



Road Safety Policy

Consultation September 2016



The general aim of education is to contribute towards the development of all aspects of the individual, including the aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development for personal and family life, for working life, for living in the community and for leisure.

Road Safety Education is clearly a vital part in this aim.

The ethos of Howard Primary School centres around the maintenance of a safe, stable and caring learning environment in which pupils, parents and staff work together to develop self respect and respect for others. This policy document reflects the aims and objectives of this school, taking account of the guidance received from DOE Road Safety Education Officers.

MORAL AND VALUES FRAMEWORK

Howard Primary School values all of its pupils equally. It recognises the challenges of modern life. The school will strive, in partnership with those in parental responsibility, to educate children in the proper and safe use of roads, promoting safe behaviour and practice as well as an attitude that respects those dangers which will be encountered on or near roads.

The school acknowledges the diverse backgrounds of its pupils and that they will, therefore, be faced by a wide variety of risks. Since perception, expressive language and understanding are critical to this "life skill" lessons will endeavour to meet the needs of children particularly challenged in these areas.

Given this situation, one of the focuses of the school's Road Safety Education Programme will be to encourage all of our pupils to develop their self esteem and confidence to enable them to make critical and informed decisions regarding road safety now and in later life.

The teaching of Road Safety Education will not solve all of our community's road safety problems but without a carefully planned programme, our children will be ill-equipped when confronting the many issues and situations which arise on or near our roads.

KEY AIMS OF THE ROAD SAFETY EDUCATION PROGRAMME

- To place the pupil at the centre of a programme that helps them to understand the impact of road safety upon their lives;
- To equip children with the skills, knowledge and attitudes necessary to make informed choices and decisions about their own behaviour as pedestrians, passengers or cyclists on or near roads;
- To encourage parental responsibility;
- To make children aware that actions have consequences and that their behaviour should reflect this;
- To help children develop respect for themselves and others by encouraging positive role modelling within the school environment through peer support strategies;
- To enable children to communicate their views and feelings about road safety using appropriate language;
- To develop self-confidence and awareness in pupils so that they can give correct information and cope adequately with inaccurate information and detrimental peer pressure;
- To engage children in risk assessment exercises relating to road safety issues in hypothetical and real, locally based situations.

Background Information.

Primary school age deaths and serious injuries in our province fall into the main categories of:

- ❖ pedestrians,
- ❖ passengers in vehicles,
- ❖ cyclists

Howard Primary School will endeavour to make its contribution to community efforts aimed at reduction of road related child deaths and serious injuries through the N. I. Road Safety Strategy.

THE ROLE OF ROAD SAFETY EDUCATION

This school acknowledges that Road Safety is of prime importance to everyone connected with the school and the community it serves.

Rule 7 of "The Highway Code" clearly identifies those with parental responsibility as being responsible for the task of deciding upon young children's Road Safety readiness.

Road Safety is, therefore, primarily influenced by:

- ❖ Parents
- ❖ Parental attitudes
- ❖ Children's experiences at home

In recognition of the important role of those with parental responsibility, this school encourages all parents to take time to walk with their young children, to the shops, for example, and to model responsible pedestrian practices.

Howard Primary School believes that it is important for parents and their children to realise that their behaviour has implications for themselves and others.

ORGANISATION OF THE ROAD SAFETY EDUCATION PROGRAMME

Road Safety Education will be taught across the curriculum, but mainly through Personal Development & Mutual Understanding, The World Around Us, Religious Education, and ICT.

Although specific topics such as Cycling Proficiency will be addressed, as set out in the school's curricular framework, Road Safety is best addressed through a combination of subject specific and cross curricular approaches. This approach will ensure that Road Safety Education is a regular and normal part of a child's education at Howard Primary School.

Staff will use a variety of teaching strategies and approaches which incorporate the use of all of the children's senses. Tasks and experiences will be in keeping with the maturity of pupils whilst taking particular account of the mobility, visual and auditory needs of all pupils in practical situations.

Class teachers will deliver most of the Road Safety programme. Occasions will arise, however, when the expertise of outside agencies and other professionals will be used;

For example

- ❖ Road Safety Education Officers for cycling proficiency and pedestrian skills,
- ❖ A visiting drama group.

Parents will be informed of these arrangements.

Normal classroom arrangements will prevail during road safety related activities. Where it is necessary to alter this, the consent of parents will be sought;

For example

- ❖ Walk to School Week
- ❖ Sustrans Bike-Ability Training

Teachers are encouraged to base as much Road Safety teaching as possible on existing schemes and topics and to include practical sessions in the school's locale.

STAFF TRAINING

Howard Primary School recognises the need to develop whole staff awareness of our children's needs and strategies for ensuring that those needs are met. As issues and opportunities are identified, staff will engage in training for Road Safety Education.

EQUAL OPPORTUNITIES

The school will seek to ensure that the Road Safety Education programme is relevant and accessible to pupils, regardless of age, culture, disability, gender, religion or social class.

In respect of Road Safety Education, we will ensure that children from rural/farming locations and those from residential areas have all got valuable lessons to learn from our programme.

All children will be taught together through lessons appropriate to their age and development.

EVALUATION

Review of Road Safety Education procedures and provision will take place after the first full year of implementation and thereafter as required.

APPENDIX ONE:

Proposed Line of Development : Main Aims : Primary

Before they leave Howard Primary School, most children in our care should know:

Road Safety Elements	Foundation Stage/Early Years	Key Stage 1	Key Stage 2
Pedestrian Skills	that it is always best to hold hands with a known adult when near roads the importance of staying well away from machinery on farms, building site, grass cutting, bin lorries etc	the language and skills necessary to co-operate with adults who help keep us safe on / help us to cross roads "Be Safe, Be Seen"	how to best apply the "Green Cross Code" about the challenges they might meet on rural and urban roads
Passenger Skills	how to behave safely in cars, buses and trains the importance of using special seats or and straps when travelling in cars, buses and trains	the skills necessary for safe travel in cars, buses and trains e.g. how to fasten seat belts, waiting, boarding, disembarking etc. why tractors etc are dangerous	safe ways to board and disembark from all types of home - school transport be able to exercise appropriate road crossing after disembarking
Risk Identification / Hazard Control	that roads and traffic can be very dangerous and that there are safer places to play that there are special people who help us near roads what is meant by "dangerous"	that it is best to have help when crossing roads the importance of wearing a suitable cycle helmet that they can spot "dangers " for themselves by looking, listening etc.	Being conspicuous might reduce road collisions the basic safety rules regarding machinery on farms, roads, railways etc. what hazards are and carry out risk assessments
Cycle Training	how to, with assistance to put on and wear a cycle helmet	which are the safest places for riding junior bikes etc.	how bicycles are best maintained and ridden

APPENDIX TWO:

At Howard P. S. we are children who:

- ❖ Enter the car park only when a parent or teacher is present;
- ❖ Open school gates only with permission;
- ❖ Know that we wait for our carers to collect us at the school door;
- ❖ Line up quietly and follow the teachers' and drivers' instructions when leaving school by taxi or bus;
- ❖ Help our friends or younger children when they are near roads;
- ❖ Ask known adults for help when we are on or near roads;
- ❖ Know that the wearing of seatbelts, where available, is the safest way to travel on all school related outings whether in buses, taxis or cars.
- ❖ Always stay behind the leading teacher and in front of the rear guard when walking on school visits or outings;
- ❖ Wait patiently for balls, hoops, bean bags etc. which have escaped to the road or neighbouring property to be retrieved by a member of staff;
- ❖ Are advised to bring bicycles on to school grounds only if we are wearing suitable cycle helmets;
- ❖ When arriving at school, dismount our bicycles at the pedestrian gate and walk them to the cycle park provided and repeat this procedure when leaving school.

APPENDIX THREE:

ROAD SAFETY PROBLEMS SPECIFIC TO OUR SCHOOL

The Governors appreciate the efforts of Parents and Staff whose care and consideration help to maintain a safe environment for the whole Howard P.S. school community.

All Governors, Parents, Teachers and Children should, however, be aware of the following:

- ❖ The dangers present at "Arrival and Home Times" when many cars and children are on campus. When all children have a half day (for example, before a school holiday) parents are advised through newsletters of the 'staggered' home times in place;
- ❖ The importance of not parking on kerbs, zebra crossing ,drop off zones at the school entrance or other areas not designed for parking and complying with other traffic arrangements designed to maintain the safety of children at Howard P. S.;
- ❖ Staff parking areas are designated for staff only
- ❖ Disabled parking for those with permission from the school Principal or Vice Principal.
- ❖ The dangers of children being on the school premises in the mornings before normal arrangements for supervision are in place;
- ❖ The necessity for children to be collected punctually at the end of the school day and supervised appropriately thereafter;
- ❖ The implications for unsecured children in cars involved in road traffic accidents;
- ❖ The importance of encouraging children to use school crossing patrols in place on routes to / from school.

We acknowledge the assistance of DOE Road Safety Branch in the formulation of this policy.

