this guide, we focus on hazards that involve vehicle and pedestrians movements on and off school premises.

It is the school's responsibility to assess and manage risk presented by vehicle movements on the school site. In its risk assessment, the school should also consider vehicle and pedestrian movements directly outside the school site that are associated with any general school activity.

A good starting point would be to look at a **layout** of the school and **how people access the site (Appendix 2)**.

Many schools choose to initially work from an aerial plan and physically map out pedestrian and vehicle routes to find risk areas. Identify all the routes that pedestrians and vehicles use. Think about what the conditions are like at different times of the day.

- Where are the vehicles and where are the pedestrians?
- Where are the drop-off and pick-up points? Where are the car parks that people use? How are people using them?
- How many cars or buses access the site or the immediate vicinity; why are they there and what are they doing?
- Where are the service access points?
- Are there designated walkways and are they suitably lit?

You will already have some information from your school travel plan, such as numbers of people accessing the site and how people access the site.

STEP 2 – WHO MIGHT BE HARMED AND HOW MIGHT THEY BE HARMED?

The principal objective is to identify the significant hazards, the key groups and likely scenario(s) that may cause harm. Below are some significant hazards that you will be able to identify on your school site. Appendix 3 looks at a further range of hazards.

Separating pedestrians and vehicles

Key messages

- Pedestrians or vehicles must be able to use a traffic route without causing danger to the health or safety of people working near it
- Roadways and footpaths should be separated whenever possible. Where this isn't possible pedestrians should be given priority
- You need to consider protection for people who work near vehicle routes
- Traffic routes must also keep vehicle routes far enough away from doors or gates that pedestrians use, or from pedestrian routes that lead onto them, so that the safety of pedestrians is not threatened.

Keeping pedestrians away from vehicles is one of the most important principles. A well-designed site which segregates pedestrians from vehicles will make accidents much less likely. The ideal would be to have separate vehicle and pedestrian routes so that they don't come into contact and where the routes must cross, proper crossings which are suitably marked so everyone knows where they are.

In reality, many sites were not designed with transport safety in mind – if you are designing a new site you have a golden opportunity to make it very safe, but for existing sites there may be severe constraints on space.

Ways to segregate vehicles and pedestrian routes include using kerbs and barriers, or re-routing one or both of the routes. If changes to the site are not possible, then you may want to rely on other measures, including speed limits, warning signs and supervision.

Think about the desire lines

During the risk assessment process, you need to think about 'desire lines'. Despite careful planning of the site and pedestrian walkways, people will disobey the rules and take the shortest (most convenient) routes; this is especially true for children.

- Consider the walking routes that are actually used by pedestrians on your school site and surrounding area
- Monitor the effectiveness of the arrangements currently in place and the adherence to procedures.

Can you design out the risk and make it impossible for people to take unsafe routes?

Barriers, planting and crossing points may be needed to guide them along safe routes. Barriers can be used to prevent pedestrians crossing at dangerous points and to guide them to designated crossing places. You might need to provide protective barriers and guard rails, particularly at corners of buildings and entrances and exits of buildings, to prevent pedestrians from walking straight onto roads.

Case study

Missed opportunities led to minibus death[11, 12]

- In 2018 a council was prosecuted and fined £300k following the death of one pupil and injury to another when the pair were the victims of a collision with a school minibus
- An investigation by the HSE found the lay-by created before the school opened in September 2008 was never large enough to accommodate all school buses at home time. This had been identified by council officers, but the local council made no plans to enlarge the lay-by so that pupils could board safely from the pavement
- For three years before the collision, some school buses had been parking on the other side of the road, which had no pavement, leaving children to board in the middle of the road while other vehicles were able to travel in both directions between the waiting buses
- The police investigated the circumstances of the collision and no charges were brought against the driver of the minibus
- In the days following the incident, the HSE took enforcement action against the council. This prohibited children from boarding school buses from the road and required the council to modify the bus lay-by to make it big enough for all children to board their bus from the pavement. This was completed by the council within a few weeks
- Although there had been previous near misses at this site, there was no procedure for these to be reported and discussed. There are some clear lessons to be learned, particularly for other modern school sites
- The need for children to cross the road to board their bus could have been taken away with proper planning and design, which should always seek to keep vehicles and pedestrians apart. HSE's guidance clearly states that transport safety at every workplace should start with the creation of a 'safe site'
- Planning and parking should take into account 'desire lines', which are the routes most people will choose to take. Children may not be risk aware, there will be a rush of children all leaving school at once, and they will race for the back seat. This predictable behaviour makes it all the more important that transport risk is properly managed, and regularly reviewed.

If separation in space is not possible, think about if your school could use separation in time by planning when vehicle movements can happen. Prohibiting vehicle access and movement at key times can be an effective control. Consider whether it is feasible to restrict access to the site (e.g. controlled gates), and to lock down transport movements until pedestrian movements cease.

- Common examples would be restricting deliveries and refuse collections to the school or kitchen to outside busy morning and afternoon drop-offs

- There are examples of schools across the country that have elongated their morning drop-off; opening school for children at 08:30 and then closing for drop-off at 08:55. Whilst this is a measure to try and decrease traffic flow around the school site, it is important to monitor the effect to make sure it is working as expected.

Think about the traffic routes in your school, especially where complete separation cannot be achieved. Where pedestrians and vehicles share the same route, or where routes must cross, these are the main areas of focus.

Case study

Teacher run over by delivery van[13]

An education provider was fined after a teacher sustained serious injuries when a delivery van reversed into her.

The HSE's investigation found that the education provider had not adequately segregated vehicles and pedestrians. Although the company had identified measures that would likely have prevented this incident, it had failed to implement them.

The provider was found to be in breach of Regulation 17 of the Workplace (Health and Safety and Welfare) Regulations and fined £30,000 with costs of more than £9,000.

After the hearing a representative from the HSE said: 'This was a completely avoidable incident; the failure of the host company to implement safe systems of work caused a visiting driver to carry out his own flawed assessment and an unsafe manoeuvre, resulting in injuries to a teacher. The company failed to undertake a number of simple safety measures including segregated areas for vehicles and pedestrians, implementing a one-way system to reduce reversing in areas there were likely to be pedestrians and designated areas for delivery vehicles.'

Vehicles and pedestrians accessing the school site

Is it clear where vehicles should park and which routes they should follow? Is it clear to pedestrians about where they should go and how they access the site?

Traffic and pedestrian flow

Key messages

- Traffic routes must also be suitably indicated where necessary for reasons of health or safety

- Install clear signs to tell drivers and pedestrians about the routes they should use

- Where signposts are used, they should comply with the signs used in the Highway Code. Make sure the signs are kept clean and visible.

One-way systems can significantly reduce the risk of an accident – by limiting reversing and preventing conflicting movements caused by two-way traffic flow. These need to be clearly marked using road markings and signs as they help pedestrians know which way the traffic is moving.

Improving vehicle flow on site

The pictures in red show what was happening at the school before any intervention:

• Coaches and minibuses were not parked with their doors to the kerb

• Vehicles parking in road, buses boarding whilst vehicles moving around the site

• Buses moved off when they were ready and not in any particular order

• Minibuses often reversed and manoeuvered across the space, between other buses, to exit

• Road markings were ignored

• Parents' vehicles were also allowed in the space

• Children often moving across the space to access cars or buses.

The school and the pedestrians had become oblivious to the risks – possibly because transport is something we contend with every day – but the potential for disaster in this situation was appreciated once it was brought to the school's attention.

The amber picture shows the interim restrictions that solved the problem overnight with minimal cost:

• Cones helped direct traffic

• Buses parked with their access doors facing the kerb; children follow pavement to board safely; buses leave in order when all pedestrians have boarded

• One member of staff to supervise – but be mindful of risks to traffic supervisors. Important that supervisors know what they must do and what they must enforce.

The green picture shows what is in place now:

• All vehicles prohibited apart from buses

• Painted turning circle to make area one-way

• Enforceable parking restriction introduced.

All these changes were communicated to transport companies, parents, staff and pupils.

If there is no other way to manage segregation on the site, consider whether it is feasible to restrict access to the site (e.g. controlled gates), and to lock down transport movements until pedestrian movements cease. Supervision may be required for this.

Vehicle parking (including school transport)

Key messages[14]

- The use of physical measures (e.g. bollards and barriers) is recommended to prevent vehicles crossing into walking areas
- Tell drivers where parking areas are as soon as they enter the site
- Try and lay out parking areas to reduce manoeuvering and reversing for large vehicles.

The easier you can make it for people to follow the rules the better. This should apply from first entering the site – it needs to be clear where everyone should go. Buildings, departments, entrances etc. should be clearly marked, where necessary, so that unplanned manoeuvres are avoided.

- Are there sufficient spaces for vehicles? Over-parking and site congestion can result in dangerous manoeuvres and blocking of pedestrian routes
- Do parents' cars need to be on site at pick-up and drop-off?
- Are the parking bays properly marked? Marking bays can improve use of space
- Is there a one-way system and is this clear? Consider the risks of vehicle-on-vehicle incidents
- Where are the safe pedestrian routes and are these marked?
- Do people use the safe pedestrian routes or do they use a 'shortcut'?
- Is it clear to visitors where to go and are the site rules clearly communicated?

Special events

Another thing to think about is how you organise your traffic management at 'special' events where the traffic movements will be different from normal. This could include sports days, performances, parents' evenings and open events.

- You might need to make additional provision, e.g. extra parking, signage, marshalls

- Do you have a clear traffic plan for the event? Do people know their roles and responsibilities? Think about weather conditions and light levels
- Communication with external parties (e.g. catering contractors) – think about safe times for vehicle movements and make sure they know site rules and where to park
- Can you notify people in advance of what the rules are? It's important to communicate your site rules very clearly so that everyone takes transport risks seriously and knows not to break the rules – even after hours
- Can you encourage parents to leave their cars at home?

Service and delivery vehicles

- Is it clear where service and delivery vehicles go?
- Are these routes separated?
- Is it communicated that these vehicles are not allowed on school site at busy times?

Outside school grounds

Roads outside school grounds are typically in constant use during the school day, and are particularly busy at home time, due to everyone leaving at once, producing a large volume of traffic and pedestrian flow.

- When assessing this aspect, you need to think about both pedestrian and vehicle behaviour
- Are children concentrating on where they are going? Children may be running, wearing headphones, talking to peers or on phones
- Are footpaths and pavements obstructed so that pedestrians are forced on to the road?
- Are cars obstructing road, bus stops, drop-off points, roundabouts?
- Do cars ignore signs and lines on the road?

Schools need to consider how best to authorise and manage access for parents who regularly collect (or drop-off) from the school site.

Jumpers outside school

A school that had ongoing issues with parents parking on the zig-zag lines and performing dangerous manoeuvres near the school site. They had urged parents to consider others when parking, and had often put out letters, social media messages and banners on the road, but they had not seen any behavioural changes.

After several near misses involving school pupils, members of staff came up with the idea to put school jumpers and trousers on the zig-zag lines outside the school. The idea was to show parents in a visual way that children could be there.

The initiative has been successful in highlighting the issue in a visual way to the parents and it has seen some effectiveness. Whilst the school cannot put jumpers on the zig-zags every day they are looking at ways of doing it on a regular basis.

The law on yellow zig-zag lines

The Highway Code states that drivers 'MUST NOT wait or park, or stop to set down and pick up passengers, on yellow zig-zag school entrance markings.'[15]

• If the yellow zig-zag lines have signs informing motorists the hours of operation, then these can be enforced legally by the local council via traffic wardens or CCTV to issue penalty charge notices (PCNs). Outside listed hours of operation drivers are legally allowed to park – unless the presence of single or double yellow lines would indicate otherwise

• If the yellow zig-zag lines have no signs, then the local authority does not have the power to issue a PCN. As they are there to advise motorists that they should not wait or park on the lines. In this case it is the police that can issue a ticket for causing an obstruction to either traffic or pedestrians.

School exclusion zones (SEZ)

School exclusion zones were pioneered in Milan and then introduced to the UK in Edinburgh and several London boroughs.[16]

School exclusion zones address both road safety and air quality outside schools by closing off the streets immediately outside the main school gates to traffic at the start and end of the school day.

Edinburgh introduced its School Streets programme in 2015, followed by Hackney in London in 2017,[17] and Cardiff and Birmingham in 2019.

In both Edinburgh and Hackney the initiative has been very successful and has seen similar benefits:

• Reducing vehicle volumes around the school site

• Active travel has increased in both areas, but less so in Edinburgh

• Nitrogen dioxide levels outside schools have decreased dramatically

• There are no physical barriers at the end of streets when the scheme is active, just signs to notify of the active times. People have generally engaged with not driving down the streets when the scheme is active. Penalty charge notices (PCNs) are issued to vehicles that violate the traffic order which is enforced by cameras. People have generally engaged with the schemes with the number of PCNs issued decreasing the older the scheme is.

Both schemes have created some vehicle displacement issues, whereby parents park in new streets/areas since the implementation of the SEZ. In some areas this has created complaints from residents where the parking has been displaced to and in Edinburgh has caused some new road safety issues.[18]

The aim in Birmingham is to have a scheme that is as successful as those above, as well as to:

• Reduce congestion and improve air quality at school gates

• Make it easier and safer to walk or cycle to school

• Create a more pleasant environment for everyone

• Make the streets outside schools safer at the start and end of the day.

As with all the School Streets initiative, Birmingham is not delivering 'Car Free School Streets'[19] in isolation, but as part of wider engagement through Modeshift STARS,[20] which offers schools a range of activities and initiatives.

Early feedback from the programme in Birmingham has shown that the:

• Schools are positive about the improvement in air quality outside the school gates

• Parents' attitude towards the scheme has become more positive as they have seen the pilot develop

• PCNs have been issued at some schools in Birmingham. They are not currently looking at installing enforcement cameras

• There has been some vehicle displacement to surrounding streets but it is too early to make judgements on this. For parents that do have to drive to school, they are encouraged to park further away from the school and walk the last part of the journey. Park and Stride locations have been identified at a number of these pilot schools.

The part-time closure of streets to traffic is not appropriate for all schools. Birmingham City Council has developed a range of initiatives to support all schools to encourage safer, greener and healthier travel (see **www.birmingham.gov.uk/info/20163/safer_greener_healthier_travel/1852/safer_greener_ healthier_school_travel/3**)

STEP 3 – EVALUATE THE RISKS – CONTROL MEASURES ADEQUATE OR MORE NEEDED

Once the hazards have been identified you will need to evaluate the risk posed by each hazard. You should think about how likely it is that an accident will happen and, if it does, how severe the injury is likely to be.

Be clear on what risks you have identified and apply a proportionate control measure to that risk. In your risk assessment you will also need to identify a timeframe given to implement that control measure and whose responsibility it is within the school. If you have identified hazards immediately outside the school site, now would be the time to identify who you need to begin to engage with to help you control the risk.

Can you remove the problem altogether, for example by restricting vehicle movements to certain parts of the school site?
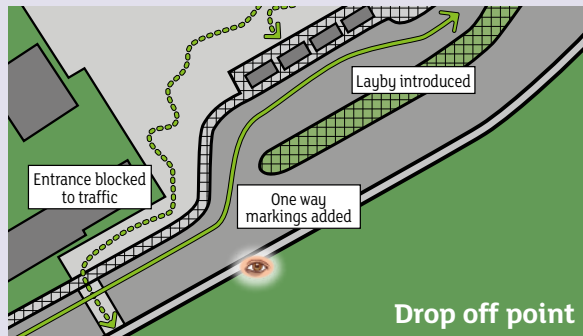
If you cannot remove the problem, try to reduce the risks.
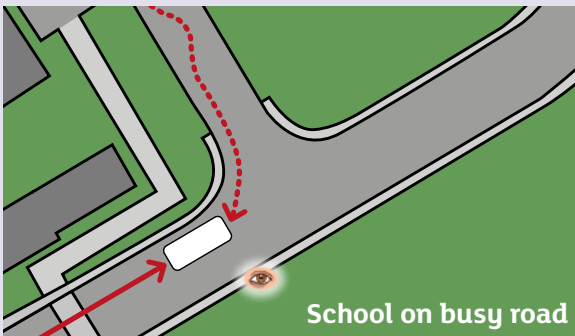
Ways to reduce risk

• Where possible, change the layout of the school site, for example have separate pathways for pedestrians, use road humps, or set speed limits (and enforce them) on vehicle routes

• Prioritise the improvement measures you have identified based on the level of risk you have decided each hazard poses and set a realistic date for each action.

School entrance: Unsafe

School entrance: Safe

School on busy road

Layby introduced

Entrance blocked to traffic

One way markings added

Drop off point

Improving school entrance[21]

- This is an example of an actual incident that took place and was investigated by the HSE
- The main entrance was next to a busy road. There were bus stops on either side of the road and a pedestrian crossing near the school gates
- A 14-year-old boy was playing with a ball while waiting for his parents to pick him up at the school entrance. A car driver passing the school hit the boy as he ran out into the road
- The incident happened outside the school gates on the public highway. The driver was taken to court for driving offences
- This was not the first time that an incident had happened outside the school gates and the school was severely reprimanded. The school had some responsibility under the Health and Safety at Work Act because of the way it had organised the entranceway, encouraging students to wait in an area of high traffic
- After the incident the main entrance was closed to traffic and a one-way system and drop-off point were introduced. This improvement required co-operation between the school governors, the council and travel operators, and was quite costly
- The entrance at the rear of the school is now the only access for vehicles, segregating staff parking and the drop-off point for pupils.

While the improvements to the site were quite large and costly, all other measures, such as the crossing and barriers, had proved ineffective in ensuring pupil safety.

STEP 4 – RECORD YOUR FINDINGS AND IMPLEMENT THEM

By law you must record the significant findings of your assessment, and the risk assessment form is a clear way of doing this. Writing down the findings helps to form a co-ordinated approach with your policy and can also be used as evidence of your decision-making.

It is also easier to communicate findings with members of staff, the governing body or outside agencies that you need to engage with to help form a plan of action.

STEP 5 – REVIEW AND UPDATE IF NECESSARY

Risk assessments should be reviewed on a regular basis. Often schools will review them annually but it may be worthwhile to monitor them periodically in different weather conditions and timings in the school day. Each risk assessment should include a review date, although an earlier review may be required if:

- There has been an incident or near miss
- There have been significant changes to the school site layout, or layout of vehicle/pedestrian routes immediately outside the school
- There is a significant increase in the number of pupils
- There is a change in the law or regulation.

The law

It is the responsibility of employers and those in control of premises to keep people safe on their site and ensure their activities don't cause unnecessary risk.

Local authorities and schools have a moral and legal obligation to secure, as far as is reasonably practical, the safety of students, staff and visitors onto their site. There is a legal requirement under the Health and Safety at Work Act for an employer to write a policy to protect their employees and others from harm.

Legislation

- Workplace (Health, Safety and Welfare) Regulations 1992 (as amended), Regulations 17[22]

  - Regulation 17: *'Every workplace shall be organised in such a way that pedestrians and vehicles can circulate in a safe manner.'*

  - The next part of regulation 17 focuses on the design of pedestrian and vehicle routes, requiring that these are suitable, can be used without causing a danger and that there is sufficient separation between pedestrians and vehicles

    - Any traffic route which is used by both pedestrians and vehicles should be wide enough to enable pedestrians to pass safely. On traffic routes in existence before 1 January 1993, where it is not reasonably practical to make the route wide enough, traffic management systems should be provided as necessary. Give special consideration to the safety of people in wheelchairs or with impaired or no sight

- Health and Safety at Work etc. Act 1974, Sections 2 and 3[22]

  - Ensure health and safety so far as is reasonably practicable; have a written policy; inform, instruct, train, supervise; maintain (site and vehicles) in a safe condition

- Management of Health and Safety at Work Regulations 1999, Regulations 3 and 5

  - Conduct risk assessments, manage health and safety. This means making sure things are safe

Other relevant requirements include:

- Lighting at work – Reg 8 Workplace (Health, Safety and Welfare) Regulations

  - Lighting should be provided at places of particular risk, such as pedestrian crossing points on traffic routes. Outdoor traffic routes used by pedestrians should be adequately lit after dark

  - Lights and light fittings must be selected, positioned so they do not cause a hazard (e.g. electrical, fire, radiation or collision)

- Personal Protective Equipment (PPE) Regulations for employees (e.g. traffic supervisors may need hi-vis)

- Appropriate crossing points should be provided and used where pedestrian and vehicle routes meet. Where necessary, barriers or rails should be provided to prevent pedestrians crossing at particularly dangerous points. If crowds of people are likely to overflow onto roadways, for example at the end of a school day, consider stopping vehicles from using the routes at such times or staggering class finish times.

It is important to note that traffic management and your obligations do not necessarily stop on your school site. Section 3 of the Health & Safety at Work Act could potentially apply to traffic that is generated due to the school's activity. This could include;

- Parents dropping-off and picking-up
- School transport for children
- Deliveries to the school site.

School car parking[23]

There is no legal entitlement to parking on a school site for members of staff, however it is generally agreed to be good practice. In addition, it is not necessary to provide free parking on a school site.

Parking for parents' cars and visitors may be limited and should be addressed by the school's duty of care towards its students. It is common practice for car arrival and departure to be limited to certain times such as before the arrival and after the departure of pupils in the morning and afternoon.

School car parks should not necessarily be locked. One reason is that it is essential that emergency services have access to the school site at all times.

School transport

School drivers and vehicles need to comply with road traffic legislation regarding driver competence and vehicle roadworthiness. As an employer you need to check to make sure your authorised drivers and vehicles are compliant.

Maintenance of school vehicles

Carry out inspections of vehicles including daily driver checks and regular planned maintenance based on mileage or time – in accordance with manufacturer's instructions. Employers should give drivers a list of daily checks to be signed off before vehicles are driven, and drivers should be instructed on how to carry these out properly.

Transporting pupils using school's vehicles

Various road traffic acts and regulations also require employers to ensure that vehicles used for work purposes are safe and legal to be on the road, and that drivers are properly licensed and insured. Employers can be held liable for various 'cause and permit' road traffic offences; for example, it is an offence to cause or permit someone to:

- Use a handheld mobile phone when driving
- Use a vehicle in a dangerous condition
- Drive on the road without a valid driving licence or motor insurance.[24]

Bus and travel companies should have their own risk assessments, although it is your responsibility to make sure that they do. They also need to know your site rules and have clear lines of communication to your management team. It is essential that you ensure pick-up and drop-off points are risk assessed and that there are channels of communication. In the case study, 'missed opportunities led to minibus death' for example, bus company personnel had concerns about the dangers but had no official channel to raise them, so the chance to prevent the incident was missed.

The Health and Safety Executive does not normally investigate road traffic incidents. However, health and safety law may apply to incidents on the road where serious management failures have been a significant contributory factor.[25]

For a brief overview of guidance please go to Appendix 5 or for further detailed information you can search for RoSPA's minibus safety guidance.

www.rospa.com/rospaweb/docs/advice-services/road-safety/practitioners/minibus-code-of-practice.pdf

Terminology

Children – refers to all children and students on the school site up to the age of 18.

Parents – includes all adults with care and control of children and others acting in loco parentis, such as older siblings.

Pedestrians – refers to people walking, cycling and/or on scooters.

School leaders – includes headteacher; senior teachers; executive headteacher; or governing board.

Acronyms

RoSPA – The Royal Society for the Prevention of Accidents

HSE – The Health and Safety Executive

KSI - Killed or Seriously Injured

LA – Local Authorities

PDCA – Plan, Do, Check, Act

CCTV – Closed-Circuit Television

SEZ – School Exclusion Zone

PCN – Penalty Charge Notice

PPE – Personal Protective Equipment

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Other useful site

Health and Safety Executive, Writing a health and safety policy, **www.hse.gov.uk/toolbox/managing/writing.htm** - accessed Jan 2020

Appendices

School management plan checklist

One of the key elements of health and safety management is monitoring the effectiveness of the safety policy, which can be achieved by using a checklist.

The results from the checklist will be vital in analysing strengths and weaknesses within the organisation, and for future inspection and reporting to the board of governors.

Management	Yes	No
Has the outline traffic management risk assessment been completed?		
Do you have a site layout plan with all vehicle access points marked?		
Do you have a site layout plan with all pedestrian access points marked?		
Have you completed a school travel plan and if so is this communicated to the school community?		
Have staff been made aware of the arrangements for traffic and pedestrian management from the risk assessment?		
Does the policy identify the roles and responsibilities of members of staff, and board of governors?		
Is it signed, and dated by the chairperson of the board of governors, and headteacher?		
Are members of the school community, including visitors, aware of the site rules?		
Can you demonstrate that the school leaders take adequate and consistent action to detect and correct any unsafe behaviour of your employees and those who collect or deliver goods?		
Are penalties applied when people fail to maintain set standards?		
Do you investigate underlying reasons for unsafe behaviour?		
Are all concerns or near misses recorded and acted upon?		
Is there a review date?		

Transport and vehicles	Yes	No
Is there a one-way system (wherever reasonably practicable)?		
Does the school promote pedestrian and cycle routes?		
Do you communicate sustainable transport options to staff, parents and pupils?		
Do you periodically inform parents regarding the school traffic management policy of not parking in school or the surrounding area?		
Is the signage clear for pedestrians who come onto site?		
Are the signage and road markings clear for vehicles coming onto site?		
Are the signage or road markings clear for traffic management immediately surrounding the school site?		

Site layout and traffic routes	Yes	No
Is there an individual responsible for monitoring vehicle access to school premises?		
Is there an agreed procedure for arriving and departing coaches?		
Is there safe access and egress for delivery vehicles and emergency vehicles (fire, ambulance)?		
Is there a procedure for bringing cars onto school premises?		
Are pedestrian areas physically protected and segregated from vehicle movement areas as much as possible?		
Is there a clear procedure for contractors using vehicles on school premises (plant hire, grass cutting, etc.)?		
Is it clear where vehicles should park and which routes they should follow?		
Is a speed limit in place and enforced (e.g. 5mph on school site)?		

Pedestrian management	Yes	No
Does the layout take account of desire lines - and sight lines?		
Are pedestrians and vehicles segregated?		
Are crossing points marked and visible?		
Does everyone know (and follow) the rules?		

Vehicle maintenance and driver competence	Yes	No
Is there a written procedure for the use of school minibuses?		
Is there list of nominated minibus drivers and their training, and is it maintained?		
Are driving licences checked annually to identify any penalties which might affect insurance cover?		
Are all inspection, MOT / servicing records in place?		
Is written confirmation that correct insurance cover in place?		
Is there a record that thorough pre drive vehicle use checks are completed, including seatbelts, tyres and mirrors (non exhaustive)?		

References

www.hse.gov.uk/workplacetransport/wtchk1.pdf

www.hse.gov.uk/workplacetransport/parking.htm

www.rbkc.gov.uk/idoxWAM/doc/Other-1284618.pdf?extension=.pdf&id=1284618&location=Volume2&contentType=application/pdf&pageCount=1

APPENDIX 2

Site layout

Date completed

Renewal date

Map of site and area immediately surrounding school

Identify

- Your school site
- One-way systems
- Car parks and drop-off and pick-up points
- Bus parks and drop-off points and pick-up points
- Main access for pedestrians and vehicles
- Main pedestrian walking routes

- Any obstacles or road layout issues immediately surrounding the site
- Any dedicated cycle paths leading to your site
- Staff supervision points – and what they are supervising, e.g. pedestrian crossing point
- Any issues that cause increased traffic throughout the school day immediately surrounding the site, e.g. health centres, hospitals, shopping centres

Names of main road(s) outside main gate(s)	
What are the speed limits of the roads surrounding the school site?	
Is the main vehicular access used for pedestrians?	
Does the school have a dedicated car park for parents?	

Are any of the crossings within 500m of your school?			
Pelican	☐	Zebra	☐
Puffin	☐	School crossing patrol	☐
Toucan	☐	Pedestrian refuge	☐

Your risk assessment

When reviewing traffic and pedestrian management on your site you should be thinking about how risks can be reduced to the lowest reasonably practicable level by taking preventative measures, in order of priority.

1. **Eliminate** – Can you eliminate the risk; for example, by redesigning the pick-up and drop-off points?
2. **Substitute** – Can you reduce the risk by designing or planning out the potential for people to 'break the rules', e.g. can footpaths follow desire lines?
3. **Engineer** – Is it possible to provide a barrier or guard to direct people?
4. **Administration controls** – Can you increase signage or education, or do you need to provide supervision in certain areas?

It is important that you go through the process of consideration of which control measures can be introduced and not jumping to the easiest control measure to implement.

Below is a list of key questions that you should ask when completing your risk assessment.

Segregating pedestrians and vehicles

*   How are pedestrians and cyclists kept away from vehicles?
*   How do you mark out and sign vehicle and pedestrian areas?
*   Where do vehicles and pedestrians have to use the same route?
*   How do you tell drivers and pedestrians about the routes and the layout? For example:
    *   staff who work on site (training)
    *   new staff (induction)
    *   visitors

*   Apart from collisions, what else presents a health and safety risk, and how can you manage these risks? For example:
    *   materials falling from vehicles
    *   noise
    *   fumes

*   Can you achieve a one-way or partial one-way system?
*   Is reversing eliminated?
*   Watch the routes taken by pedestrians – what are the desire lines for staff, parents, pupils, delivery drivers?
*   Are desire lines different when there is a high volume of pedestrians (end of school day)?
*   Do you need barriers to guide pedestrians safely, e.g. at corners or gateways?
*   Where do people park especially when it's wet – how can you physically prevent parking where it endangers others (e.g. visibility or access)? Does this need to be permanent or removable – bollards, planting, cones at certain times of day?

Road markings

- Where do you need signs and road markings?
- How do you mark out and sign crossing points
  - for drivers?
  - for pedestrians?

- Who has right of way at crossings?
- Which signs do we need to
  - warn?
  - inform?

Hazards

You may need to highlight hazards on traffic routes by using suitable warning signs. These hazards may include:

- Sharp bends
- Junctions
- Crossings
- Blind corners
- Steep gradients
- Roadworks.

Lighting

- Which areas need to be lit?
- Where should you position lights? – Areas near junctions, buildings, plant, pedestrian routes and areas, and places where vehicles or mobile plant regularly move, all need particular attention
- Are there local authority restrictions on lighting our workplace?
- Is there a risk that drivers could be dazzled or confused by lighting?

Parking

- How many vehicles use your site?
- Where do they go?
- What do the drivers do?
- What type of vehicles are they?
- How do you control parking?
- How will you segregate pedestrians from traffic in the parking areas?
- How can you minimise the need for manoeuvring and reversing?
- How will you enforce safe parking?

Below each set of questions there is a list of potential key hazards and controls on a school site. This is not a definitive list of hazards nor a definitive list of controls

This sheet should only be used as guidance for when you are completing your own risk assessments.

Potential hazard	Suggested control		
	Safe site	Safe vehicle	Safe person
Segregating vehicles and pedestrians, parking and road markings			
1 **Movement of vehicles on roads and highways directly outside of school** • Vehicles incorrectly parked outside school entrance • Vehicles parked outside school entrance causing restricted or blocked access to school site • Regular high-volume movement of pedestrians outside the school gates/ gaining access to school site	- Liaise with LA to increase signage or look at traffic regulation orders if problem is persistent - Liaise with police to periodically enforce traffic regulations around school site - School travel plan in place - Advice sought on erection of barriers or rails to prevent pedestrians crossing at particularly dangerous points	- School warning signs in place on highway - Yellow zig-zag lines on roadway at entrance to the school site - Any concerns to be raised with local highways authority - Adequate signage to warn of hazards/limit parking at school entrance - Directional signs clear and well sited	- Co-operation of parents - Educate parents periodically advising them to park correctly outside the school site - Parents encouraged to use active travel - Students should be reminded about road safety during assemblies and registration - Lollipop person operating/controlling crossing point
2 **Movement of vehicles on site in the vicinity of pedestrians, which could result in accidents and injury, or collisions resulting in damage** • Pedestrians and vehicles using the same access, egress route • Changes of level, poor conditions of walkways/roads on site • Poor site layout - inadequate segregation of pedestrians and vehicles • Cleaners may be coming in at the end of school, in the opposite direction to flow or when a vehicle lockdown would be helpful • Sixth formers who drive to school, arrive or leave at unpredictable times	- Adequate signage to warn of hazards - Directional signs clear and well sited - Access to staff restricted between 08:45hrs and 15:30hrs - Change of levels indicated where necessary - Well-constructed surface that is regularly maintained - Maintained external lighting - Main traffic areas/routes gritted when frosty, snow cleared	- System in place to keep vehicles and pedestrians separated - One-way system - Speed limit in place - Marked parking bays - Parking of vehicles only allowed in marked spaces - Reversing of vehicles avoided unless necessary - No access to site by vehicles during restricted times (registration and home time) - Control vehicle access, e.g. by use of automated gates with audio/visual link to main office - Attendants are clearly visible and identifiable, i.e. wearing high-visibility yellow tabards	- Walkways clearly marked - Supervision of children to safe access and egress routes - Provision of high-visibility clothing for supervisors - Employees, pupils, parents, visitors and contractors informed of safe movement procedure - Designated parking areas out of bounds to all pupils - Pathways/designated areas for use by pedestrians are clearly marked and signed Vehicle movement on site is prevented during peak pedestrian traffic times, i.e. arrival, departure and lunchtimes - by locking vehicle entrance gate where separate pedestrian entrance is provided? - closing and securing vehicle gates, where no separate pedestrian entrance(s)? - displaying 'prohibition' notices stating times during which vehicle movement on site is not permitted

3	**Movement of buses, minibuses and delivery vehicles on school site/movement of private vehicles and taxis on school site** • Vehicle movement on site during working hours (deliveries from outside companies) • Absence of co-ordination between the school and delivery vehicles/ minibuses/taxis • Excessive speed • Limited driver visibility • Interaction with cars at entrance/exit gates. • Reversing manoeuvres • Turning circle/sweep radius • Unexpected positioning on road	- Ensure all deliveries are reported to reception prior to loading or unloading - Stop all deliveries being made during school admission times and home times - Reminder for kitchen staff to liaise with delivery companies not to deliver between the times of 08:15 – 09:00 and 14:30 – 15:15 - Refuse collection should be outside school hours - Delivery protocol issued to suppliers – site layout, safety rules and hazards - Suitable drop-off points marked/ communicated - Instructed to use caution when driving on site - Only use reputable bus companies - Copies of individual company risk assessments obtained - Speed limit on site with clear signs and markings displayed - Separate pedestrian and vehicle routes with physical segregation - Traffic-calming measures in place prior to higher-risk areas, such as crossing points - Parking prohibition notices clearly displayed - Designing layout to eliminate/ minimise reversing - Include lane markings and signage - Physical protection around vulnerable areas of buildings, e.g. bollards or barriers - Hedges and shrubs maintained to ensure maximum visibility - Instruction to use caution when on site	- Minimise traffic route usage - Display suitable warning signs at entrances for vehicle drivers and pedestrians - Produce a safe system of work where segregation is not possible - Use of bus turnaround area to avoid the need of reversing - Site speed limit of 5mph with signage at front entrance - Speed-reducing humps are in place - One-way system identified within car park - Where possible, stagger bus arrivals for school trips that require a large quantity of buses - One-way system in place - Reversing of vehicles avoided unless absolutely necessary - Audible warning devices fitted to minibuses and delivery vehicles - Ensure a traffic marshall supervises the safe movement of vehicles Note: if a traffic marshall is needed, you should try to design out the problem	- Supervision of children disembarking/embarking school transport - Transport to arrive on site before school day ends - Provision of high-visibility clothing for supervisors
4	**Road markings/ signage** • Lack of information/ instruction	- Consider printing site rules, directions, maps etc. on the back of order forms or invoices - Use adequate signage to instruct	- Inform the delivery drivers of safe working practices, e.g. parking and unloading	- Provide instruction to pedestrians who have to use the same areas as vehicles - Provide information about routes to be used
5	**Lighting**	- Ensure adequate lighting is available at all times - Ensure that any lighting does not reflect on the driver and cause flash blindness		
6	**Supervision** • During playtime children running into path of vehicles to retrieve balls, etc. • Children not adequately supervised on and off site	- Children's play areas should be sited away from parked cars or suitably segregated with appropriate barriers - Gates closed/locked or fitted with high-level handle at break times - Fences high enough to prevent balls going over - Fences maintained to avoid balls/ objects going through	- Suitable drop-off/ pick-up points marked/ communicated	- Supervision of children disembarking/embarking school transport - Provision of high-visibility clothing for supervisors - Pupils informed of safe movement and code of behaviour

Risk assessment – traffic and pedestrian management

School _____   Activity _____   Review date _____

Assessment completed by

Name _____   Date _____   Signature _____

Identify potential hazard	Who may be harmed and how?	Current controls			Identify further actions (if needed)			Action by who	Action by when	How will it be monitored?	Completed
What hazards have you identified from the lists and questions above?	In most cases it will be staff, pupils, public, visitors or contractors	What do you currently do to minimise the risks, e.g. use physical barriers, signage, lighting?			Have you identified an area of risk where you could do more to minimise harm, such as better supervision or introducing a one-way system?			Who is going to ensure that this is done? Or is it something that needs to be done by an outside body such as the LA?	Realistic timeframes for completion of action		Tick to indicate that it has been done
		Safe site	Safe vehicle	Safe person	Safe site	Safe vehicle	Safe person				

Risk assessment – traffic and pedestrian management

School .... Activity .... Review date ....

Assessment completed by

Name .... Date .... Signature ....

Identify potential hazard
What hazards have you identified from the lists and questions above?

Who may be harmed and how?
In most cases it will be staff, pupils, public, visitors or contractors

Current controls
What do you currently do to minimise the risks, e.g. use physical barriers, signage, lighting?

Safe site	Safe vehicle	Safe person

Identify further actions (if needed)
Have you identified an area of risk where you could do more to minimise harm, such as better supervision or introducing a one-way system?

Safe site	Safe vehicle	Safe person

Action by who
Who is going to ensure that this is done? Or is it something that needs to be done by an outside body such as the LA?

Action by when
Realistic timeframes for completion of action

How will it be monitored?

Completed   Tick to indicate that it has been done ☐

Periodic traffic management plan monitoring sheet

Monitoring compliance with the management plan should be done periodically by your senior management team. The aim is to review practices and record them. Where issues arise with vehicular access, taxi/minibus drivers and staffing, these will be dealt with or escalated by the headteacher.

The senior management team is responsible for addressing the conduct of pupils, staff, parents and visitors that is not consistent with the requirements of the plan.

Date	Area observed	Observations	Concerns/incidents	Action needed	Date action completed	Signed

School's duties when transporting pupils – brief overview

This section gives a brief overview of things to think about when transporting pupils. For a comprehensive guide, see RoSPA's minibus safety code of practice at www.rospa.com/rospaweb/docs/advice-services/road-safety/practitioners/minibus-code-of-practice.pdf

Records

Appropriate written records should be kept, regularly reviewed and updated. Recommendations from reviews should be implemented. This includes maintenance records; servicing should be with a set schedule. A pre-drive safety check should be conducted every day that the vehicle is used.

Operators should also obtain written confirmation that their insurance policy applies to all the people using the minibus.

School staff driving a school minibus

Government policy is outlined in *Driving school minibuses: advice for schools and local authorities*, which states that;

'There are circumstances in which a member of school staff with a car driving licence (category B) can drive a minibus" and 'Schools are also advised to check their insurance and any employer's policies on this matter.'

'...if a teacher's contract of employment does not state that driving minibuses is part of their duties and they receive no additional payment for driving a minibus to take pupils on trips or to social sporting events (except for reimbursement for out of pocket expenses), they will be driving on an extra-contractual, voluntary basis. In this case, the category B licence would suffice (assuming the conditions are met) even if the school reimburses the teacher for fuel, parking and tolls.'

However,

Drivers who obtained their full car driving licence on or after the January 1, 1997 are only licensed to drive a vehicle with up to eight seats (in addition to the driver). To drive a minibus, such drivers need to gain a category D1 (or D) PCV entitlement on their licence by meeting higher medical standards and passing the DVSA's theory and practical minibus test, unless classed as a volunteer. In this case the following applies:

- Drivers must be 21 years or over (but under 70, unless they have passed a PCV medical test)
- Drivers must have held their category B driving licence for at least two years
- The minibus is being used by a non-commercial body for social purposes, but not for hire or reward
- Drivers must not receive any payment or consideration for driving the minibus, other than out-of-pocket expenses (e.g. travel costs to reach the destination where they will be volunteering or lunch costs)
- The minibus must not exceed 3.5 tonnes (or 4.25 tonnes if specialised equipment for the carriage of disabled passengers is included, but the additional weight is only for the specialised equipment)
- No trailer is towed.

'...if the terms and conditions of a teacher's contract of employment state that driving minibuses is a part of their duties, or if a teacher is paid an additional sum specifically for driving the minibus (other than a sum to reimburse the teacher for out of pocket expenses on a cost recovery basis), such staff would be deemed as receiving payment for driving a minibus and would not be driving the minibus 'on a voluntary basis'. In these cases, a full D1 licence (or a full D licence) would be needed.'

> **Due to the ambiguity around the hire/reward status, we recommend that the full D1 licence is the minimum requirement, and a car licence is insufficient in all circumstances. If schools wish to train minibus drivers to D1 level, the costs of any training and testing for the D1 licence must be covered in full by the employer.**

Car driving licence obtained on or after January 19, 2003 can only drive a minibus with a maximum length of 8 metres.

If you have staff with a non-GB driving licence then an online checking tool is available at www.gov.uk/driving-in-great-britain-on-non-gb-licence

Journey planning

All journeys should be properly planned.

Before any journey, and every time a minibus is used, the driver must:

- Plan the journey so that it can be completed safely and comfortably in accordance with the passengers' needs
- Ensure the minibus is suitable for the passengers being carried
- Conduct a pre-drive vehicle safety check
- Be fit and able to drive
- Conduct a moving brake test.

Breakdown procedures

Clear accident and emergency procedures should be in place, recorded in your risk assessment and should be included in driver and passenger assistant training.

In the event of a vehicle breakdown:

The driver should move the vehicle off the carriageway (onto the hard shoulder on a motorway) and switch on the hazard warning lights. If this is not possible, it should be moved as far away from moving traffic as possible. If a warning triangle is used, it should be placed on the same side of the road, at least 45 metres from the minibus. Always take great care when placing and retrieving a warning triangle and never use them on the motorway.

The passengers should be moved out of the nearside of the vehicle and as far away from it and other traffic as possible. No one should stand between the vehicle and oncoming traffic.

On motorways or other busy roads passengers should be taken onto the embankment or grass margin and as far from the traffic as is practicable. The hard shoulder on a motorway is very dangerous. On Smart Motorways, where the hard shoulder is used as a running lane, drivers should try to stop in one of the emergency refuges placed periodically along the hard shoulder.

Passengers should be kept together in one group. Children should be kept calm and under constant supervision.

In some circumstances, it is safer to leave the passengers in the vehicle, e.g. if it seems too dangerous to unload passengers in wheelchairs or if there is not a safe waiting area. The driver (and passenger assistant if present) will need to assess the situation and decide whether or not to unload passengers.

If necessary, the driver should go for help, leaving the passengers with the passenger assistant. If the driver is the only adult present, he or she should not leave the children alone. The driver will need to give the police, or breakdown service, accurate details of the vehicle's location, and inform them if children or passengers with mobility problems are being carried.

The driver should also telephone the school or nominated contact person, preferably with a mobile telephone kept on board for this purpose, to tell them what has happened and ask them to relay messages to parents and others. They should have out-of-hours contact details for this purpose.

In the event of a collision, the driver and/or the passenger assistant must make the collision scene as safe as possible:

Use hazard warning lights and any other safety devices supplied.

Do not move injured passengers unless they are in immediate danger of further injury.

Call the emergency services immediately, with information about the situation, any special circumstances (e.g. carrying oxygen bottles or passengers that have additional needs).

Ensure one person (driver or passenger assistant) remains with the children if child passengers are involved.

Do not allow child passengers to assist with repairing or re-starting the vehicle and never allow them to push the vehicle.

If the emergency services are called, the driver must stay at the scene until the emergency services (and anyone else with reasonable cause) have taken all the details. If possible, the names and addresses of all independent witnesses should be obtained at the scene.

If the collision is 'damage only' and no one is injured, the driver should ensure that the vehicle is roadworthy before continuing the journey. The incident must be reported to the operator on their return. A report book or form must be kept for this purpose. The operator should ensure that all repairs and insurance details are completed.

Supervision

- Passengers should be adequately supervised
- A driver cannot safely drive and supervise up to 16 children at the same time. Children are likely to distract a driver with questions, moving about and general noise. They may also distract drivers in other vehicles. A passenger assistant is recommended and should preferably be someone the children know, especially if the children are very young.

School bus signs

Under the Road Vehicles Lighting (Amendment) Regulations 1994, minibuses carrying children to or from school must display a prescribed 'school bus' sign to the front and rear of the vehicle. The driver may use hazard warning lights when the vehicle is stationary and children are entering or leaving the vehicle.

References

www.rospa.com/rospaweb/docs/advice-services/road-safety/practitioners/minibus-code-of-practice.pdf
www.gov.uk/government/publications/driving-school-minibuses-advice-for-schools-and-local-authorities
www.gov.uk/driving-in-great-britain-on-non-gb-licence
www.legislation.gov.uk/uksi/1994/2280/made

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