**ST. PATRICK’S P.S. HILLTOWN**



**road safety education**

**PoLICY**

**MARCH 2021**

**PROGRESS THROUGH PARTNERSHIP**

*The general aim of education is to contribute towards the development of all aspects of the individual, including the aesthetic, creative, 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.*

**INTRODUCTION**

The ethos of St. Patrick’s 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 for others. This policy document reflects the aims and objectives of this school, in addition to taking account of the guidance received from DOE Road Safety Education Officers.

The school has consulted with staff, parents and governors.

**Mission Statement**

St Patrick’s Primary School, Hilltown, will provide a well ordered and caring environment in which the children can work and play. As part of a believing community committed to a Catholic way of life, we believe that all are equal in the sight of God and that each child should have the opportunity to ‘walk tall’ within themselves, knowing that they are important, whatever their individual talents and abilities. We strive to work in conjunction with the home and parish so that children can reach their full potential as well as growing in their own self-esteem, confidence and self-discipline. Children will be helped to develop an attitude of caring for and sharing with others, as well as cultivating a healthy tolerance for everyone’s beliefs and respect for their property and environment. We encourage shared responsibility among our pupils and reinforce good behaviour by actively encouraging and

promoting qualities like patience, gentleness and a sense of ‘fair play’. Our school motto is ‘Progress through Partnership’. Our school is a UNICEF Rights Respecting School and Article 29 of the United Nations Convention on Rights of the Child (CRC) underlines our school’s vision:

‘Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.’

**MORAL AND VALUES FRAMEWORK**

St. Patrick’s 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 different backgrounds of its pupils and that these dictate the risks that pupils may face and that these are likely to be varied. 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
* To enable children to communicate their views and feelings about road safety using appropriate language
* To develop self-confidence 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
* pedal cyclists
* passengers in vehicles

St. Patrick’s 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.

**FOUNDATION STAGE**

“Children should have opportunities for example, during play, circle time, drama, role play activities, **supervised activities** and stories to:”

**THEME: ROAD SAFETY**

* Understand that roads and traffic can be very dangerous and that there are safer places to play
* Know there are special people who help us near roads
* See that it is always best to hold hands with a known adult when near roads
* Know how to behave safely in cars and buses

**KEY STAGE 1**

“Children should be helped to investigate”:

**THEME: ROAD SAFETY**

* The language and skills necessary to co-operate with adults who help keep us safe on roads
* That it is best to have help when crossing roads
* The skills necessary for safe travel in cars and buses

**TOPICS:** People Who Help Us

Myself

Transport

**KEY STAGE II**

Children should investigate:

**THEME: ROAD SAFETY**

* How to best apply the “Green Cross Code”
* How conspicuity might reduce road collisions
* How bicycles are best maintained and ridden (Primary 7)
* Safe ways to board and disembark from home-school transport

**TOPICS:** A Local Study

Colour and Light

Forces and Energy

Cycling Proficiency

Changing Schools

**THE ROLE OF ROAD SAFETY EDUCATION**

St Patrick’s P.S. acknowledges that Road Safety is of prime importance to everyone connected with this school and the community it serves.

Road Safety is, however, primarily influenced by:

* Parents
* Parental attitudes
* Children’s experiences at home

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

St Patrick’s 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 Science, Religious Education, Geography, Technology, ICT, Art and Health Education.

Although specific topics will be addressed, as set out in the school’s Health Education and PDMU frameworks, 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 St Patrick’s Primary School.

Staff will use a variety of teaching strategies and approaches in keeping with the maturity of the pupils.

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

* An educational visit within a Road Safety Education topic;
* A pedestrian training observation walk.

**STAFF TRAINING**

As opportunities become available, 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.

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

**EVALUATION**

Children will be given opportunities to discuss, question, predict, describe and explain Road Safety learning and put it into practice.

**SCHOOL ROAD SAFETY RULES**

* No child is permitted in the car-park without a parent or teacher being present.
* The opening of the main gate by children is not allowed.
* The wearing of seatbelts is compulsory on all school related outings in buses, teachers or parents’ cars.
* On school outings, no child is permitted to go ahead of the leading teacher or fall behind the rear guard.
* Balls, hoops, bean bags etc. escaping to the road or neighbouring property, must only be retrieved by a member of staff.
* Any child wishing to bring a bicycle on to school grounds must be wearing a suitable cycle helmet.
* All cyclists must dismount their bicycles at the pedestrian gate and walk them to the back of the Parochial Hall. Cyclists will repeat this procedure when leaving school.
* All school children will be escorted by a member of staff on to the bus

**School’s Responsibilities**

The following aspects of Road Safety will be included in the curriculum:

* How to use a zebra crossing safely
* Safety at play in and round the school
* How to cross the road safely (The Green Cross Code)
* Boarding and behaviour on school buses/taxis
* Reinforcement of wearing of seat belts while on school transport
* Cycle Safety and encouragement of wearing helmets
* Rules for school journeys made by class groups on foot
* Awareness of all types of traffic – including farm traffic
* Cycle training for Year 7 children.
* Dealing with accidents – how to summon help, etc.

Although aspects of Road Safety are built into our Health and Safety Policy, it is important that aspects of Road Safety be discussed and reinforced regularly, particularly if there have been any incidents where a pupil’s safety has been put at risk.

**Management of the Policy**

Governors and teachers will ensure delivery of the policy.

Parents will be informed of any modification to the policy.

The policy will be reviewed periodically and in light of any new regulations or incidents.

**Aims of Road Safety Teaching and Learning**

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| **Road Safety Elements** | **Foundation Stage** | **Key Stage 1** | **Key Stage 2** |
| **Pedestrian Skills** | see that it is always best to hold hands with a known adult | the language and skills necessary to co-operate with adults who help keep us safe on roads | how to best apply the “Green Cross Code” |
| **Passenger Skills** | know how to behave safely in cars and buses | the skills necessary for safe travel in cars and buses | safe ways to board and disembark from home-  School transport |
| **Risk Identification/ Hazard Control** | understand that roads and traffic can be very dangerous and that there are safer places to play | that it is best to have help when crossing roads | how conspicuity might reduce collisions |
| **Cycle Training** |  |  | how bicycles are best maintained and ridden Primary 7 cycling proficiency |

**Primary 1**

By the end of Primary 1, most children in our care should:

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| --- | --- | --- | --- |
| **Using the Calendar** | **Have been responsible for changing the page on the Road Safety calendar and involved in discussing its “messages”** | | |
| **Pedestrian Skills** | Know that when they cross roads they should be with an adult and they should be holding their hand | know what a footpath is and recognise one |  |
| **Passenger Skills** | Know that they should sit quietly on buses and in the back seat of cars | know that they should use special seats or straps/seat belts properly and never touch any of the controls | know that they must always exit the car by the kerb side door |
| **Risk Identification/ Hazard Control** | Be able to recognise and name different vehicles which use the roads | know that roads are for traffic and footpaths are for people | be able to identify common colours found in the context of roads |

**Primary 2**

By the end of Primary 2, most children in our care should…

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| --- | --- | --- | --- |
| **Using the Calendar** | Have discussed with the class, a small group or the teacher, the main contents of the weekly Road Safety calendar illustration; | | |
| **Pedestrian Skills** | Know and recognise what a “kerb” is; | Be aware that they should stop at the kerb before crossing; | Know what a Zebra Crossing is and recognise one; |
| **Passenger Skills** | Have reinforced rules learned in Primary 1 and know that it is important to follow the teacher’s instructions relating to school trip transport; | | |
| **Risk Identification/ Hazard Control** | Have investigated the “properties” of vehicles ie they are fast, big, hard, dangerous; | Have been introduced to road signs and have a simple understanding of what they are for; | be able to name, draw or identify from pictures places which are safe/ unsafe to play; |
| **Cycling Skills** | Understand the importance of wearing a cycle helmet; | | |

**Primary 3**

By the end of Primary 3, most children in our care should…

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| **Using the Calendar** | have been involved in pointing out to the class, a small group or the teacher the main features or vocabulary from the weekly Road Safety calendar picture; | | |
| **Pedestrian Skills** | with help, be developing their: **stopping, looking and listening** skills; | know which people can help them when crossing roads; | be developing the appropriate vocabulary to practice crossing with help safely; |
| **Passenger Skills** | know that noisy passengers can distract drivers and this is dangerous; | know that there are guidelines for taking pets in cars; |  |
| **Risk Identification/ Hazard Control** | know that bright colours are much easier to see and be able to choose clothes that will be more easily seen; | be able to differentiate between: fast and slow and near and far on accompanied traffic observation walks; |  |
| **Cycling Skills** | know which places are safe for bicycle riding at their age; | | |

**Primary 4**

By the end of Primary 4, most children in our care should…

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| **Using the Calendar** | have been involved in identifying the main dangers presented in the weekly Road Safety calendar illustrations; | | |
| **Pedestrian Skills** | have been practising their road crossing skills in carefully controlled situations; | know what a Pelican Crossing is and have used one with guidance; | have at least one simple strategy for summoning help in an emergency |
| **Passenger Skills** | know that they must stand well back when waiting for a bus or car to stop for them; | know that they should stay in their seats when waiting for a bus to stop to let them off; | know not to push anyone in front of them when exiting a bus or car; |
| **Risk Identification/ Hazard Control** | be able to identify safer places to play and give reasons why they might be safer; | have observed and be able to identify busy and quiet roads and be able to recognise some of the dangers associated with each; | |
| **Cycling Skills** | know that a bell/horn is for warning others | know which places are safest for riding skateboards and mini scooters etc | |

**Primary 5**

By the end of Primary 5, most children in our care should…

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| **Using the Calendar** | have suggested to the class, a small group or the teacher, how appropriate the weekly “message” of the Road Safety calendar is to their local area; | | |
| **Pedestrian Skills** | have planned their own safe route to school; | be able to demonstrate their ability to cross quiet roads safely; | recognise the main points of “The Green Cross Code” |
| **Passenger Skills** | know that it is important to stay calm in any emergency; | know how to store bags and belongings safely on buses and in cars; |  |
| **Risk Identification/ Hazard Control** | have been engaged in identification of hazardous places on their own routes to school; | have observed and be able to identify busy and quiet roads and be able to recognise some of the dangers associated with each; | be able to identify colours/ materials which are more easily seen by drivers during daylight hours and in the dark |
| **Cycle Training** | know that lights and reflectors help others to see bicycles at night. | | |

**Primary 6**

By the end of Primary 6, most children in our care should…

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| **Using the Calendar** | have outlined to the class or a small group the main issue addressed on the Road Safety calendar; | | |
| **Pedestrian Skills** | during walks, trips and outings, have been encouraged to practise the observation skills and road crossing techniques already; | have developed a wider repertoire for calling in an emergency; | know that all road users can use signals and that these are important for other users; |
| **Passenger Skills** | know that bus stations are dangerous and that they should stay on paths provided for pedestrians; | know how to behave appropriately at bus shelters; |  |
| **Risk Identification/ Hazard Control** | be able to identify most common road signs and road markings and know that these “manage” traffic; | be aware that all moving objects need time and space to stop; | relate the main points of “The Green Cross Code” to practical situations, eg recognise a “safe place to cross”, how to “keep looking and listening”; |
| **Cycling Skills** | know that when near roads on their bicycles, it is best to get off and cross roads using the “Green Cross Code”; | | Know what a cycle lane or path is. |

**Primary 7**

By the end of Primary 7, most children in our care should…

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| **Using the Calendar** | have suggested a range of strategies for controlling the main issue addressed on the Road Safety calendar; | | |
| **Pedestrian Skills** | be able to evaluate road situations and choose the appropriate method for crossing in a variety of situations; | have a range of strategies for summoning help in an emergency; | have a full practical command of “The Green Cross Code”; |
| **Passenger Skills** | ⃰⃰⃰ ⃰know which bus to take and where they will catch it going to/coming from their secondary school; | know where to catch an alternative bus home if delayed at their new secondary school; | know that on exiting, they should wait for their bus to move away before trying to cross the road; |
| **Cycling Skills** | have been introduced to the skills necessary for being a safe cyclist; | have been introduced to basic cycle maintenance; | know the safety implications of wearing a proper cycling helmet; |
| Cycling proficiency lessons and test | | | |
| have investigated the statistics for Northern Ireland child road collision casualties; | | | |
| **Risk Identification/ Hazard Control** | be aware of the effects that medicines and drugs can have on all road users; | have investigated how their behaviour can change when they are part of a group; | have some awareness of the impact a road death can have on families and friends; |

**‘Passenger Skills’, for example, may form part of the P.7 visit to a ‘receiving’ secondary school**