

Guidelines for Road Safety Around Schools



School Edition

TOWARDS ZERO



SPEED AND RED LIGHT
CAMERA FUNDED PROJECT

getting there together

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General Information

The WA Local Government Association's RoadWise Program is the Local Government and Community Road Safety Program (WA).

WALGA's RoadWise Program works to build the capacity of Local Governments, the community and other agencies to effectively deliver road safety initiatives aligned to *Towards Zero*, WA's Road Safety Strategy 2008 - 2020.

WALGA's RoadWise Program
ONE70

LV1, 170 Railway Parade, West Leederville, WA 6007

PO Box 1544, West Perth, WA 6872

T: (08) 9213 2000 F: (08) 9213 2077 E: roadwise@walga.asn.au

www.roadwise.asn.au

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Aim of the Road Safety Around Schools Guidelines

These Guidelines are an initiative of the Western Australian Local Government Association's RoadWise Program. They address the vulnerability of school children as pedestrians, passengers and cyclists.

The Guidelines aim to assist school communities identify road safety issues in their school environment and develop strategies to address them.

Key outcomes expected from the use of strategies suggested in these Guidelines include:

- A safer environment for children on their way to and from school
- More children walking and cycling safely to school
- Decrease in traffic congestion around the school
- Greater awareness and commitment to school road safety by the whole school community.

Who will use these Guidelines?

These Guidelines are designed to be used by teachers and school staff, Parents and Citizens/Friends Association members, School Road Safety Committee members, and other interested community members.

They guide these interested parties through a range of education, encouragement, environmental and engineering strategies that contribute to a safer school transport environment.

Road safety in a health promoting schools framework

Research indicates the most effective school road safety interventions are those based on a *whole of community* awareness and commitment. A useful framework to keep in mind when planning school road safety strategies is the *Health Promoting Schools Framework* produced by the World Health Organisation.

This framework can be applied to any health issue, but in a school road safety context, it advocates that student road safety learning experiences in the classroom be complemented by strong school environment road safety strategies and strong links to parents and relevant community agencies. The content of the *Health Promoting Schools Framework* in the context of effective school road safety is as follows.

Health Promoting Schools Framework

School environment

- A School Road Safety Committee or Student Road Safety Committee.
- Road safety issues in the school community are identified and an action plan is developed to address them.
- School Road Safety and Traffic Advice or guides are developed with consultation and distributed to staff, parents and caregivers.
- Safer school road safety environmental strategies such as Safe Routes to School, the Walking Bus and Kiss and Drive parking bays are implemented.
- School road safety issues are promoted and safer school road safety behaviour is celebrated with parents and caregivers through newsletter tips, assembly items and library displays.

Parent and community involvement

- The at home activities in the *Challenges and Choices* resource (School Drug Education and Road Aware) for early and middle childhood are distributed to parents through their children.
- Parents are represented on the School Road Safety Committee.
- Parents are encouraged to participate in school road safety learning experiences.
- Local Government representatives (engineers, rangers etc.), local police, Main Roads WA are consulted to address road safety issues in and around the school.

School health curriculum

- *Challenges and Choices* resource (School Drug Education and Road Aware) for early and middle childhood are used in all classrooms.
- Professional development on road safety is available to staff.
- Students, parents and teachers have input into school road safety issues addressed through the curriculum.

Background information

This background information was adapted from *Challenges and Choices; a middle resource for resilience, drug and road safety education*, School Drug Education and Road Aware, WA, 2006.

Children are vulnerable road users

Road-related fatalities are the leading cause of death and the third highest cause of injuries for children aged between 0 and 12 years. Despite being vulnerable in the school traffic environment, fortunately the incidence of road related fatalities and injuries among children is very low.

Children involved in road crashes are more likely to:

- be injured rather than killed;
- be fatally injured when not wearing a restraint; or
- be fatally injured as a passenger or pedestrian rather than as a cyclist.

What are the main issues for children?

The main issues for children aged 5 to 12 years as passengers, pedestrians or cyclists (including skateboards, scooters and other wheeled recreational devices) are:

Passengers

- wearing an approved child car restraint or using a booster seat
- entering and exiting from the rear door closest to the kerb (safety door)
- using safer behaviour to avoid driver distraction

Pedestrians

- walking with adult supervision
- using the systematic search strategy in different locations including designated pedestrian facilities
- checking driveways and other hazards in the traffic environment

On wheels

- wearing correctly fitting helmet and other protective equipment and clothing
- riding a bicycle suited to the child's height
- riding in safe places away from the road

Passenger safety

Why are child passengers at risk?

In 2003 there were 179 road crash fatalities in Western Australia and 11% of those killed were aged 0-16 years. The majority of child road users killed or seriously injured were passengers (56%). Of this age group who were killed or seriously injured, 17% were unrestrained.

Passengers in this age group are at risk because they:

- Do not wear a restraint or use an incorrectly fitted restraint.
- Are not seen by drivers when they are entering or exiting cars due to their smaller stature.
- May distract the driver or engage in some other inappropriate behaviour while travelling.
- Do not think about what they are doing or the consequences of their actions.
- Often do not know how to enter and exit a vehicle safely or how to use a restraint properly.

What places children at risk?

- Passengers travelling unrestrained in a car are ten times more likely to be killed in a road crash than those wearing a seatbelt (*Data Analysis Australia 2000*).
- Of children aged 6 to 16 years killed in car crashes, 55% were found not to be wearing a restraint (64% males and 44% females). This percentage is high relative to other age groups e.g. 34% for 17 to 39 year olds. (*Data Analysis Australia. 2000.*)
- Passengers travelling in the back of a utility or open load space (which is illegal in WA) are more likely to suffer injury or death in a crash or rollover due to a lack of restraint.
- Crash studies indicate that the force of a crash at 40km/h with a power pole or parked car is like being dropped from a two-storey building onto concrete. The force at the point of impact will be equivalent to 20 times the child's own weight i.e. 600kg if the child weighs 30kg.

Protective passenger behaviour

To reduce the risk to child passengers, classroom and parent education should focus on children:

- wearing a correctly fitted and adjusted restraint;
- sitting in the rear seat of a vehicle;
- using the safety door to enter and exit the vehicle - this door is the rear door closest to the kerb;
- travelling without distracting the driver or other passengers;
- keeping all body parts within the vehicle; and
- acting under adult supervision when entering and exiting a vehicle, and while in places such as car parks.

Restraints

The Office of Road Safety conducted an observational study in 2005 that showed children had much lower rates of correct restraint use than adults. The average rate of correct restraint use across the State was 96%; 63% of children aged between one and four were correctly restrained; 84% of children aged between five and 11 were correctly restrained; and 92% of children aged between 12 and 16 were correctly restrained.

Restraint laws for passengers and drivers

- Every person travelling in a motor vehicle must use an appropriate approved restraint.
- Penalties apply for drivers carrying an unrestrained or inappropriately restrained passenger aged less than 16 years in their vehicle.

Selecting an appropriate child car restraint

Using an appropriate child car restraint can greatly reduce the risk of death or serious injury to a child in the event of a crash.

The minimum age requirements for child car restraints are:

Birth to 6 months

- Rearward facing restraint, capsule or rearward facing convertible restraint

6 months to 4 years

- Rearward facing restraint
- Forward facing restraint with a five point internal harness

4 years to 7 years

- Forward facing restraint with a five point internal harness
- Booster seat with a lap sash seat belt or h-harness

Who checks and installs car child restraints?

In Western Australia, WALGA's RoadWise Program coordinates a network of Type One Child Car Restraint Fitters throughout the state. These Fitters are trained to check and install child car restraints. For further information contact the child car restraint information line on 1300 780 713 or visit the website at www.childcarrestraints.com.au

Pedestrian safety

Why are child pedestrians at risk?

Children are considered vulnerable road users because up to about ten years of age they may not be developmentally ready i.e. they do not have the physical and cognitive skills to make their own safe judgments and choices about traffic, vehicle speeds, and distances.

Child pedestrians are at risk because they have:

- **Developing peripheral vision**
Children are less likely to notice objects not directly in front of them as their peripheral vision is still developing (it is one-third of an adult's field of vision). Unless they turn their heads, they may not notice vehicles to their right or left.
- **Developing directional hearing**
Children may often be unable to judge where sounds are coming from and may expect traffic to come from the wrong direction.
- **Smaller stature**
Because of a child's size, it is often difficult for drivers to see them, especially when a child is standing between parked cars.

- **Limited sense of perception**
Children have trouble judging how fast a vehicle is coming towards them or how far away a vehicle is. They may let a slow moving vehicle pass and then cross in front of a fast moving vehicle.
- **Poor search behaviour and do not take sufficient time to look when crossing the road**
Children like to keep moving. As a result they may not wait for traffic lights to change, for cars to stop at crosswalks, or give enough time to complete a thorough search procedure before they step onto the road.
- **Unpredictable behaviour - do not consider the consequences of their actions**
Children often have trouble stopping at the kerb especially if they are excited or focused on something, and may run onto the road without thinking.
- **A tendency to be easily distracted**
Children tend to focus only on the things that interest them most. They are easily distracted in the company of friends and cannot be relied upon to use safe behaviour consistently.
- **Limited ability to respond quickly to a sudden change in traffic conditions**
Children may be able to say when the road is clear and safe to cross but a sudden change in traffic conditions can cause confusion and panic.
- **Difficulty seeing a situation from another's viewpoint**
Children often think that if they can see a car approaching them then the driver must be able to see them too.
- **An unwillingness to change from a direct route even if it is dangerous**

Children may also be at risk because of their:

- lack of knowledge and skills to deal safely with the traffic environment;
- responsiveness to peer pressure;
- propensity to take risks;
- parents or other adults over-estimating their ability;
- possible lack of road-side training;
- presence on the road not being anticipated by drivers; and
- lack of experience dealing with different traffic situations i.e. rural children interacting with city traffic situations.

What are the risks for child pedestrians?

- In Australia (April 2004 to March 2005) 20 pedestrians aged between 0 and 16 years of age were killed (*ATSB, Road Deaths Bulletin March 2005*).
- In Australia, pedestrian injury is the leading cause of death among five to nine year old children (*Al Yaman, Bryant & Sargeant, 2002*).
- Among children aged 1 – 14 years, hospitalization rates decreased with age and were lowest for those aged 10-14 years (*Al Yaman, Bryant & Sargeant, 2002*).
- Males are twice as likely to be injured as a pedestrian than females.

When are child pedestrians involved in crashes?

Research has found:

- Children are more likely to be hit by a car when crossing mid-block.
- Injuries usually occur in residential areas, on straight, sealed and dry local roads, and during the hours commencing 8:00am, 12:00pm and 4:00pm.

Protective pedestrian behaviour

To reduce the risk to child pedestrians, classroom and parent education should focus on children:

- using the **systematic search strategy** (described below);
- selecting safer places to cross;
- using designated crossings e.g. crosswalks, pedestrian phase signals;
- using a footpath when available; and
- being supervised by an adult whenever possible.

Systematic search strategy

Step 1 - Choose the safest place to cross

Step 2 - Ask an adult for help to cross the road where possible

Step 3 - **Stop** back from the kerb and road

Step 4 - **Look** in all directions for traffic

Step 5 - **Listen** for traffic

Step 6 - **Think** about when it is safe to cross

Step 7 - When the road is clear or all traffic has come to a complete stand-still, walk straight and quickly across the road

Step 8 - Keep checking the road by looking, listening and thinking about the traffic while crossing

Where are safer places to cross?

Children have difficulty identifying and selecting places to cross the road safely. They tend to assume all places are safe as long as no vehicles are visible nearby.

Pedestrian facilities

It is important children use a pedestrian facility when available, even if it means walking extra distance. If a pedestrian facility is not available, encourage children to cross where they have a clear view of traffic in every direction and drivers can see them waiting to cross.

Crossing at traffic lights

It is safer to use the systematic search strategy when the green 'walk' figure is illuminated. However, children should be reminded not to presume that traffic will stop and to check the traffic before stepping onto the road.

Crossing between parked cars

It is dangerous for children to cross roads between parked cars, however when this is the only choice they should be taught to:

- select a gap between two cars which have no drivers;
- make sure the gap is not big enough for a car to park;
- walk to the outside corner of the parked car and stop where drivers can see them and they can see the traffic i.e. in line with the outside edge of the parked car; and
- use the systematic search strategy to cross the road.

In a car park

A car park can be a dangerous place for pedestrians because drivers are usually focused on driving into or out of parking bays and may not see pedestrians, especially children. Children should:

- stay close to an adult whenever possible;
- select the safest route e.g. using footpaths, crosswalks, pedestrian phase lights;
- be aware of sights e.g. exhaust smoke, reversing lights, and sounds e.g. vehicle reversing beepers, slamming doors and engine noise; and
- look and listen for vehicles driving in and out of parking bays.

Walking where there is no footpath

When a footpath is not available, pedestrians should:

- walk on the road verge as far away from the road as possible;
- walk on the edge of the road if no verge is accessible and face oncoming traffic; and
- move off the road edge until the oncoming vehicle has passed.

Boarding a school bus

Pedestrians waiting to board a school bus should stay on the footpath or road verge until the bus has stopped.

Crossing after a school bus has left

Pedestrians should wait until the bus has moved away and the road is clear before crossing using the systematic search strategy.

Safety on wheels

Why are children riding bicycles and wheeled recreational devices at risk?

Children derive great enjoyment and satisfaction from cycling and using other devices such as scooters, skateboards and roller blades. It gives them a sense of pride and achievement when they become proficient in their skills. However each year in Western Australia around 500 children are admitted to hospital with riding-related injuries.

Children under ten years of age generally have not developed the necessary cycling and traffic skills to ride safely in traffic. They need to be closely supervised by an adult at all times. They are also at risk because they:

- may not have the necessary physical skills to handle a bicycle;
- lack knowledge and skills to deal with the traffic environment;
- do not always think about the consequences of their actions;
- have not developed an effective search behaviour and may not look long enough when scanning traffic;
- give in to peer pressure to act unsafely; and
- overestimate their ability.

What are the risks for young riders?

It is safer for children to ride on footpaths, as allowed under the *Road Traffic Code 2000* or on other off-road locations such as shared paths or parks.

- Between April 2004 and March 2005, 11 cyclists aged between 0 and 16 years of age were killed (*ATSB Road Deaths Report March 2005*).
- Between 1996 and 2000 there were four fatalities and 102 hospitalizations as a result of bicycle injuries (*Adams and Cercarelli, 2003*). In Western Australia child cyclists aged between 12 and 16 years are most at risk of injury.
- The majority of these injuries occur on public roads (*Kidsafe Bicycle Safety*).
- Most cycling injuries do not involve another vehicle but occur when children fall off their bike after crashing into a pole, kerb or fence (*Kidsafe Bicycle Safety*).
- In Australia injuries through scooter riding are on the increase. Two out of three of those injured are under 14 years of age. The most common serious injuries are fractures to the arm/wrist usually as the rider puts out a hand as they fall (*Kidsafe Bicycle Safety, WA, 2003*).
- Injuries to the face and head are less frequent but are potentially more serious (*Kidsafe WA, Bicycle Safety, WA, 2003*).

Protective Riding Behaviour

To reduce the risk to child riders, classroom and parent education should focus on children:

- avoiding roadways or other areas that are used by motor vehicles;
- wearing an approved helmet at all times;
- avoiding large hills, kerbs, cobblestones, grates and other rough or discontinuous surfaces;
- never riding with more than one person on a bicycle or scooter; and
- checking there are no loose or missing parts on their bicycle or scooter before each use.

Courtesy on shared paths and footpaths

When riding on paths there are rules that need to be followed:

- keep to the left of the path;
- don't ride too fast or do anything unexpected;
- use a bell when approaching others;
- give way to pedestrians;
- obey signs along the path; and
- ride in single file.

Helmets

How can young riders reduce the risk?

Studies have shown that bicycle helmet use decreases the risk of head injury by 85% and brain injury by 88% (Henderson, 1996).

The protective effects of helmets during a crash or fall are increased by:

- the helmet being properly worn (sitting at the front of the head);
- the retention straps being tight and fastened by preventing the helmet from moving or coming off during a crash; and
- the helmet being fitted properly - improperly fitted helmets can double the risk of head injury.

What safety features do helmets have?

- Look for the Australian Standards Mark AS 2063.2 or AS/NZS 2063 certification label. This is usually displayed on or in the helmet. The label ensures that the helmet has passed safety tests and meets the standard required by Australian law. Not all helmets meet this standard.



- Young children require a helmet that provides extra neck support.
- Where possible, a bright colored helmet should be selected to increase visibility in a traffic environment.
- Ensure the helmet has adequate venting to keep the child's head cool.

How to select and fit a helmet?

Correct size

Check head size by using a tape measure placed just above the eyes and ears. Match this with the helmet sizes listed on the display box to find a helmet that covers this measurement.

- Helmets are designed to protect the wearer against possible impact. For maximum protection a helmet must be a good fit i.e. snug to the head, and securely fastened.
- A helmet will not give adequate coverage and protection if it is too small.
- A helmet may move on the head and not provide intended protection if it is too large.

Fitting a helmet

Helmets come with fitting instructions; however, the following points will be appropriate for most styles:

- Place the helmet on the child's head and use the pads supplied to ensure a snug fit.
- Test the fit by grasping the helmet and attempt to move it to the front and back of the head.
- Adjust the straps so the side adjustor forms a 'Y' shape below the ears and the buckle is positioned well under the chin.
- Attempt to move the helmet backwards and forwards when on the head and straps have been correctly fastened.
- Make further adjustments if necessary as a loose helmet can increase the risk of injury.

Helmet care

- Extreme heat can damage the shell and weaken the helmet. This is usually visible when 'bubbling' occurs on the surface of the helmet shell. Avoid leaving the helmet outside in the weather, near a heater or on the back ledge of a car.
- Substances such as petrol, paint adhesives and cleaning agents can damage helmets. Clean helmets with mild soap and water, rinse then dry with a cloth not in front of heater or in the sun.

Replacing helmets

- Helmets are essentially manufactured for single impact protection. They absorb the impact and protect the head. When a helmet has been subjected to a severe blow it should be replaced even if it appears undamaged.
- Replace a helmet when it shows obvious signs of wear or no longer fits the head correctly.

Road laws

Road laws have been designed in the interest of promoting a safer community. The *Road Traffic Code 2000* (WA) defines the responsibilities of all road users. The summary of relevant laws outlined below may be useful to consult when schools are developing Road Safety and Traffic Guides.

Further information about the *Road Traffic Code 2000* is available on the Office of Road Safety website (www.ors.wa.gov.au).

Passengers and the law

Restraints

Every person travelling in a motor vehicle must use an appropriate approved restraint. Penalties apply for drivers carrying an illegally unrestrained child passenger less than 16 years of age in their vehicle.

Travelling in open space vehicles

It is against the law to travel in the open space of a vehicle where restraints are not provided e.g. back of a utility or van.

Pedestrians and the law

Using the footpath

- Pedestrians should use the footpath or nature strip where possible as it is an offence to walk on a road if there is a footpath or nature strip to walk on.
- If there is no footpath, pedestrians must travel, where practical, on the right side of the road facing the oncoming traffic. If it is not practical to travel on the right side then the pedestrian must use the left of the road and immediately move off the road when a vehicle approaches from behind.
- Pedestrians must not walk more than two abreast on the road.
- Drivers must give way to pedestrians and cyclists on the footpath when entering or exiting a driveway.
- If a driver is turning left or right or making a U- turn, the driver must also give way to any pedestrian at or near the intersection on the road or part of the road the driver is entering.

Crossing the road

- Pedestrians should use and obey pedestrian signals and crossings.
- Pedestrians must use a marked crossing if they are within 20 metres of the crossing.
- Pedestrians must follow the directions of a traffic warden while crossing.
- Pedestrians must cross intersections using the shortest and most direct route - no jaywalking.

Cyclists and the law

- Bicycles are classified as vehicles. Cyclists have many similar rights and responsibilities as drivers of other vehicles.
- Cyclists must wear a properly adjusted and fastened safety helmet as approved by Australian Standards.
- Cyclists should sound their bell or call out when overtaking pedestrians on a shared path or footpath.
- Cyclists must walk their bikes across pedestrian crossings, children's crossings and at traffic signal crossings unless there is a bicycle crossing light.
- Drivers must give way to pedestrians and cyclists on a footpath when entering or exiting a driveway.

Bicycle offences

Apart from the risk of being killed or seriously injured, there are fines for not wearing a helmet. A first offence will result in a cautionary Bicycle Offence Notice being issued to the child and their parents or guardians. Cyclists aged 14 years and over not wearing a helmet may be issued with a Traffic Infringement Notice.

Steps to improving road safety around your school

The following step-by-step list is a quick reference guide for teachers, parents and students to plan for improving road safety around schools. These steps are further elaborated on in these Guidelines.

Step 1: Form a School Road Safety Committee (see page 18).

Step 2: Conduct a School Road Safety Survey and collate data (or collect other information) to determine road safety problems around the school (see page 43).

Step 3: Develop an Action Plan. (See page 27) Firstly consider a range of education and encouragement strategies such as classroom and at home activities, developing a Road Safety and Traffic Guide, developing a Student Road Safety Committee and safer pedestrian and cyclist programs. Secondly, consider a range of engineering strategies relating to traffic speed, parking and road crossing. (See page 37).

Step 4: Implement Action Plan

Step 5: Review progress of Action Plan – by checking if the planned strategies in the 'By when?' column of the Action Plan have been implemented; reflecting on success of strategies to address the issues identified.

Step 6: Maintenance – Monitor your progress and modify strategies, building on your successes and identifying and implementing ways to improve others. Continue to promote your school road safety practices and address other issues as they arise.

Forming a School Road Safety Committee

It is essential for those wishing to bring about coordinated change in schools to have a basic working knowledge of how schools can change. The following four components are vital for change to occur in schools:

1. A pressure for change

- Is the principal supportive?
- Are teachers, parents and students supportive?
- How can the self interest of all parties be engaged to gain their support?

2. A shared vision of change

- What will these changes look like?
- How will you visually summarise what you want to do?
- How will you highlight the benefits for students, parents, teachers and school administration?

3. Capacity for change to occur

- Will the school make this health change a priority?
- Is the principal supportive?
- How can you build the good will of staff and parents?
- Who can help you implement your changes e.g. the Local Government, local police?

4. A plan for change

- What are the key issues?
- How will these issues be addressed?
- What resources are required to implement strategies?
- Will there be costs involved?

The best way for these four components to be incorporated into changes to school road safety issues is to work with a committee. It is suggested that the School Road Safety Committee comprise between five and eight representatives from the following:

- Principal or member of the school administrative team
- Health education coordinator
- Interested teachers (from different year levels)
- Interested parents
- Community members e.g. Local Government representative
- Students

Tips for effective coordination of a School Road Safety Committee

Conducting effective meetings

- Meet once a month or twice a term preferably away from school as this may provide a more relaxed atmosphere.
- Start and finish meetings on time.
- Conduct meetings with an agenda.
- Ensure tasks are equally shared among the committee.
- Clearly record actions.
- Appoint a facilitator for each meeting to keep the group on task (rotate role).

Developing an action plan

- Before developing an action plan, conduct a survey of parents/families using the School Road Safety Survey Form (Appendix 1) to determine the most popular routes to school and problem areas around the school.
- Collate and interpret data from this survey.
- Identify no more than three key issues for the committee to plan strategies to address each term. Substantial environmental strategies may take some time to achieve due to the need for Local Governments and the Department for Education to budget for these items.
- Use the Action Plan (Appendix 2) provided to plan strategies the committee will undertake.

Implementing the action plan

- Consider whether the plan will need to be passed to the school decision making group for approval.
- Consider launching the plan in a high profile manner e.g. at a school assembly.
- Ensure planned strategies are spread evenly throughout the year for maximum impact and to spread the workload.
- Ensure the workload is evenly shared among the committee.
- Ensure the Student Road Safety Committee (if it exists) is aware of the action plan and is addressing similar outcomes.
- Ensure the plan is reviewed at each meeting.

Maintaining momentum

- If frustrations or doubts occur, remind people that change is a process not an event and it takes time to gain results from a new initiative.
- Prepare for the long haul. A new program needs to be sustained for three to five years before it becomes part of a school culture. Ensure new teachers and families to the school are made aware of any existing road safety strategies and the School Road Safety Traffic Guide.
- Involve all stakeholders. Parents must be part of the strategies developed by the committee. They can become the best advocates for school initiatives if they are engaged and informed early in the planning process. Representatives from Government agencies such as Main Roads WA, Local Governments, and local police are crucial for the implementation of planned strategies. Try to develop personal relationships with these representatives.
- Share successes and results of data collection. This positive feedback loop will sustain the implementation of your program. Articles in the newsletter, on the school website, in local newspapers, on school notice boards and items at assemblies are useful means of celebrating success.
- Don't underestimate the power of a Student Road Safety Committee. Strategies implemented by this student body (e.g. assembly items about parking congestion around the school, double parking, etc. or special Walk to School or Bike to School Days) have a strong impact on other students who can, in turn, encourage their own parents to do the right thing.

Collating data from school road safety survey and developing an action plan

Included in the appendices is a standard survey you can use to identify road safety issues around your school. It is recommended the whole school community be included in determining priorities and building ownership. This ensures all issues are identified and can be addressed.

Changes can be made to the survey to best suit your school needs. The responses collected should be used to guide the development of the action plan. Repeating the survey again when all actions in the plan are completed will help measure success.

Possible solutions to common problems identified in the action plan

The following solutions are a guide only to the possible problems identified by the Action Plan and may not be appropriate in every situation. Additionally, not all solutions have to be implemented to address these common problems. Schools are encouraged to observe problems closely to help them identify causes and should consider using a range of education, encouragement and environmental strategies. Advice is available from Local Governments to assist in the selection of appropriate strategies.

The sample Action Plan on page 27 can help schools plan a road safety program. The “What are our key issues?” column relates to the main findings from the data collection. The “How will we address this issue?” column identifies the range of education, encouragement and engineering strategies the school plans to use to address these issues. The “Who will do this?” column ensures the workload is shared among the School Road Safety Committee or school community. The “By When?” column ensures accountability and can be used as a checklist to monitor the progress of the Action Plan. An Action Plan template is at Appendix 2.

Congestion or lack of parking

Strategies to address congestion or lack of parking at a school can include:

- Install a *Kiss and Drive* area to increase the use of available bays. Refer to page 39 for more information.
- Encourage students to walk and cycle to school by promoting Walk to School or Ride to School days; identify and mark the safest routes to walk and/or cycle to and from school with blue footprints and stop smiley faces; and promote these footprints and walking/cycling events at assemblies, in newsletters and local papers. The ability of a school to implement this activity will depend upon schools policies regarding these promotional days and insurance.
- Encourage parents to park away from school in an alternative parking area (e.g. shopping centre, local reserve) and reward this behaviour at school assemblies and in school newsletter.
- Stagger start and finish times of school day for different year groups.
- Review available parking and as a last resort, plan for increases if insufficient. Ask the Local Government to investigate the possibility of installing more parking bays if road reserve is available. (Most Local Governments require that schools fund 50% of the infrastructure costs. Schools need to contact their funding body for capital works to determine if this can be provided).

Double parking

Strategies to address double parking at a school can include:

- Request enforcement through the Local Government Ranger Service.
- Consider participating in the Volunteer Wardens Program conducted by some Local Governments where parents or teachers are trained to assist in the safe movement of traffic around schools at drop off and pick up times.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to parking laws.
- Include reminders about the importance of safe parking in newsletters and praise parents who do the right thing.

Parking in no standing or no parking zones

Strategies to address parking in no standing or no parking zones at a school can include:

- Check the signage and road markings to ensure they are clear and legible. If not, place a request with your Local Government for maintenance.
- Request enforcement by Local Government Rangers.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this parking law.
- Include reminders about this aspect of safe parking in newsletters and praise parents who do the right thing.

Parking on the nature strip

Strategies to address parking on the nature strip can include:

- Request Local Government put restrictions on verge parking and request enforcement by Ranger Services when they are first installed.
- Consider a voluntary one-way system to prevent parking on both sides of the road.
- Ask the Local Government to investigate the possibility of installing parking bays to formalize the parking area and create order (the Department of Education would be required to half fund this in most Local Government areas).
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this parking law.
- Include reminders about this aspect of safe parking in newsletters and praise parents who do the right thing.

Parking in the bus bay

Strategies to address parking in the bus bay can include:

- Ensure all signage is clear and legible.
- Have teachers/parent volunteers monitor the bay occasionally to encourage compliance with this parking law.
- Request enforcement/ assistance from the Local Government Ranger Service.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this parking law.
- Include reminders about this aspect of safe parking in newsletter and praise parents who do the right thing.

Parking or driving through the teachers' car park

Strategies to address parking or driving through the teachers' car park can include:

- Ensure all signage is clear and legible.
- Occasionally have teachers monitor the area to encourage compliance.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this parking law.
- Include reminders about this aspect of safe driving in newsletters and praise parents who do the right thing.
- Consider installing gates on the car park which can be closed.
- As a last resort, request enforcement and assistance from Local Government Ranger Service to provide private parking agreements.

Children crossing the road to cars on opposite side of the road to school

Strategies to address children crossing the road to cars on opposite side of the road to the school can include:

- Request the Local Government install parking restrictions on the areas opposite the school during school times.
- Request enforcement and assistance from the Local Government Ranger Service.

- Consider a voluntary one-way system so that parents are encouraged not to park on the opposite side of the road.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this parking law.
- Include reminders about this aspect of safe parking in newsletters and praise parents who do the right thing.
- Conduct classroom based pedestrian safety education from the *Challenges and Choices: Early and middle childhood resource for resilience, drug education and road safety*.
- Send home the At Home Activities about pedestrian safety from *Challenges and Choices: Early and middle childhood resource for resilience, drug education and road safety*.

Children crossing the road at dangerous places or crossing busy roads

Strategies to address children crossing the road at dangerous places or crossing busy roads can include:

- Include reminders about pedestrian safety at assemblies and praise students who do the right thing.
- Conduct classroom based pedestrian safety education from the *Challenges and Choices: Early and middle childhood resource for resilience, drug education and road safety*.
- Send home the At Home Activities about pedestrian safety from *Challenges and Choices: Early and middle childhood resource for resilience, drug education and road safety*.
- Identify and mark the safest routes to walk and/or cycle to and from school with blue footprints and stop smiley faces. Promote these routes at assemblies, in newsletters, and in the local newspaper. The ability of a school to implement this activity will depend upon schools policies regarding these days and insurance.
- Request warning signs from Main Roads WA or Local Government if not already installed.
- Review sight lines and school entry locations.
- Examine path and fencing requirements for preferred crossing locations.
- Consider applying for a children's crossing through the Children's Crossing Unit (WA Police).
- Review the need for refuge or median islands with Main Roads WA or Local Government.

U-turns in front of the school

Strategies to address U-turns in front of the school can include:

- Request police enforcement if the U-turns are illegal or considered dangerous.
- Consider a voluntary one-way system so parents are encouraged to approach the school in a way that does not require a U-turn.
- Discuss engineering options with Local Government if the problem is widespread and causes a significant safety hazard. The options could include splitter islands, roundabouts and centre island median treatments.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this traffic law.
- Include reminders about this aspect of safe driving in newsletters and praise parents who do the right thing.

Vehicles driving into or reversing out of private driveways

Strategies to address parents driving vehicles into or reversing out of private driveways can include:

- Consider a voluntary one-way system so parents are encouraged to approach the school in a way that does not require reversing into driveways.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this traffic law.
- Include reminders about this aspect of safe driving in newsletters and praise parents who do the right thing.

Speeding

Strategies to address speeding around the school can include:

- Check sight lines of *Children/School* warning signs and contact Local Government or Main Roads WA to relocate if necessary.
- Request police enforcement of special school zone speed limits.
- Contact Local Government to determine if they can make available a speed alert mobile and/or if they provide “Please Slow Down, Consider our Kids” bin stickers.
- Develop a Pace Car Pledge program, where parents sign pledges agreeing not to speed and place a bumper sticker on their car to show their commitment.
- Consider other engineering traffic calming strategies with consultation with the Local Government or Main Roads WA.
- Develop a School Road Safety and Traffic Guide and outline expectations of school community for compliance to this traffic law.
- Include reminders about this aspect of safe driving in newsletters and praise parents who do the right thing.

Sample Action Plan: <Name> Primary School

What are our key issues?	How will we address this issue?	Who will do this?	By when?
<p>Before and after school congestion</p> <p>Congestion around <Name> Street at drop off and pick up times</p>	<p><i>Education and encouragement</i></p> <ul style="list-style-type: none"> Develop a School Road Safety and Traffic Guide to outline rules and guidelines for parking and vehicle access around the school. Launch at assembly. 	<ul style="list-style-type: none"> School Road Safety Committee (Tom and Lisa) with consultation with P&C and Student Road Safety Committee. 	End of Term 1
	<ul style="list-style-type: none"> Encourage teachers to use the classroom and At Home activities from the <i>Challenges and Choices</i> resources relating to Pedestrian safety. 	<ul style="list-style-type: none"> Mark to liaise with all teachers. 	By Week 3 Term 1
	<ul style="list-style-type: none"> Identify the safest routes to school and paint footprints and stop smiley faces. Promote through newsletter and local paper. 	<ul style="list-style-type: none"> Vicki and Tom liaise with P&C for parent help. Whole school involvement in painting. Tom to deal with promotion. 	End of Term 1
	<ul style="list-style-type: none"> Certificates at assembly for Safe Pedestrians and Safe Driver Awards. 	<ul style="list-style-type: none"> Tony to explain system to Student Road Safety Committee. Students to identify and present certificates every fortnight at assembly. 	By Week 3 Term 1
Children running onto road from behind parked cars	<p><i>Engineering</i></p> <ul style="list-style-type: none"> Liaise with Local Government to install Kiss and Drive and Stop and Chat signs and have a special morning tea to launch the use of them. 	<ul style="list-style-type: none"> Tom to liaise with Sue (engineer at Local Government) Student Road Safety Committee to organise launch event (invitations, media etc.). 	Kiss and Drive installed by start of Term 2. Provide information to parents Week 10 Term 1
Parking on footpaths during these times	<p><i>Enforcement</i></p> <ul style="list-style-type: none"> Liaise with Local Government Ranger to book illegally parked cars over a two week period initially 	<ul style="list-style-type: none"> Lisa contact Local Government Ranger and explain problem areas. 	Two weeks each term if required

What are our key issues?	How will we address this issue?	Who will do this?	By when?
Cars speeding along <Name> Street particularly before and after school.	<i>Education and encouragement</i> <ul style="list-style-type: none"> Assembly item about dangers of speeding by students from <i>Challenges and Choices</i>. Liaise with Local Government to borrow a speed alert mobile (SAM). 	<ul style="list-style-type: none"> Students Road Safety Committee to organise (Lisa to assist coordination). 	By Week 5 Term 1
	<ul style="list-style-type: none"> Request in newsletter to obey speed limits around school. 	<ul style="list-style-type: none"> Vicki organise newsletter item. 	By Week 1 Term 1
	<i>Engineering</i> <ul style="list-style-type: none"> Liaise with Main Roads WA to install 40kmh school zone on both sides of school grounds. 	<ul style="list-style-type: none"> Tom to liaise with John at Main Roads WA. Students Road Safety Committee to write letter requesting visit from John (Main Roads). 	Each term as required
	<i>Enforcement</i> <ul style="list-style-type: none"> Liaise with local police to make spot visits to school (before and after) and book speeding offenders. 	<ul style="list-style-type: none"> Tony liaise with Sue (Local Government) and Frank (Police). Student Road Safety Committee to write article about this for newsletter and assembly. 	
Dangerous situation for children as cyclists and drivers share main drive to car park	<i>Education and encouragement</i> <ul style="list-style-type: none"> Ensure that rules for shared paths for cyclists are clearly outlined in School Road Safety and Traffic Guide and promote in newsletter 	<ul style="list-style-type: none"> Vicki to check and organise newsletter snippet 	End of Week 3 Term 1
	<ul style="list-style-type: none"> Discuss with students at assembly 	<ul style="list-style-type: none"> Tom to discuss at assembly and organise Student Road Safety Committee to reinforce at weekly assembly spot. 	Ongoing as required
	<ul style="list-style-type: none"> Encourage teachers to use the classroom and At Home activities from the <i>Challenges and Choices</i> resources relating to safety on wheels. 	<ul style="list-style-type: none"> Mark to liaise with all teachers. 	By end of Term 1

What are our key issues?	How will we address this issue?	Who will do this?	By when?
	<i>Engineering</i> <ul style="list-style-type: none"> Liaise with Local Government to install a pedestrian/cyclist bollard at end of shared paths to encourage student cyclists to dismount and not enter main drive to car park. 	Tony liaise with Sue (Local Government)	By end of Term 1

Suggested education and encouragement strategies to address key road safety issues

Education and encouragement strategies are often effective economical solutions to key road safety issues. The committee should first consider these strategies, which usually involve the whole school community. Below are some suggested education and encouragement strategies.

Classroom and at home curriculum material

Challenges and choices: early childhood/middle childhood

These two free resources produced by *School Drug Education and Road Aware* are available to all WA primary schools. Teachers are encouraged to use these resources to plan and implement whole of school road safety programs. All learning experiences in these resources are linked to the *Curriculum Framework*.

The focus areas for the *early childhood* resource include:

- **Focus area 1: Passenger safety** - focuses on wearing a correctly fitted restraint; using a vehicle's safety door; adopting behaviour that will not distract the driver, and using public transport.
- **Focus area 2: Pedestrian safety** - focuses on holding an adult's hand to walk and cross roads; identifying safe places to cross the road, using the systematic search strategy; identifying potential and existing hazards in the traffic environment including car parks; and planning safe routes to walk to and from school.
- **Focus area 3: Playing safely** - focuses on wearing a correctly fitted helmet when riding a bike or wheeled device; and identifying safe places to ride.
- **Focus area 4: Sensing traffic** - focuses on identifying relevant pedestrian and cyclist road signs; developing auditory recognition of sounds that relate to pedestrians and cyclists, and increasing the visibility of pedestrians.

The focus areas for the *middle childhood* resource include:

- **Focus area 1: Passenger safety** - focuses on the role of a restraint in a crash; correct ways to get in and out of a car, bus and train; and the passengers' responsibility to act safely to avoid driver distraction.
- **Focus area 2: Pedestrian safety** - focuses on using the systematic search strategy in different locations; identifying potential pedestrian risks; and identifying potential hazards in the local area.
- **Focus area 3: Safety on wheels** - focuses on selecting safer places to ride bikes and wheeled devices; choosing and maintaining a bike and helmet; and the physical, emotional and financial consequences of crashes.
- **Focus area 4: Road signs and rules** - focuses on identifying relevant pedestrian and cyclist road signs; the consequences of non-compliance; and making decisions in road user situations.

The *At Home Activity Sheets* at the end of each focus area provide easy to use activities to involve and educate parents and families in school road safety.

Travel Smart to School program

Travel Smart to School is a Department of Transport education program raising awareness about the impacts of car use and encouraging the use of alternative travel. The program promotes walking, cycling, public transport, and carpooling for school trips.

Travel Smart to School Kit contains a range of classroom based learning experiences

focusing on these issues. This free kit may be ordered by accessing the Department of Transport's website (www.transport.wa.gov.au).

Walking School Bus

The Travel Smart to Schools program contains a component called the "Walking School Bus", which is a free program suitable for primary school aged children in which students are *picked up* whilst walking along a set route in the morning and returned in the afternoon by volunteer parents.

Planet ThinkSafe

Planet ThinkSafe provides safety information in an interactive way, using colorful graphics and animation specially designed for primary school students from 7 to 11 years old.

Students can explore Planet ThinkSafe and find out about common hazards using the ThinkSafe SAM methodology of:

- **Spot** the hazard
- **Assess** the risk
- **Make** the changes

Planet ThinkSafe encourages children's safe behaviour in four main areas in a range of situations: playgrounds, at home, at school, and on the road. In each situation some of the most common hazards have been identified, the risk of each hazard assessed and ways to control the hazard provided.

Planet ThinkSafe provides printable teacher tips and teacher led classroom activities designed to encourage enquiry from students and consolidate the information on the website. All classroom activities have been mapped to relevant WA Curriculum Framework outcomes.

Visit the Planet ThinkSafe website for further information.

Whole school strategies

The following strategies can be implemented as whole of school or classroom based initiatives. They may be coordinated by teachers, members of the School Road Safety Committee or members of the Student Health Committee:

- **Special events:** Road Safety Week; *Road Ribbon for Road Safety*; Walk to School and Cycle to School Day; and *Blessing of the Roads*.
- **Guest speakers:** – To talk on road safety matters at key school events.
- **Launches:** To promote the Safe Routes to School Stop Smiley Faces program, a Road Safety and Traffic Guide, or Kiss and Drive bays, or similar.
- **Competitions:** Posters and quizzes on a road safety theme.
- **Library and shopping centre displays:** Students' road safety work or skits.
- **Advocacy:** Students lobby authorities for improvements in local traffic conditions; or lobby the Advertising Standards Bureau about advertisements that promote unsafe driving practices. Students make personal checklists to take home to their parents/caregivers to advocate use of the Road Safety and Traffic Guide or personal pledges to walk or cycle to school.

- **Newsletter items:** Student work, promotion of special road safety events, or general tips about road safety - see Appendix 3.
- **Certificates of encouragement:** for students and parents who do the right thing regarding road safety.
- **Road safety monitors:** Older students assisting younger students to cross busy roads or wait at Kiss and Drive bays.

Developing a road safety and traffic guide

A Road Safety and Traffic Guide will explain how the committee would like pedestrians, cyclists and motorists to behave while travelling and moving around your school. It lets everyone know when and where they can park; how to use special parking areas such as Kiss and Drive and Stop and Chat Bays; and includes information about pedestrian and cyclist safety programs such as the Safe Routes to School signs or the Walking School Bus.

The key to successful acceptance of this guide is to involve the whole school community in its planning and to launch the guide in a very public way e.g. at an assembly with invited local media and community members in attendance. The launch of this guide is an ideal opportunity to acknowledge all the community agencies you have liaised with e.g. Main Roads WA, WA Police, Local Government Rangers, Traffic Wardens, Road Safety Advisors and local Councilors.

It may also be appropriate to involve the Student School Road Safety Committee (if you have one) in the publication of this guide. A colorful student generated pamphlet or fold out wallet card will have more chance of being read by families than an official policy style document.

Ensure new families and teachers to the school receive this guide and continue to modify and promote it each year. Also distribute the guide to parents at kindergarten students' orientation day and reproduce this information in the school handbook or school website (if applicable).

Possible information to include in a road safety and traffic guide

Introduction

- Explain that the School Road Safety Committee has developed the following advice to ensure all children travel to and from school in the safest environment possible.
- Encourage parents to read and follow the guidelines and discuss them with their children to ensure they understand them as pedestrians and/or cyclists.
- Explain that it is important for other people who also take children to school (grandparents, caregivers) are aware of this information.

Parking issues

- Explain the function of designated drop off and pick up areas. For example:
Kiss and Drive zones are specially marked bays to drop off and pick up students and not for standing for periods over two minutes.
Stop and Chat zones are specially marked bays used for longer periods of time before and after school.
Class and family pick up points are areas specially designed to alleviate congestion at the main entrance of the school
Pre-primary: give identified pick up area
Years 1-3: give identified pick up area
Year 4-7: give identified pick up area
Families: give identified pick up area

- Explain alternative parking options e.g. through negotiation with the Local Government it may be possible to use the parking area of a nearby community amenity such as a sporting club, community centre, shopping centre for parking before and after school. Encourage parents and caregivers to use these areas rather than parking in the street.
- Explain that parking opposite bus bays is prohibited as it forces children to cross in front of or behind a bus putting them at risk of not being seen by other drivers.
- Encourage parents to ask their children to use the vehicle's safety door (rear door nearest the kerb) for exiting and entering their car.
- Encourage parents to walk their children to and from school to reduce parking congestion and to act as active role models.

Pedestrian issues

- Explain the *Safe Routes to School Follow Me Footprints and Stop Smiley Faces* (if applicable). For example:

Our School has identified the safest routes for children to walk/cycle to and from school. These have been marked with blue footprints, and yellow and red stop signs and smiley faces. Walking/cycling to and from school helps to alleviate congestion at drop off/pick up times.

The blue footprints serve as a guide for our children to choose the safest way to walk and or cycle to and from school (attach a map to show where the safe routes have been marked).

The yellow and red stop sign and smiley face at intersections have been placed at the safest crossing points on the safe routes and remind children to:

- *STOP back from the kerb*
- *LOOK in all directions*
- *LISTEN for traffic*
- *THINK about when it safe to cross*

The school will be educating and encouraging the children to use the recommended safe routes. We therefore ask parents to:

- *Be aware and supportive of the use of the designated safe routes*
- *Take care when parking so as not to park on the verge/footpaths or in areas which have been signed with the Follow Me footstep and the identified safest crossing points with the stop signs and smiley faces.*
- *Take time to discuss the program with your children and encourage them to use the designated routes.*

- Explain the *Walking School Bus* if applicable. For example:
The Walking School Bus is a supervised walking group of students, escorted by parent volunteers from our school. Students are "picked up" along a set route in the morning and returned in the afternoon.

It is designed for children who live within one kilometre of a school or who can be taken to the Walking School Bus route terminus point (as identified by the school).

For more information about the Walking School Bus route please contact (insert contact details and name of committee member). The Department for Transport has assisted our school to identify suitable Walking School Bus routes and provided training for parent volunteers as proficient escorts.

- Explain alternatives to the *Walking School Bus*. For example:
Research indicates that children under the age of 10 should not walk to school unsupervised as they cannot accurately judge traffic speed and distance. If your child is under 10 and walks to school unsupervised, please contact your School Road Safety Committee representative (insert contact details and name) so we can look at forming a buddy system with an older student or another appropriate solution to decrease their road safety risk.

Cyclist issues

Explain cycling rules in and around the school. For example:

- Cyclists must wear a correctly fitted bike helmet when riding to and from school.
- Cyclists must ride on the left of the footpath when it is available and give way to pedestrians.
- Cyclists must walk their bikes across the school pedestrian crossing and into the school grounds.
- No primary school age child should cycle to school unsupervised unless there are no roads to cross or there is a designated safe pathway.

Specific notification of road safety concerns surrounding the school

Explain road safety concerns specific to your school. For example, a crossing point which does not meet criteria for crossing guard but is used by children; or intersections which may require extra care during drop off and pick up times. Liaise with your Local Government regarding which areas need to be included in this section and for practical advice on how dangerous situations may be avoided or addressed.

Developing a Student Road Safety Committee

Rationale for developing a Student Road Safety Committee

A Student Road Safety Committee may be an alternative and more effective way to influence the road safety attitudes and behaviour of students as well as parents and caregivers in the school community. This committee can work alongside the School Road Safety Committee or act as an alternative to this parent/teacher committee.

A Student Road Safety Committee provides meaningful leadership roles for six to eight senior students. The strategies implemented by this student group reinforce classroom based road safety curriculum and strategies that may have been implemented by the School Road Safety Committee. They also promote a greater awareness and commitment to school road safety by the whole school community.

Tips for effective coordination of a Student Road Safety Committee

The committee

- Encourage boys to nominate for the Student Road Safety Committee as often it is boys who engage in risky road safety behaviour.
- Appoint six to eight Year 6 students to the committee and acknowledge their appointment in the same way as other student leadership roles e.g. students receive name badges similar to student council or house captain badges.
- Nominate specific roles on the committee e.g. Chairperson, Secretary, or member. Outline responsibilities of these roles and rotate the roles each term.
- Appoint an adult to supervise the committee on a regular basis, ideally a teacher or parent from the School Road Safety Committee.
- Hold weekly or fortnightly meetings during school time to monitor progress of the action plan.

Developing an action plan

- Encourage students to develop an action plan that complements or reinforces the action plan developed by the School Road Safety Committee. If no such committee exists, use data from the School Road Safety Survey Form (Appendix 1) to help students determine and address school road safety issues.
- Encourage students to identify no more than three key issues for which the committee can develop strategies each term.
- Use the Action Plan (Appendix 2) to develop strategies for the committee.

Implementing the action plan

- Consider who the plan will need to be authorised by before strategies are implemented.
- Consider allocating a budget to the committee so that student road safety events can be promoted.
- Encourage the Secretary to write letters of thanks to any organisation or person who assisted with school road safety issues; and supply regular minutes to the Principal or School Road Safety Committee.
- Encourage the contribution of regular articles to the school assembly, newsletter or website.
- Ensure the workload is evenly shared among committee members.
- Review the committee's action plan at each meeting.

Possible activities for a Student Road Safety Committee to undertake

- Road safety events at school such as Bike to School or Walk to School days, launch of the Road Safety and Traffic Guide, Kiss and Drive bays, *Road Ribbons for Road Safety* or a *Blessing of the Roads* campaign. These should be implemented in accordance with relevant school or Department for Education's policies, risk management and duty of care guidelines.
- Assembly items each term about aspects of school road safety including reports for the committee, songs/skits by other students and/or guest speakers.
- Award regular Safe Driver and Safe Pedestrian/Cyclist awards at assembly to parents and students to do the right thing regarding road safety.
- Buddy road safety activities with Year 6 students, Year 1 students, and pre-primary classes such as correct crossing of the road with a Traffic Warden.
- Road safety excursions.
- Road safety articles in the school newsletter (See Appendix 3).
- Make the Road Safety and Traffic Guide pamphlet more visually appealing by developing illustrations or graphics. Permission to use photographs of children must be obtained.
- Paint blue footprints, and yellow and red stop smiley faces on safest routes to school as well as the ongoing promotion of this program.
- Poster or coloring competitions or lunch time song competitions to promote road safety issues or events.
- Busy bees to trim trees or vegetation that may be interfering with driver/pedestrian sight lines (advice should be sought from the Local Government) or to repair or replace bike racks.
- Lobby support from local organisations for environmental strategies that may be needed in the school road environment or wider community.
- Student evaluation of classroom and whole school road safety strategies that have been implemented.
- Free dress days that promote the message that safer pedestrians wear bright clothing, promote the colors of the footprints and stop smiley faces and raise money for future school road safety activities in accordance with established school and Department of Education policies.

Safer pedestrian and cyclist programs

Follow me footprints and stop smiley faces

This involves the identification and signage of the safest routes for children to walk and cycle to and from school. It also encourages more children to walk and or cycle to school to decrease traffic congestion during drop off and pick up periods.

Data from the School Road Safety Survey and consultation with Local Government or Main Roads WA representatives must occur so as to correctly identify these safe routes. Incorporating Safety Houses along the safe routes can also be considered.

It is suggested that students and parents are involved in the painting of the Follow Me Footprints and Stop Smiley Faces to encourage greater ownership and compliance.

Suggested specifications for the placement of Follow Me Footprints and Stop Smiley Faces

Templates to create stencils for the Follow Me Footprints and the Stop Smiley Faces are available from the Western Australian Local Government Association (WALGA) RoadWise Program. It may be advisable to liaise with other surrounding primary schools to share the costs of the paint.

To educate children about the systematic search strategy for crossing roads, it may also be useful to paint the symbols in a safe area in the playground so younger students have the opportunity to practice in a simulated environment.

The following specifications are suggested to create a uniform and consistent use of the Follow Me Footprints and the Stop Smiley Faces to identify the safest routes to and from school.

Footprints

- When identifying the safe routes, footprints should begin where roads intersect i.e. at the corner point.
- Footprints should be placed approximately three metres apart and face toward the school.
- It is recommended that the footprints be painted *victoria blue* for easy and consistent identification.

Stop Smiley Faces

The Stop Smiley Faces should be placed at the identified safest crossing points along the routes. These include:

- Crossing points with pedestrian refuges.
- Other points which do not have engineering treatments present but will need to be selected in conjunction with Local Government engineering staff.
- The approach to each junction/intersection where children have to cross a street.
- The Stop Smiley Faces should be placed approximately 50cm from the edge of the kerb with eyes to the left on the left and eyes to the right on the right, simulating students looking right and left.
- The Stop sign is to be placed in the centre. It is recommended the background be painted bright red with the letters for “stop” painted yellow. The Smiley Faces should also be painted bright yellow.

Walking School Bus

The *Walking School Bus* is a supervised walking group for primary school students, escorted by parent volunteers. Students are *picked up* along a set route in the morning and/or in the afternoon.

It is designed for children who live within one kilometre of their school or who can be taken to a *Walking School Bus* route terminus point. The Department for Transport assists schools to identify suitable *Walking School Bus* routes and provides training for parent volunteers as proficient escorts.

The *bus* usually operates only a limited number of days each week. Parents are not asked to commit themselves to more than two days per week. Nominating one day per week as *Walking School Bus Day* is a good start for the escort group. This can be increased at a later date.

Suggested engineering strategies to address key road safety issues

Engineering strategies are not always the best or only solution to school road safety issues. Education and encouragement strategies should always be considered first, however a number of engineering measures can be used to regulate traffic flow and make school environments safer. The following aspects of the school environment should be taken into account when considering engineering strategies:

- Traffic speeds should be low – 40km/h or less is desirable.
- Parking should be adequate to allow safe drop off and pick up of children through indented on road parking or restricted speed off road parking.
- Paths should be provided on the school side of the road and cycle access paths should be separate from entrances for vehicles and pedestrians.
- Roads should be generally free from heavy congestion through the use of one way traffic flow and roundabouts or turning areas.
- Sight lines for drivers and children should be clear. Ensure vegetation and other obstructions at all entry points, drive ways and road crossings are lower than a small child.
- Road crossings for children and school warning signs should be safely located and clearly visible on all approaches to the school.
- Staff parking should be on school grounds and away from other parking.

Traffic speed strategies

School zone signs and speed limits

40km/h school zone signs

It is the policy of Main Roads WA to install a 40km/h limit along a school frontage where appropriate. School zones usually operate from 7.30am–9.00am and 2.30pm–4.00pm on school days during the school term.

School zone speed limits are installed as follows:

- 40km/h school zone for roads with a 50, 60 and 70km/h speed limit
- 60km/h school zone for roads with a 80km/h or higher speed limit

Installation of the 40km school zone signs can be negotiated with Main Roads WA.

Warning signs, lights and messages

Warning signs to warn motorists to modify their driving behaviour as they near a school include:

- school crossings
- pedestrian crossings
- presence of school or pre school
- presence of pedestrians in the vicinity of a pre school
- people with disabilities.

Installation of these warning signs can be negotiated with Main Roads WA.



The Local Government (Community Safety Officer or the Engineering Department) can arrange for temporary installation of Speed Alert Mobiles (SAM) to inform drivers they are travelling faster than the 40km/h speed limit or praise those who are travelling within the speed limit.

Other traffic calming devices

While the above speed limits and signs with regular enforcement and education have been shown to reduce operating vehicle speeds, the following calming devices may be an option.

Roundabouts

Roundabouts are useful as a speed control treatment on local roads at intersections. They also provide a means for vehicles to execute a U-turn with reasonable safety and assist with parents/caregivers picking up or setting down children on the school side of a road without having to travel long distances or attempting to U-turn near the school. Particular care should be taken when considering roundabouts at intersections where there are high numbers of pedestrians or cyclists crossing one or more of the roads. Children should be encouraged to cross roads away from roundabouts that have high traffic flows. Children should preferably cross where median refuge islands are installed.

Median islands

While median islands improve pedestrian safety by enabling pedestrians to cross roads in two stages, they also assist in slowing traffic speeds. When used near schools they:

- reduce the road space available to traffic
- deter overtaking
- provide side friction that reduces traffic speed.

Speed humps and raised plateaus

These treatments are useful in parking areas or accesses to school where speeds must be no more than 10/km/h.

Parking strategies

The parking requirements for schools relate to the number of students attending the school and access to public transport. The formula applied by Local Governments and accepted by the Department of Education is:

- Approximately 14 pick-up and set down bays for every 100 students enrolled at primary schools and seven bays per 100 students for high schools
- School staff parking to be provided in the school grounds.

The following parking strategies may be negotiated with Local Governments or Main Roads WA for main roads and highways.

Kiss and Drive, Stop and Chat and Class and Family Pick Up zones

A Kiss and Drive zone is a designated and appropriately signed area for dropping off and picking up students for periods less than two minutes. These zones essentially mean the same as No Parking and can be complemented with an advisory No Parking sign if approved.

A Stop and Chat zone is a designated and appropriately signed area for those parents/guardians who may arrive at school prior to school beginning or finishing who may need to park for extended periods of time.



Class and Family Pick-up zones are appropriately signed areas to pick up and drop off children from a specific year or a range of year groups.

In all of these zones:

- The location should be on the school side of the road.
- Discuss with Local Government if one way traffic flow can be developed to keep pick up/set down on the school side of the road.
- Parking restrictions on the side of the road opposite the school should be installed for before and after school.
- Entries and exits should be separate from entries for bicycles and pedestrians.
- Traffic speeds should be no more than 10km/h.

On-road parking

On-road parking along school frontages should preferably be embayed parking. This allows pedestrians to see past parked vehicles and to be seen by drivers. On-road parking should be provided away from the entrance of the school on a local road.



Off-road parking

Where on-road parking is not feasible, off-road parking options may be negotiated that include adjacent sporting facilities, shopping facilities or public open space. When choosing alternate off-road parking, try to avoid pedestrians having to cross major roads to access these areas.

Bus parking

If more than one bus is to park at a stop, it is necessary for *Bus Zone* signs to be installed to define the kerb-side space required. It is illegal for other vehicles to stop in this zone. Bus stops should be on the same side as the school, away from the main congestion area.

School owned buses should have a stopping area on the school grounds, separate from other parking. Stopping places should avoid the need for the bus to reverse and children should be able to enter and leave the bus from a path.

Road crossing strategies

Designated Children's Crossings

A designated children's crossing affords children the highest level of protection at road crossings. An appropriately trained and equipped traffic warden operates such a crossing and traffic is controlled by stop banners.

Applications for a children's crossing need to be made by the Principal or President/Secretary of the P&C or P&F to the *Children's Crossing and Road Safety Committee* through the Children's Crossing Unit (WA Police). A separate police unit known as the Traffic Warden State Management Unit is responsible for recruiting, training and assessing the performance of Traffic Wardens.

The *Children's Crossing and Road Safety Committee* reviews student numbers, vehicle numbers and environmental factors. The Committee recommends either a Type A or Type B crossing be offered to a school.

The crossing infrastructure for a Type A and B crossing is identical. The recruiting, training and assessing of Traffic Wardens for Type A and B crossings are also identical. The difference between the two crossing types is a Traffic Warden for a Type A crossing is funded by the State Government; and a Traffic Warden for a Type B crossing is funded by the school or parent/student body.

Main Roads WA installs the crossing road markings, appropriate advance warning signs, and red and white crossing bollards.

An application form for a Type A or Type B children's crossing can be downloaded from the WA Police website.

Marked foot crossings

These pedestrian operated signals are usually part of road intersection signals. They are installed only where crossing demand is high. Young children often have difficulty understanding the operation of these signals so they are not a preferred option.

Pedestrian fencing and landscaping

Pedestrian fencing and landscaping is generally used in association with crossing facilities to direct children to safer crossing points or deter them from crossing where it is unsafe.

It may be used on nature strips or wide median islands. Attention needs to be given to the placement and height of the fencing or vegetation to ensure that sight lines for drivers and pedestrians are not obscured.

Road Safety audit

A *Road Safety Audit* is a formal examination of an existing or future road or traffic project in which qualified examiners look at the projects crash potential and safety performance. An audit looks at a road project from the safety perspective of all road users and identifies the potential risks and hazards. A Road Safety Audit is commissioned by the road owner and is conducted by a qualified, independent senior road safety auditor.

In Western Australia the Road Safety Council's Road Safety Around Schools Taskforce developed *Road Safety Around Schools Audit Checklists* to ensure road safety at schools sites can be addressed systematically in a road safety audit format. Checklists are available from the WALGA RoadWise website (www.roadwise.asn.au).

Who to contact for engineering strategies

The following table provides a guide on areas of responsibility relating to school road safety issues and may be useful to consult when developing an action plan.

Organisation	Responsibility
Main Roads WA	Traffic lights (including pedestrian lights)
	Road markings (centre lines, edge lines, lane lines, school crossing markings, stop and holding lines) – responsibility for installing and maintaining may be delegated to Local Governments in some areas
	Main roads and highways - road widening, resurfacing, pedestrian median islands, drive way approvals
	Main roads and highways - parking signs and traffic signs
	Warning signs – children and school signs, intersection warning signs (in metropolitan areas). In areas outside the metropolitan area, contact Local Governments for local roads and Main Roads WA for main roads and highways
	Regulatory Signs – school zones, speed limits, stop and give-way signs
	Street lighting – in conjunction with Local Government
	No Through Road signs
	Traffic, crash and speed data for main roads and highways
Local Government	Local roads - footpaths, shared paths and bicycle paths
	Local roads - road widening, resurfacing, pedestrian median islands, driveway approvals
	Local roads - parking signs and road signs
	Local roads - bus stops: location determined in association with the Public Transport Authority, Department of Transport
	Local roads - street lighting on local roads
	Local roads - traffic, crash and speed data
Children's Crossing and Road Safety Committee	Considers applications for new children's crossing.
	Assess an existing children's crossing (including existing infrastructure)
	The Children's Crossing Unit (WA Police) provided support to the Children's Crossing and Road Safety Committee by coordinating and processing applications for new children's crossings and the review of existing children's crossings. More information can be obtained at the WA Police website (www.police.wa.gov.au).

Appendix 1: School Road Safety Survey and cover letter

School letterhead

Dear Family name
Address

School Road Safety Survey

As part of our commitment to the safety of our children, <name> Primary School's School Road Safety Committee will be implementing a range of road safety strategies around our school and local community.

To determine what the key road safety issues are for our school we are collecting vital information from you through the attached data collection form. In addition, drop off and pick up times will be monitored and reviewed to address key road safety issues.

Your co-operation to complete and return these forms is greatly appreciated. Should you have any queries, please contact <name of person> on <telephone number>.

We look forward to working with you in creating a safer environment for our children.

Yours sincerely

<name>
Principal

School Road Safety Survey

(One form per family to be completed by a parent/care giver in reference to the student with the next birthday)

School: _____

By completing this questionnaire you will be providing important information to assist in the development of strategies to improve road safety around your school. The information you provide will be collated by the School Road Safety Committee who will work with the school staff, students and parents in implementing the Safe Routes to Schools program. Please fill in the questionnaire and return it to school by (date) _____.

Student's name _____ **Year level** _____ **Age** _____

Male | | **Female** |

If you have other children at this school, please list for each, their year level and age

School year level	Age	School year level	Age

1. **How does your child get to and from school on most days**
(Please tick one box only)

In dry weather

In wet weather

Car	<input type="checkbox"/>	Walk or cycle	<input type="checkbox"/>	Car	<input type="checkbox"/>	Walk or cycle	<input type="checkbox"/>
Bus	<input type="checkbox"/>	<i>Walking school bus</i>	<input type="checkbox"/>	Bus	<input type="checkbox"/>	<i>Walking school bus</i>	<input type="checkbox"/>
Other	<input type="checkbox"/>		<input type="checkbox"/>	Other	<input type="checkbox"/>		<input type="checkbox"/>

2. **How many times last week did your child travel to/from school by**
(Indicate by placing a number in each box)

<input type="checkbox"/>	Car	<input type="checkbox"/>	Walk	<input type="checkbox"/>	Bicycle
<input type="checkbox"/>	Bus	<input type="checkbox"/>	<i>Walking school bus</i>	<input type="checkbox"/>	Other

3. **Please estimate the distance your child travels from home to school.**
(Use the map on the last page, as a guide. Please tick one box only.)

<input type="checkbox"/>	0.5 to 1 km	<input type="checkbox"/>	1 to 2 km	<input type="checkbox"/>	2 to 3 km
<input type="checkbox"/>	3 to 4 km	<input type="checkbox"/>	4 to 5 km	<input type="checkbox"/>	5 km or more

4. **Please list any reasons which might prevent you from walking or cycling to school.**

5. **If your child walks or cycles to school, are they accompanied?**

<input type="checkbox"/>	No (please go to question 6)
<input type="checkbox"/>	Yes

If yes, who are they accompanied by:

<input type="checkbox"/>	Adult (parent/care giver/other
<input type="checkbox"/>	Older brother or sister – please nominate age:
<input type="checkbox"/>	Younger brother or sister – please nominate age:
<input type="checkbox"/>	Other – student(s) – please nominate age:

6. **Please indicate on the scale below how important you believe road safety is compared to other issues at the school?** (Please circle one only)

Very Important	Important	Moderately Important	Somewhat Important	Not Important
1	2	3	4	5

7. **How would you rate your understanding of road safety issues?** (Please circle one only)

Very High	Above Average	Average	Below Average	Limited
1	2	3	4	5

8. **In your opinion, how safe is the road environment and the people who use the road near your school?** (Please tick one box only)

<input type="checkbox"/>	Very safe
<input type="checkbox"/>	Relatively safe
<input type="checkbox"/>	Not sure
<input type="checkbox"/>	Relatively unsafe
<input type="checkbox"/>	Very unsafe

9. (A) **<INSERT STREET NAME>: Do you believe there is any traffic problems affecting road users (drivers, cyclists and pedestrians) in the drop off/pick up area, in this street, next to the school?** (Tick as many boxes as apply)

<input type="checkbox"/>	Congestion
<input type="checkbox"/>	Double parking
<input type="checkbox"/>	Parking in “No Standing” or “No Parking” zones
<input type="checkbox"/>	Parking on the road verge
<input type="checkbox"/>	Parking in the bus bay
<input type="checkbox"/>	Parking or driving through the teaching staff car park
<input type="checkbox"/>	U-turns in front of the school
<input type="checkbox"/>	Lack of parking
<input type="checkbox"/>	Children crossing the roads to cars parking on the opposite side of the road to the school
<input type="checkbox"/>	Driving into and/or reversing out of private driveways
<input type="checkbox"/>	Other (please specify below)

9. **Please mark your normal route to and from school on the map below. Please use different colors to specify mode of transport (i.e. red for car, blue for bicycle, green for walking).**

<Insert map of area>

10. **Have you noticed any other road safety danger spots in the area or on your regular route to & from school?**

(Please use the map provided should you wish to indicate the exact location/s.)

Thank you for taking the time to complete this form. Please return it to <name>, <position> by <date>

Appendix 2: School Road Safety Action Plan

What are our key issues?	How will we address this issue?	Who will do this?	By when?

Appendix 3: Newsletter tips

This appendix contains articles with a road safety theme that may assist in reducing road safety issues at your school or broader community. These short articles can be reproduced in weekly school newsletters, in your School Road Safety and Traffic Guide or wherever the committee decides this education strategy is appropriate.

Information about RoadWise and your School Road Safety Committee

Welcome from your School Road Safety Committee

Recently our school formed a School Road Safety Committee. This Committee consists of <names and position in school community e.g. teacher, parent, students etc.>. The committee members, with your help, will be identifying and addressing local road safety problems around our school. To do this task effectively we ask that you complete the School Road Safety Survey that will be sent home this week with your child. For more information please contact (school contact number).

Road Safety Action Plan

Thank you for the information you provided the School Road Safety Committee. The Committee has developed an action plan for road safety around our school which includes: *(list key aspects of action plan)*

- Amend with any additional activities

For more information please contact <insert contact name and/or school phone number>.

Your RoadWise Committees

Throughout Western Australia there are active RoadWise Committees that work on local projects to improve road safety in their area.

These committees consist of interested members of the local community, including Local Government representatives, community representatives, police and teachers.

If you would like to become involved with your local RoadWise Committee or would like further information about RoadWise, please access the RoadWise Programs website or contact your Local Government.

Information about vehicle movement around schools

Using the safest routes to schools

Parents, teachers and students have recently been involved in the school's Safe Routes to School Program by painting blue footprints and red/yellow stop smiley faces on footpaths representing the safest routes leading to and from school. The Safe Routes to Schools Program aims to develop a safer environment for children to walk to and from school and also encourage more children to walk and cycle safely to school.

The blue footprints show the safest and quickest way to walk or cycle to school. The red/yellow stop smiley faces at road intersections are at the safest crossing points on the safe routes and remind children to:

- STOP back from the kerb
- LOOK in all directions
- LISTEN for traffic
- THINK about when it safe to cross

We ask you to:

- Be aware and supportive of the use of these designated safe routes with your children.
- Avoid parking on footpaths or verges marked with the Follow Me footsteps or safest crossing points which are identified with a Stop sign and a Smiley Face.
- Remember that no child under the age of 10 should walk unsupervised to school.

School 40/km per hour zones

Main Roads WA has introduced a new speed zone applicable only to roads located around schools.

The 40km/h school zones contribute to reduce road trauma for school aged children. The majority of school zones are applicable from 7.30am-9am and 2.30pm-4pm on school days and normal speeding penalties apply.

For more information please contact Main Roads WA on 138 138.

No Stopping signs

No Stopping signs are located around our school to help your children stay safe. They mean that cars cannot park, drop off or pick up children at all or during the hours specified on the sign. It may seem convenient to park or stop in these areas but it may also endanger the lives of children, especially small children, who cross the road or walk through this area to school. This sign consists of a red 'S' in a circle with a line through it.

Double Parking

Double parking places the lives of our young children at unnecessary risk. Double-parked vehicles are visual obstructions for young children trying to cross to the other side of the road. They also place children getting in or out of the car at risk as they must venture to the middle of the road to do so. Please refrain from double parking around our school and use the other safer parking options available.

Park on which side?

Many of us never give a second thought as to which side of the road we should drop off or collect our children. ***It is much safer for your children and other motorists if your children leave the car from the rear kerb side door.*** Your child will know this door as the *safety door*. This stops children getting out of the car into oncoming traffic and reduces their risk of being injured. It is safer if you park on the school side of the road. Please take care not to park in the 'No Parking' and 'No Stopping' areas marked around our school as this places children at unnecessary risk.

Pick up areas

When picking up child in the afternoon, here are a few suggestions for you to help ease traffic congestion around our school.

- Pre-arrange a pick up place with your child.
- If possible, arrange to meet your child a little further away from the school.
- Arrange to meet your child five to 10 minutes later than school finish time to avoid congestion.
- If this is not possible, then always attempt to park on the school side of the road to collect your child.
- Use the Kiss and Drive pick-up area – if your child is not there, move through the area and go around the block; or park your car further away and walk into the school ground to meet your child.

How does 'Kiss and Drive' and 'Stop and Chat' work?

We have recently installed some *Kiss and Drive* and *Stop and Chat* bays along <name> Street to help overcome the traffic congestion that occurs before and after school.

Kiss and Drive

In the morning

- Move to the forward most bay in the Kiss and Drive zone.
- Ask your child to get out of the rear left hand side door (the safety door).
- Parents and care givers must remain in the vehicle.
- When children are clear of the vehicle, indicate and enter the traffic flow.

In the afternoon

- Only enter the Kiss and Drive zone if you can see your child is ready to be picked up.
- Remain in the car with your engine running and handbrake on.
- If you cannot see your child, drive on around the school and rejoin the queue.

Stop and Chat

- For those parents/care givers who need to park for extended periods of time before or after school, please park in these designated bays. Please discuss your most preferred pick up point with your child.

Motorists and Traffic Warden controlled children's crossings

When driving around schools, motorists need to be aware of children's crossing locations. The crossing is in operation when the orange Children Crossing flags are displayed and all drivers should be prepared to stop. Here are a few rules to adhere to:

- Look out for the advanced warning Children Crossing signs and flags.
- When you see the Traffic Warden entering the road, you must prepare to stop your vehicle at the stop line just before the crossing.
- Remain stationary until all pedestrians and the Traffic Warden are safely on the kerb or median.
- Do not overtake any other vehicle stopped at a Traffic Warden controlled children's crossing.

For further information please contact Children's Crossing Unit or the Traffic Warden State Management Unit, WA Police.

Disabled parking

We have disabled parking bays reserved near our school. Please do not park or stand in these bays if you do not have an ACROD sticker in your vehicle. Even dropping your children off in these bays can be inconvenient for those people who need to use these bays. Please be considerate when around these reserved bays for the safety and convenience of others.

School holidays

School holidays are a time to relax and enjoy the break; however they are also a time when many children are injured on our roads. As parents we have a responsibility to ensure our children are properly supervised when on or near roads, car parks and driveways as this is where many injuries and fatalities occur. Please keep watch over children during this time as we want to see you and your family back after the break.

School road safety reminder

As we embark on a new school term, it is important to remember the importance of some basic road safety rules around school. Please drive carefully remembering the 40km/h speed zones. Be mindful of children and their parents walking and cycling to school, as well as those students catching buses or waiting to be picked up by parents in vehicles. Schools can be very busy places at drop off and pick up time, and your courtesy and patience are appreciated.

Information about pedestrian and bus safety**Walking to school**

While walking to school is encouraged for children, here are some hints for parents to follow to ensure your child enjoys a safe trip to and from school every day.

- Where possible, walk to school with your children especially if children are under the age of 10.
- Arrange for another adult or a group of older friends to walk with your children.
- Walk your children along the safest route to school and identify hazards and appropriate crossing locations along the way.

Crossing at a marked pedestrian crossing

Pedestrian crossings are designated by road markings (either painted white lines or concrete centre islands) that warn motorists that a crossing is ahead, to take care and give way to pedestrians. To use a crossing safely you must:

- Walk up to the crossing
- Stop
- Look
- Listen
- Think
- Keep looking and listening whilst crossing
- Do not run, ride or skate across

Crossing at a Traffic Warden controlled children's crossing

Following are some simple steps to ensure you and your children use Traffic Warden controlled children's crossings safely.

- When approaching a Traffic Warden controlled children's crossing, stop back from the edge of the kerb.
- Wait for the Traffic Warden to blow the whistle for you to cross.
- Keep your eyes on the Traffic and Warden whilst crossing.
- If you are on a bike, skateboard or scooter, wheel or carry it across the road.

Safer playing areas

Children will play anywhere at any time; however there are places where children should be discouraged from playing e.g. driveways, car parks and even local cul-de-sacs as these are designed and intended for vehicle movement. Suggest that your child plays in the back yard, in a local park or skateboard facility instead.

Picking up your children from the bus stop

When picking up children at their bus stop, there are a few tips for you to follow to get your child home safely.

- Park your car on the same side of the road as the bus stop.
- If you are not driving or cannot park your car on the same side as the bus stop, ensure you wait for your child at the bus stop and accompany them across the road.
- Encourage your child to get off the bus, take five steps away from the road and wave goodbye to the driver as a signal they have alighted safely.
- If required, always cross the road with your child *after* the bus has driven away.

Dropping your children off at their bus stop

Below are some hints for dropping your child safely off at their bus stop.

- Always arrange for an adult to accompany your child to the bus stop.
- Always drop your child off on the same side of the road as the bus stop.
- Encourage your child to wait quietly for the bus and to refrain from playing games or with toys by the side of the road.

Getting off the bus

It is extremely important that children are taught how to get off a bus safely to avoid confusion for the driver. Small children can be very hard for the driver to see and often cross the road in front of the bus, without the driver seeing them. Here are some tips for your children:

- Get off the bus once it has stopped moving.
- Take five steps away from the bus.
- Wait away from the bus for the bus to leave – then find a safe place to cross the road.

Bus rules

Bus safety is extremely important and your child should be aware of how to travel safely on buses. All children catch a bus, either to or from school or on excursions. The following are good tips to remind your children about bus travel.

- Always sit quietly on the bus.
- Do not distract the driver.
- Do not put any part of your body outside the bus windows.
- Stay seated.
- Place schoolbags etc. out of other people's way.

Heavy vehicles – trucks and road trains

Road trains can weigh up to 170 tonnes therefore they take more time to stop. This is why our children need to take special care when heavy vehicles are passing. The following are some tips to give to your children.

- Stand well back from the side of the road if a truck or road train is passing to avoid the wind draught.
- If you are riding your bike, get off your bike and wheel it off the road to avoid the wind draught.
- Allow plenty of time for a truck or road train to pass.
- Always look for cars behind the truck or road train before crossing the road.

Crossing at railway lines

The following tips will help you and your child reach school safely if they have to cross a railway line.

- Only cross a railway line at designated crossing points.
- Obey all warning bells, signs and boom gates.
- Wait until the boom gate has risen and the bells and lights have stopped before crossing.

If your child does not know these rules it is advisable to take them to the nearest railway crossing and demonstrate the correct way to use the crossing.

Where to walk on gravel roads

If there is no footpath along a gravel road that your child uses, the following tips may be useful for them to ensure they get home safely.

- Always walk together away from the edge of the road.
- Walk on the right hand side of the road to face any oncoming traffic.
- The adult or older child should walk closest to the road.
- Always keep your eyes and ears open for approaching traffic.

Crossing between parked cars

Crossing the road between parked cars is not recommended as the risk of being hit by a vehicle is high. Drivers cannot always see pedestrians (particularly small children) waiting to cross the road. Parents and children should plan their route to and from school to allow them to cross roads at the safest possible locations such as school crossings, pedestrian islands or traffic lights with pedestrian phases.

School crossings – general

For the safety of children and parents, children's crossings have been installed throughout Western Australia. Pedestrians and motorists share responsibility for using the crossing appropriately.

- Pedestrians must wait one metre back from the crossing and wait for two short blasts of the whistle by the traffic warden to cross.
- When crossing, all pedestrians are required to cross in front of the Traffic Warden and keep to the left.
- Motorists must not park or stop in the area 20 metres before and 10 metres after the school crossing.

For further information, please contact the Children's Crossing Unit or the Traffic Warden State Management Unit, WA Police.

Safety on wheels information

Cycling to school

Road safety experts recommend that children under the age of 10 should not cycle to and from school unaccompanied. Here are some tips to ensure your children get to and from school safely every day.

- Cycle to school with your children.
- Arrange for another adult to cycle to school with your child.
- Encourage your child to ride with older children.
- Children under 12 years can legally ride on footpaths, which is a safer option.
- Cyclists must give way to pedestrians
- Always make sure your child is wearing an approved correctly fitted helmet.

Bicycle helmets

Studies show helmet use decreases the risk of head injury by 85% and brain injury by 88%. The following will help to ensure your children are adequately protected.

- Adults and children must wear approved bike helmets when cycling.
- The helmet should fit the child's head securely and not be too tight or too loose.
- A helmet should not be worn if it has been previously involved in a crash or fall.
- The outer shell of the helmet should not be cracked or broken.
- The polystyrene foam lining should not be cracked and should not be able to be depressed with a finger.
- It is also important to adjust the straps and buckles to assist with comfort.
- All helmets must carry the Australian Standards Mark(™)S2063.2 and logo.

Bicycle maintenance

A bike is just like a motor vehicle and should be constantly maintained to ensure it performs as designed. Below are some of the things you and your children should check regularly.

- Make sure brakes are working by trying to wheel the bike forward whilst activating the brake.
- Check that wheel nuts are tight.
- Check tyres for correct pressure and wear.
- Check that pedals turn smoothly and are not broken.
- Ensure the bike has wheel and pedal reflectors and a rear red reflector.
- Check that the chain works smoothly.

If you have any concerns with your child's bike, please see your local bike shop.

Cycling on gravel roads

Cycling on unsealed roads can be made safer by following these helpful hints.

- Avoid riding bicycles with narrow tyres on loose surfaces.
- Avoid riding along ridges and hollows in the road or path.
- Try to avoid turning sharply on loose surfaces.
- Concentrate on the road surface ahead, ride at lower speeds/avoid hard braking.
- Always wear a helmet and, where practicable, wear closed-in shoes and clothes that protect arms and legs in the event of a fall.

Driving on gravel roads

Below are some tips for driving on gravel roads:

- Always drive to the conditions at the time.
- Don't brake excessively.
- Don't make sudden steering changes.
- Stay a reasonable distance behind another vehicle to avoid dust and stones.
- Be careful of soft verges in winter.
- Ensure your windscreen washer bottle is full to clean your windscreen.

Bike, skateboard and scooters – where can they play?

For most children riding on their bike, skateboard or scooter with their friends is a great past time. Quiet streets and driveways have been popular choices in the past, but these are designed for cars, not as play areas. Here are some places you can suggest your children play on their bikes, skateboards and scooters:

- backyard
- oval or park
- bike training tracks/facilities
- bike paths

Rollerblades, skateboards, scooters

Under the *Road Traffic Code 2000*, scooters, skateboards and rollerblades are not permitted:

- on a carriageway with a dividing line or median strip
- on a one-way carriageway with more than one marked lane
- on a carriageway with a speed limit exceeding 60km/h
- on a carriageway during the hours of darkness.

General road safety information

Child car restraints

Using an appropriate child car restraint can greatly reduce the risk of death or serious injury to a child in the event of a crash.

The minimum age requirements for child car restraints are:

Birth to 6 months

- Rearward facing restraint, capsule or rearward facing convertible restraint

6 months to 4 years

- Rearward facing restraint
- Forward facing restraint with a five point internal harness

4 years to 7 years

- Forward facing restraint with a five point internal harness
- Booster seat with a lap sash seat belt or h-harness

In Western Australia WALGA's RoadWise Program coordinates a network of Type 1 Child Car Restraint Fitters throughout the state. These Fitters are trained to check and install child car restraints. For further information contact the child car restraint information line on 1300 780 713 or visit the website at www.childcarrestraints.com.au

Braking distances

It is recommended you leave at least a two-second gap between you and the vehicle in front under ideal conditions to ensure you have enough stopping distance. To estimate this, pick a roadside stationary object that will soon be passed by the vehicle ahead of you - when that vehicle passes the object count two full seconds - it should take at least two seconds for you to reach that same object. You are travelling too close if it takes less than two seconds.

Keep a four second gap behind the vehicle in front when driving on wet roads.

Riding in the open space of a utility or truck

Travelling as a passenger in the open load space of a utility, truck, etc. is extremely dangerous. The risk of death or serious injury is much greater than if correctly restrained inside a vehicle.

It is illegal to carry passengers in the open load space of a vehicle, whether a rollover protection device is fitted or not.

Parents influence on the future driving behaviour of a child

New research by road safety experts suggests children begin to develop their road safety behaviour and attitudes as young as three/four years of age. Most parents know that children are very keen to learn at this age, but may not consider their driving habits may influence their child's future attitudes and behaviour to road safety. Parents must always model good driving behaviour when travelling with their

children.

For more information, please contact School Drug Education and Road Aware Program.

Fatigue

Fatigue, often dubbed the hidden killer, is a major problem on our roads. Fatigue has this reputation because we often do not know that we are tired until it is too late. To help avoid fatigue on long trips you can:

- have a good night sleep before travelling
- start your trip early in the morning
- don't travel more than eight hours in one day
- take breaks at least every two hours
- share the driving
- don't drink any alcohol before or during the trip
- drink plenty of fluids.

50km/h Speed limit on local streets

Up to a third of all fatalities and serious crashes in WA happen on local residential streets. Research shows a lower speed limit in built-up areas will save lives and reduce injury from road trauma. In WA, the default speed limit is 50km/h in built-up areas.

Road condition report

After heavy rains many roads (especially gravel roads) are closed by Local Governments or Main Roads WA. This is to stop the road surface from being needlessly damaged.

For information about metropolitan road conditions, follow Main Roads WA on Perth Traffic Twitter (www.twitter.com/perth traffic) and for regional road conditions, follow Main Roads WA on WA Roads Twitter (www.twitter.com/wa roads).

Appendix 4: Useful road safety agencies and websites

Agency	Contact details	Information available
Western Australian Local Government Association RoadWise Program	9213 2066 roadwise@walga.asn.au www.roadwise.asn.au	Provides: <ul style="list-style-type: none"> • Assistance in the coordination of road safety efforts at local and regional levels • Facilitation of community participation in road safety • Information on the Type 1 Child Car restraints fitting service
Children's Crossing Unit (WA Police)	6274 8767 childrenscrossingunit@police.wa.gov.au	Supports the Children's Crossing and Road Safety Committee to assess applications from schools for children's crossings in WA
Traffic Warden State Management Unit (WA Police)	9222 1922 trafficwardenstatemanagementunit@police.wa.gov.au	Coordinates the recruitment, equipping, training and accessing of traffic wardens
Main Roads WA – Traffic and Safety Section	138 138 www.mainroads.wa.gov.au	Coordinates the installation of 40km school zone signs and replacement of unserviceable road signs and road markings
TravelSmart (Department for Transport)	9216 8306 www.dpi.wa.gov.au	Program encouraging primary and secondary students to reduce their car dependency, thereby increasing physical activity
Public Transport Authority	9326 3970 www.pta.wa.gov.au	DVD, education resource and presentation on all facets of public transport including how to travel safely and responsibly
Health Promotion Centre (Edith Cowan University)	9273 8207	Research on a range of road safety issues e.g. child pedestrian safety, school bike safety, and role of parents in road safety

Injury Control Council of WA	9420 7212 iccwa@iccwa.org.au www.iccwa.org.au	<p>Injury fact sheets available on the web site.</p> <p>The Council advocates to effectively reduce the incidence and severity of injury in WA. It highlights physical, mental, social and economic issues that result from injury.</p>
School Drug Education and Road Aware	9264 4743 www.sdera.wa.edu.au sdera@det.wa.edu.au	<p>Provides:</p> <ul style="list-style-type: none"> • Road safety education resources including <i>Challenges and Choices</i> for early and middle childhood and early adolescent students • Professional development for school staff • Support for schools and community throughout the State

Appendix 5: References

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Websites

www.roads.dft.gov.uk/roadsafety/aims/1.htm

www.nrma.com.au/reversing

www.maa.nsw.gov.au/campaigns

[www.kidsafewa.com.au/factsheets/Safety in the Driveway SGIO 2003.pdf](http://www.kidsafewa.com.au/factsheets/Safety_in_the_Driveway_SGIO_2003.pdf)

www.atsb.gov.au/road/stats/pdf/mrf032005.pdf (ATSB Road Deaths Bulletin March 2005)

www.kidsafewa.com.au/factsheets/Bicycles%20&%20Helmets.pdf (Kidsafe WA, Bicycle and helmet safety, 2003)

[www.kidsafewa.com.au/factsheets/Skateboarding%20Rollerblading%20&%20Roller s kating.pdf](http://www.kidsafewa.com.au/factsheets/Skateboarding%20Rollerblading%20&%20Roller%20skating.pdf) (Kidsafe WA, Skateboarding, roller blading and roller skating, 2003)

www.roadwise.asn.au (RoadWise, Western Australian Local Government Association)

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