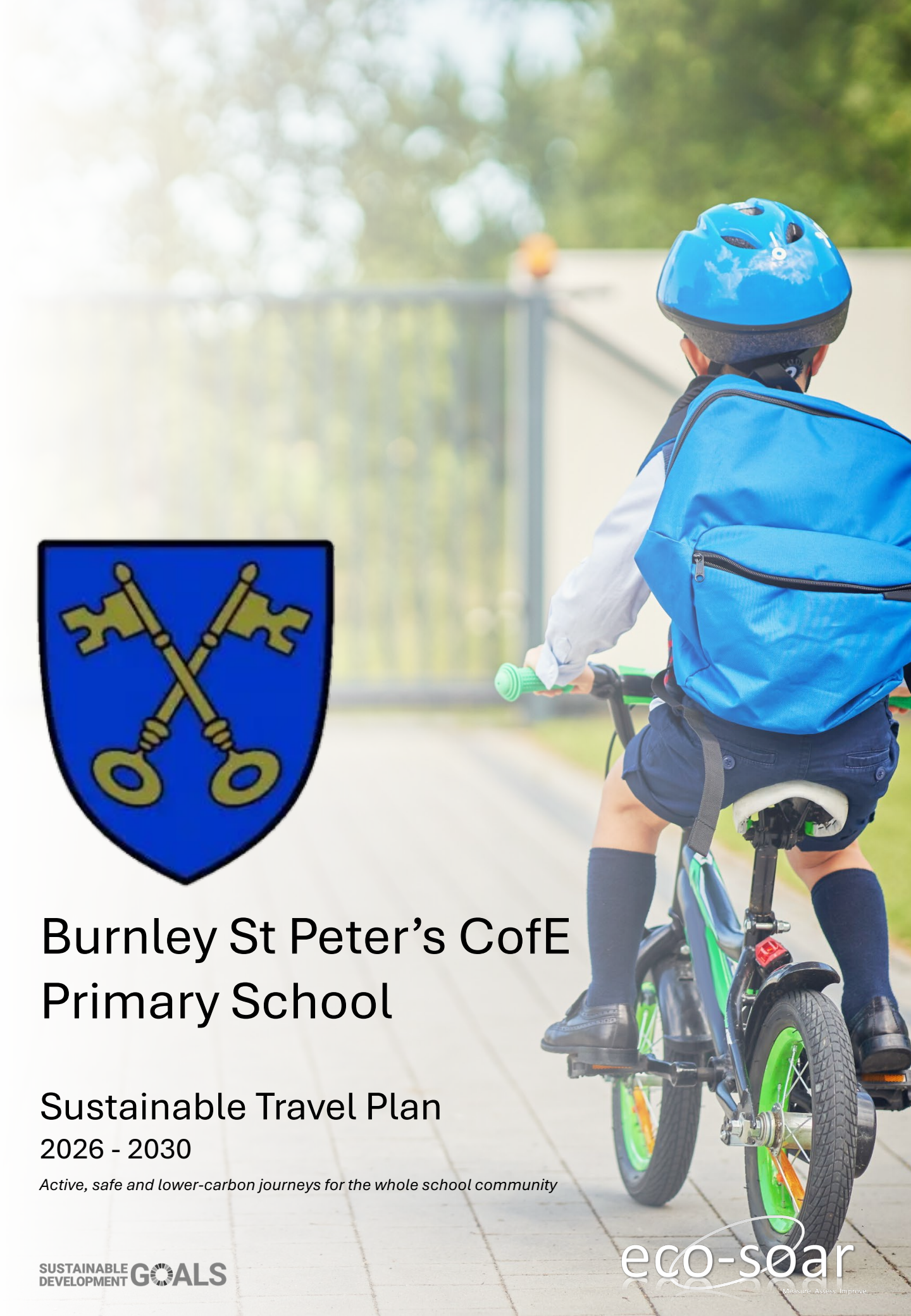


Burnley St Peter's CofE Primary School

Sustainable Travel Plan

2026 - 2030

Active, safe and lower-carbon journeys for the whole school community

SUSTAINABLE DEVELOPMENT GOALS

eco-soar

Measure. Assess. Improve.

Burnley St Peter's CofE Primary School

Sustainable Travel Plan 2026 - 2030

Introduction

This Sustainable Travel Plan sets out Burnley St Peter's CofE Primary School's approach to supporting safer, healthier and lower-carbon journeys for pupils, families, staff and the wider school community.

Developed from the school's September 2026 Carbon Footprint Report, October 2026 Sustainability Audit and Climate Action Plan 2026–2030, it responds to commuting emissions of 20.89 tCO_2e (15.7% of total emissions). The Plan promotes walking, cycling, car sharing, reduced idling and safer journeys, whilst monitoring progress through to 2030. It recognises individual circumstances and prioritises practical, inclusive and achievable improvements.

Document control	Detail
Plan period	2026-2030
Proposed effective date	Autumn term 2026
Plan owner	Headteacher
Operational lead	Business Manager
Active travel lead	Sustainability Lead
Approval body	Governing Body
Approval date	TBC
Next formal review	Autumn 2027, then annually

Plan status: Draft for school review and formal approval. Site-specific road, gate, parking and safeguarding arrangements should be checked before adoption.

1. Travel Plan statement

Burnley St Peter's CofE Primary School is committed to making journeys to, from and on behalf of the school as safe, healthy, inclusive and environmentally responsible as reasonably practicable. The school will encourage walking, wheeling, cycling, scooting, public transport and shared travel where safe and suitable, whilst recognising that distance, disability, caring responsibilities and individual circumstances may make car travel necessary.

This Travel Plan translates the findings of the September 2026 Carbon Footprint Report, October 2026 Sustainability Audit and Climate Action Plan 2026–2030 into practical travel improvements. It builds upon existing walking, cycling, car-sharing and anti-idling initiatives whilst supporting safeguarding, accessibility, road safety and the school's wider sustainability commitments.

2. Purpose and scope

The Travel Plan applies to pupils, parents and carers, staff, governors, volunteers, visitors, contractors and suppliers. It covers:

- regular journeys between home and school;
- arrival, departure, parking, drop-off and collection behaviour around the school site;
- staff commuting and travel undertaken for school business;
- educational visits, sports fixtures and other organised journeys;
- deliveries, contractor visits and service-provider travel; and
- travel data, engagement, infrastructure and annual improvement planning.

3. Evidence and current baseline

The September 2026 Carbon Footprint Report identifies travel as an important improvement area. The Sustainability Audit assessed Travel & Transport as Developing (22%), recognising existing walking, cycling and anti-idling initiatives, whilst highlighting the absence of a formal School Travel Plan and consistent monitoring. The carbon report provides the following estimated starting position:

Indicator	2025 / 2026 estimated baseline	Travel Plan Interpretation
Total school footprint	132.90 tCO2e	Overall context for the Climate Action Plan
Commuting emissions	20.89 tCO2e (15.7% of total)	Staff and pupil travel is a significant Scope 3 source
Staff commuting	6.12 tCO2e	Estimated; improve through annual survey data
Pupil commuting	14.77 tCO2e	Estimated; improve through annual survey data
Pupils travelling by car	Approximately 66%	Largest pupil travel mode identified
Staff private-vehicle journeys	88%	Predominant staff commuting mode
Staff walking/cycling	4%	Low active-travel share
Staff public transport	8%	Opportunity to encourage use
Business mileage	0.09 tCO2e	Maintain accurate records

Baseline caution: The reports explain that detailed travel data was limited and assumptions were used. The first annual travel survey will create the verified operational baseline. Targets may be recalibrated where the evidence justifies it, without weakening the plan's overall ambition.

4. Travel Plan aims and 2030 outcomes

- Improve safety and reduce congestion at arrival and collection times.
- Increase active and shared travel where safe, suitable and accessible.
- Reduce travel-related greenhouse gas emissions and local air pollution.
- Improve physical activity, wellbeing and pupil understanding of sustainable choices.
- Collect reliable annual evidence and use it to direct proportionate improvements.
- Ensure travel choices and initiatives are inclusive and do not disadvantage families or staff.

Outcome Measure	2030 Ambition	Interim Control
Pupil car mode share	Reduce estimated 66% to 55% or lower	Annual survey and year-on-year improvement
Staff sustainable/shared travel	Increase walking, cycling and public transport from estimated 12% to 20%	Walking, cycling, public transport and formal car sharing combined
Travel monitoring	Annual staff and pupil/family survey completed	Response rate recorded and data quality reviewed
Engagement	At least two active-travel campaigns or events each academic year	Participation and feedback recorded
Travel plan governance	Travel Plan and associated action plan reviewed annually by SLT and governors	Termly progress check by operational lead
Infrastructure	Cycle/scooter storage needs assessed and improvements delivered where viable	Annual condition/capacity review
School-business travel	Avoid unnecessary car mileage and maintain complete mileage data	Journey purpose, distance and mode recorded

5. Sustainable travel hierarchy

When planning or influencing journeys, the school will apply the following hierarchy, subject always to safety, safeguarding, accessibility, affordability and operational need:

1. Avoid or reduce an unnecessary journey, for example by combining meetings or using remote attendance when appropriate.
2. Walk or wheel for suitable journeys.
3. Cycle or scoot where safe, competent and supported by suitable storage.
4. Use public or school-arranged collective transport where practical.
5. Share a vehicle journey where safeguarding and personal arrangements permit.
6. Use a private vehicle efficiently where no reasonable alternative exists; choose a lower-emission option when vehicles are replaced or hired.

6. Pupil and family journeys

6.1 Walking and wheeling

The school will promote walking and wheeling as preferred modes for families who can use them safely. Younger children remain the responsibility of their parent or carer until handed over under the school's normal arrival arrangements. Families should select routes appropriate to the child's age, independence and road-safety competence.

- Use recognised crossing points and pavements where available.
- Allow sufficient time so children are not encouraged to rush across roads.
- Consider "park and stride" from a lawful and agreed location when the full journey cannot be walked.
- Ensure any independent-travel permission follows the school's safeguarding and collection procedures.

6.2 Cycling and scooting

Cycling and scooting will be encouraged where the child and parent/carer consider the route safe and the child has appropriate competence. Equipment brought onto the site remains the owner's responsibility unless the school has expressly accepted custody.

- Cycles and scooters must be ridden responsibly off site and dismounted at the school boundary or other designated point.
- Cycles and scooters must be stored in agreed locations where available and secured where practicable.
- The school will promote suitable training, including Bikeability or local road-safety support when available.
- Helmets and visibility measures are strongly encouraged in line with parental assessment and current safety guidance.
- Storage capacity, security and condition will be reviewed annually before the school promotes increased use.

6.3 Car travel, drop-off and collection

- Drivers must comply with road signs, parking restrictions, access controls and instructions from authorised school staff.
- No vehicle may obstruct gates, crossings, pavements, residents' access, emergency routes or visibility for pedestrians.
- Engines should be switched off while waiting when safe and lawful to do so; unnecessary idling is discouraged.
- Drivers must proceed slowly, remain alert for children and avoid unsafe manoeuvres near the school.
- Informal car sharing is a private arrangement between adults. The school does not vet drivers or vehicles unless transport is organised by the school.
- Concerns about persistent dangerous driving should be reported to the school; immediate danger should be reported through the appropriate emergency route.

7. Staff commuting and business travel

The school will encourage staff to consider lower-carbon options without imposing unreasonable expectations or requiring disclosure of unnecessary personal information. Managers should account for disability, caring duties, shift patterns, distance, personal safety and availability of alternatives.

- Complete the confidential annual staff travel survey.
- Use walking, cycling, public transport or car sharing where practical.
- Use remote meetings where effective and compatible with service needs.
- Combine visits and select efficient routes where travel is necessary.
- Record all reimbursable business mileage accurately, including journey purpose and distance.
- Follow the school's lone-working, expenses, insurance and driving-for-work requirements.

Where staff use a private vehicle for school business, they remain responsible for holding the correct driving licence, insurance class, roadworthiness and legal documentation. Any school-arranged transport must follow the relevant risk assessment, safeguarding and procurement arrangements.

8. Educational visits and organised transport

Travel choices for educational visits will be proportionate to the educational purpose, group needs, safeguarding requirements, journey distance, cost and environmental impact. The visit leader must follow the school's Educational Visits Policy and approval process. This Plan adds the expectation that the selected mode and route should avoid unnecessary emissions where a safe, suitable and affordable alternative exists.

- Use collective transport for group journeys where practical.
- Consider walking for suitable local visits following a route risk assessment.
- Confirm supervision, accessibility, emergency arrangements, seat belts and approved operators as applicable.
- Do not allow carbon considerations to override safeguarding, accessibility or safety.

9. Visitors, deliveries and contractors

- Visitor information should explain access, parking constraints and available public/active-travel options where known.
- Regular suppliers should be asked to consolidate deliveries and avoid peak arrival/collection times where practicable.
- Engines should not be left idling during deliveries unless required for safety or operation of equipment.
- Contractors must keep emergency and pedestrian routes clear and follow site access instructions.
- Environmental performance may be considered in transport or service procurement where proportionate.

10. Inclusion, accessibility and affordability

The Travel Plan promotes choice and improvement, not blame. No pupil, family member or employee will be disadvantaged because walking, cycling, scooting, public transport or car sharing is unsafe, inaccessible, unaffordable or impractical for them. Reasonable adjustments and individual risk assessments will be considered for disabled pupils, staff and visitors and for those with medical, mobility, sensory or other additional needs.

Survey questions and campaigns will avoid stigmatising car users. Incentives will recognise positive participation and improvement rather than penalising those unable to change mode.

11. Curriculum, participation and communications

- Run a Walk to School Week or equivalent active-travel campaign and at least one additional travel activity each academic year.
- Use assemblies, newsletters, pupil leadership and classroom learning to explain climate, health, air-quality and road-safety benefits.
- Involve the Eco Warriors and School Council in survey design, campaign ideas and reviewing results.
- Share progress with families at least annually, including what changed as a result of feedback.
- Work with local authority road-safety, active-travel and training programmes where available.

12. Roles and Responsibilities

Role	Core Responsibilities
Governing Body	Approve Travel Plan; review annual performance, risks and resources; challenge progress against targets.
Headteacher	Plan owner; ensure integration with safeguarding, health and safety, Climate Action Plan and School Improvement Plan.
Business Manager	Operational lead; coordinate annual surveys, KPI dashboard, business mileage and annual reporting.
Sustainability Lead	Lead active-travel promotion and connect initiatives with physical activity and road-safety learning.
Site Manager	Monitor access, storage, gates, signage and site risks; report infrastructure needs.
Eco Warriors / School Council	Support engagement, pupil voice, campaigns and evaluation.
All staff	Model safe conduct, follow business-travel requirements and contribute to monitoring.
Parents and carers	Choose safe arrangements, follow parking/access expectations and supervise children as required.
Pupils	Travel responsibly, follow safety expectations and participate in learning and surveys.

13. Monitoring, data protection and reporting

The Business Manager will coordinate one staff survey and one pupil/family survey each academic year, preferably during a representative school week. Data should capture main mode, approximate distance band, frequency, barriers and willingness to change. The school will record the survey timing, response rate and any unusual circumstances affecting results.

Travel data will be collected at the minimum level necessary for planning and carbon reporting. Published findings will be aggregated so individuals cannot reasonably be identified. Any personal data will be handled under the school's privacy notices, retention schedule and data-protection procedures. Route-level or sensitive disability information should not be collected through general surveys unless a clear lawful and safeguarding need has been established.

KPI	Frequency	Reported to
How pupils travel to school (%)	Annually	SLT, governors and school community
How staff members travel to school (%)	Annually	SLT and governors
Estimated commuting tCO2e	Annually with carbon footprint update	SLT and governors
Survey response rate	Annually	Business Manager
Campaign participation	After each campaign	Sustainability Lead / Eco Warriors
Reported access, parking or near-miss concerns	Termly review	Headteacher / Site Manager
Cycle/scooter storage capacity and condition	Annually	Business Manager / Site Manager
School-business mileage	Termly and annually	Business Manager

14. Safety concerns, incidents and complaints

Travel-related hazards, near misses, dangerous parking or access concerns should be reported promptly through the school's normal reporting route. The Headteacher or delegated lead will decide whether immediate controls, communication, a risk assessment, liaison with the local authority or escalation to the police or emergency services is required. Records will be reviewed termly for patterns. Complaints will be handled under the school's Complaints Policy.

15. Annual implementation cycle

Period	Key Activity	Evidence
Autumn term	Confirm leads; survey staff and families; review gates, parking and storage; refresh baseline and action plan.	Survey dataset, response rates, site check and approved actions
Spring term	Deliver active-travel/road-safety campaign; pursue infrastructure or partnership actions.	Campaign record, participation and progress notes
Summer term	Deliver second engagement activity; evaluate changes in travel habits and barriers; plan next year.	Evaluation and proposed priorities
Annual review	Update commuting carbon estimate; report to governors; publish a short community summary; approve revisions.	Governor report, Climate Action Plan update and revised targets

16. Initial action plan: 2026/27

Action	Lead	Target Date	Success Evidence
Approve and communicate this plan after site-specific review.	Headteacher / Governors	Autumn 2026	Approved plan and communication issued
Complete staff and pupil/family travel surveys.	Business Manager	Autumn 2026	Response rates recorded; verified mode-share baseline
Map principal barriers and practical "park and stride"/active route opportunities.	Business Manager / Site Manager	Autumn 2026	Risk-informed options documented; no location promoted without checks
Run Walk to School Week or equivalent.	Sustainability Lead/ Eco Warriors	2026/27	Participation and feedback recorded
Deliver a second road-safety or sustainable-travel campaign.	Sustainability Lead	2026/27	Activity completed and evaluated
Assess cycle and scooter storage capacity, condition, security and demand.	Site Manager	Spring 2027	Costed recommendation or evidence existing capacity is adequate
Introduce/refresh no-idling and considerate-parking communications.	Headteacher / Site Manager	Autumn 2026	Messages/signage issued; concerns monitored
Maintain accurate business-mileage recording and review	Business Manager	Autumn 2026 onward	Journey purpose, mileage and mode recorded
Report progress and agree 2027/28 actions.	Headteacher / Business Manager	Summer 2027	Governor review and updated Climate Action Plan

17. Related school documents

- Climate Action Plan 2026-2030
- Baseline Carbon Footprint Report (September 2026)
- Eco-Pulse Sustainability Audit Report (October 2026)
- Safeguarding and Child Protection Policy
- Health and Safety Policy and site risk assessments
- Educational Visits Policy
- Accessibility Plan and Equality information/objectives
- Behaviour, attendance, collection and lone-working procedures
- Data Protection Policy, privacy notices and retention schedule; and
- Complaints Policy.

18. External framework

This Travel Plan supports the Department for Education's Sustainability and Climate Change Strategy and its non-statutory guidance on sustainability leadership and climate action plans. That guidance encourages a whole-setting approach, the use of data to prioritise action and the bringing together of related plans such as a School Travel Plan. The school will also consider relevant local-authority road-safety and active-travel support when updating the annual action plan.