



School Journeys

Children's Commissioner for Wales
Special Mission: School Journeys Survey
Findings and Report

Sustrans

Sustrans is a leading charity enabling people to choose healthier, cleaner and cheaper journeys.

Sustrans works with schools across Wales to promote active travel. The charity offers advice, curriculum resources and practical tools to work with children in order to identify improvements that could be made to the routes around their schools.

They have pages on their website especially for young people and those in education. You can find more information by visiting:

www.sustrans.org.uk/wales/education

For advice or resources to help you increase walking and cycling to your school, contact Sustrans on 029 2065 0602.



This report is available in alternative formats by phoning us on 01792 765600 or emailing us at post@childcomwales.org.uk

The Children's Commissioner for Wales

There is a set of laws, including the Care Standards Act 2000 and the Children's Commissioner for Wales Act 2001, which explains the role and responsibilities of the Children's Commissioner for Wales. The Children's Commissioner for Wales wants to see Wales as a country where children and young people are respected, valued, listened to and supported to lead safe and happy lives.

There's a team of people who work with Sally Holland, the current Commissioner – from offices in Swansea and Colwyn Bay – to help her:

support children and young people to find out about children's rights

listen to children and young people to find out what's important to them

advise children, young people and those who care for them if they feel they've got nowhere else to go with their problems

influence government and other organisations who say they're going to make a difference to children's lives, making sure they keep their promises to children and young people

speak up for children and young people nationally on important issues – being the children's champion in Wales.

You can find and download copies of all our reports on our website: www.childcomwales.org.uk



Foreword

In the few months since I took up the position of Children’s Commissioner I have had hundreds of conversations with children and young people of all ages. One of the things that has been talked about most has been the wish to be able to play and travel safely in local communities.

I feel really strongly about this. As someone who cycles every day to work I understand the pleasure of being free to cycle but also the fears that can come from busy roads, unwelcome things on the ground like broken glass and sometimes unfriendly people who don’t want to make room for people on bikes and scooters. Children are special users of our roads and outdoor spaces. You cannot drive when you are a child so if you want to travel without an adult you need to walk, bike or use public transport. You may spend many hours outside playing in your street, park or other fun places in the area you live in. At least until they become teenagers, children are generally shorter than adults so nearer to the ground. That means they see, feel and smell things in the streets and neighbourhood more strongly. This also makes it harder for drivers to see children so they need people to take extra care around them.

This report shows that lots of children use their journey to school to be sociable and chat and play with friends and family. Many like to keep fit by cycling, scooting, walking or running on the way, and enjoying watching the seasons change from frost to warmth. Of course some things are less enjoyable – like bad weather, fast cars and careless parking.

As Commissioner one of my jobs is to make sure all children in Wales get their rights as laid out by the United Nations Convention on The Rights of the Child (UNCRC). Children have lots of rights that are linked to travelling to school and within their communities by bike, scooter or by walking. These are the right to be safe (article 19), to be healthy (article 6), to make choices (article 12), to meet up with friends (article 15), to play (article 31) and to go to school (article 28).

Sustrans, a sustainable transport charity helped us with this survey. They have developed lots of resources to promote active travel and are working with schools to help get children active. I'd like to thank them for their help.

This work links into two current policy agendas. One is the way in which routes to schools specifically are assessed for safety. My office has previously undertaken a piece of work with children and young people which fed into Welsh Government guidance of assessing the safety of routes to school. The other is implementing the Active Travel (Wales) Act 2013. It's important that the guidance under the Act aimed at seeking the views of our communities about active travel routes is effectively used to engage with children and young people.

78% of children think they should have a say in planning safer routes to school. I agree. The good news is that there are things that can be done to make things safer and easier to travel by bike, scooter or on foot to school. The Active Travel (Wales) Act specifies that local authorities must ask everyone in their area about making better routes for travelling by bike or on foot.

We all want to ensure happier, healthier and safer children. We must ensure that children and young people are part of that discussion and I believe this report is a useful start which I hope will prompt others.



Sally Holland
Children's Commissioner
for Wales

Executive summary

School Journeys report: Executive summary points

The survey

- This is a report on a survey of almost 1,000 children in Wales mostly aged 5 to 11 years old about their views about travelling to and from school.
- The survey was undertaken in the Spring term of 2015 and covered almost all local authority areas in Wales, although some areas were more strongly represented than others.

How do children travel to school?

- Just over half the children either walked to school (47%) or cycled/scooted (5%). Most of the remainder travelled to school by car (43%) with only a small proportion travelling by bus (5%).
- Walking, cycling and scooting to school was less common in the rural heartland areas where travelling by car and bus were more common.

What would make it easier for children to walk, cycle or scoot to school?

- Some children, particularly in rural areas, commented that they did not feel that anything could be done to make things easier as they lived a long way from their school.
- Road safety was mentioned as a barrier by a lot of children, including cars speeding and safe ways to cross roads
- In addition, a lack of paths to walk along busy roads and of cycle paths in good condition were mentioned by many children.
- Other barriers were the weather and lack of provision of cycle racks at school.

What did children like about walking, cycling or scooting to school?

Children's comments on this issue most commonly fell into four categories:

- Health benefits
- Having fun and playing
- Enjoying the environment
- Spending time with friends, family and other people

What didn't children like about walking, cycling or scooting to school?

Children's comments on this issue related to some of the issues identified above about things that would make it easier for them to walk, cycle or scoot to school. The main topics were:

- Traffic and road safety
- Lack of provision and maintenance of pavements and paths (including cycle paths)
- The weather
- Hills
- People they saw along the way
- Dog mess

How do schools currently help children to walk, cycle or scoot to school?

- The things most commonly mentioned by children in response to this question were bike and scooter storage (10%), initiatives such as Bike It (9%), cycle lessons and tests (7%), The Big Pedal (6%) and kerbcraft and other safety talks (6%), lollipop people (8%) and parking controls (5%).

Would children like more help with walking, cycling or scooting to school?

- Almost half (48%) of children said that they would like more help in school so that they could walk, cycle or scoot to school and a further 31% answered 'maybe'.

Should children have more say in making the streets safer to walk, cycle or scoot to school?

- Over three-quarters of children (78%) felt that children should have a say in making the routes to school safer to walk, cycle or scoot and only 7% did not think so.

Would children like to share their opinions about active travel to school?

- A majority (58%) of children said that they would like to share their opinions about walking and cycling routes, and a further 30% thought that they might want to.

How would children like to have a say?

- Children were presented with five options. The most popular option was filling in a survey on the internet (39%) followed by doing a class activity with a teacher (32%).

Context

This is a report on the findings of a survey of children in Wales about their views about travelling to and from school. The survey was undertaken with almost 1,000 children, mostly aged 5 to 11 years old, in almost all local authority areas in Wales in the Spring term, 2015.

The report is divided into two sections. The first section sets out the context and aims of the research and provides information about how the survey was carried out and how the data was analysed. The second section summarises the key statistical and thematic findings.



Definition of Active Travel

"2.5 "Active travel" means walking and cycling as an alternative means to motorised transport for the purpose of making every day journeys. An "active travel journey" means a journey made to or from a workplace or educational establishment or in order to access health, leisure or other services or facilities."

"2.12 Micro-scooters, roller blades, skateboards and other similar modes of travel are not included in the statutory definition of active travel. However, these modes of travel are popular amongst specific groups. For example, micro-scooters are popular for younger children for travel to school. Their use should not be discouraged or impeded when they provide an attractive form of transport."

Statutory Guidance for the Delivery of the Active Travel (Wales) Act 2013

The Children's Commissioner for Wales believes that it is important for children to feel happy and safe walking, cycling and scooting around the places they live, learn and play. We know that if children walk, cycle or scoot to school they are healthier and are able to concentrate better in class (www.sustrans.org.uk/wales/education). Being out of cars gives children more chance to play, meet with friends and build up their road safety sense for when they start to make journeys on their own as they get older. On 4 November 2013, Wales became a world-leader in walking and cycling, with the Active Travel (Wales) Act 2013 becoming law in Wales. The Act places a legal duty on all local authorities in Wales to come up with a 15-year vision for an active travel network, and then work towards delivering it, with reviews and refreshers every three years.

The legislation also includes new, expert-led, design guidance, meaning routes must be up to the highest standards. Guidance under the legislation also makes clear the expectations on local authorities to engage with their communities in developing the routes, and this includes enabling the participation of children and young people.

Children and young people could potentially benefit hugely from the legislation as it should mean that the active travel networks link the amenities they access, for instance play areas and schools. Safety will clearly be a critical requirement of developing these routes as is the case with current assessments of walked routes to school. In January 2016, local authorities across Wales will be submitting their Existing Route Maps - covering the routes that already exist - to Welsh Government. Then the process starts on mapping out a future network, with these plans being submitted in 2017.

Previous work by the Children’s Commissioner for Wales in ensuring children’s voice in safety of routes and influencing Welsh Government guidance.

In January 2014, the Commissioner set a ‘Special Mission’ for the *Super Ambassadors Schools that participate in the Commissioner’s Super Ambassadors Scheme. The ‘Special Mission’ took the form of a survey.

*** Super Ambassadors Scheme in Wales.**

This Children’s Commissioner for Wales-led scheme is an initiative that empowers pupils to become ambassadors for the Commissioner within their schools. Two pupils usually from Year 5/6, elected by their peers, take a lead role in promoting the UN Convention on the Rights of the Child (UNCRC) and the role of the Children’s Commissioner for Wales to others within the school. Ambassadors are also required to complete special missions, canvassing opinions from peers on a wide range of issues. During the period between March and May 2015, 200 schools were signed up to the scheme.

www.superambassadors.org.uk

Information about the mission was available on the Super Ambassadors Website and this was publicised by direct email which included a video message from the Commissioner to our School Ambassadors link teachers and network of professionals.

We asked a variety of questions to find out who walked to school, how old they were and most importantly what made them feel unsafe on their routes to school. Over 540 individual responses were received from schools all over Wales.

Outcomes

The information we gathered from children directly informed the Welsh Government Guidance on the risk assessment of safe routes to school. Children’s views were also incorporated into the revised Learner Travel Operational Guidance.

School Journeys Mission

Setting an Active Travel Special Mission in January 2015 in collaboration with Sustrans Cymru.

This 'School Journeys' mission aimed to promote active travel and encourage more journeys to school by foot, bike or scooter. Supporting children to actively travel around their communities upholds the best interests of the child (Article 3) as it helps them to stay healthy (Article 6) and gives them greater access to play and leisure opportunities (Article 31).

Aims of the Survey

In light of the above context the aims of the current study were:

Aims:

- Promote Active travel to schools in Wales – promoting safe journeys by foot, bike and scooter.
- Find out how children would like to participate in integrated route mapping and the development of the future network.
- Share information to support schools in Wales to travel actively.
- Share information about the UNCRC and the work of the Children's Commissioner for Wales.

Anticipated Outcomes

I very much hope that this project will influence the way in which local authorities will implement the technical guidance under the Active Travel (Wales) Act 2013. Children and Young People's needs sometimes differ from those of adults. Children and young people often have unique perspectives and creative ideas for tackling everyday challenges.

I also hope that the findings will focus the minds of those responsible for assessing safe routes to school and they carefully consider all aspects of children's safety in undertaking their duties under the Learner Travel Operational Guidance.

The questionnaire

The questionnaire was completed by children themselves on computer. It contained 12 questions.

The first two questions were about the local authority area and age of the child.

The remaining questions were as follows:

Question	Response options
How do you get to and from school?	Bus, Car, Cycle or scoot, Walk, Other
What would make it easier for you to walk, cycle or scoot to school?	Open-ended
If you have walked, cycled or scooted to school, what is your favourite part of the journey and why?	Open-ended
If you walk, cycle or scoot to school, what part of the journey don't you like and why?	Open-ended
What does your school do to help pupils to walk, cycle or scoot to school more often?	Open-ended
Would you like more help in school so you can walk, cycle or scoot more often?	No, Maybe, Yes
Do you think the children in your school should have a say in making the streets safer for you to walk, cycle or scoot to school?	No, Maybe, Yes
The Active Travel Act means you can share your opinions with the people who plan walking and cycling routes in your area. Would you like to do this?	No, Maybe, Yes
How would you like to have your say about the paths and cycle routes around your school?	Fill in a survey on the internet Do a class activity with your teacher Tell someone face-to-face what you think Do a homework activity Other
If you answered 'Other' please tell us how you would like to have your say	Open-ended

Carrying out the survey

The survey was live during February and March 2015. Information about the mission was available on the Super Ambassadors Website and Sustrans Cymru Website and this was publicised by direct email and twitter which included a video message from the Children's Commissioner to our School Ambassadors link teachers and network of professionals. Bike it Officers within each LEA shared the links to the survey with schools.

The survey sample

The achieved survey sample consisted of 953 children.

Age

The majority of the children in the survey were aged 8 to 10 years old. Around 17% were under 9 years old and 15% were age 11 or older. Age was unknown for 14 children who are not included in the above percentages or in the chart below.

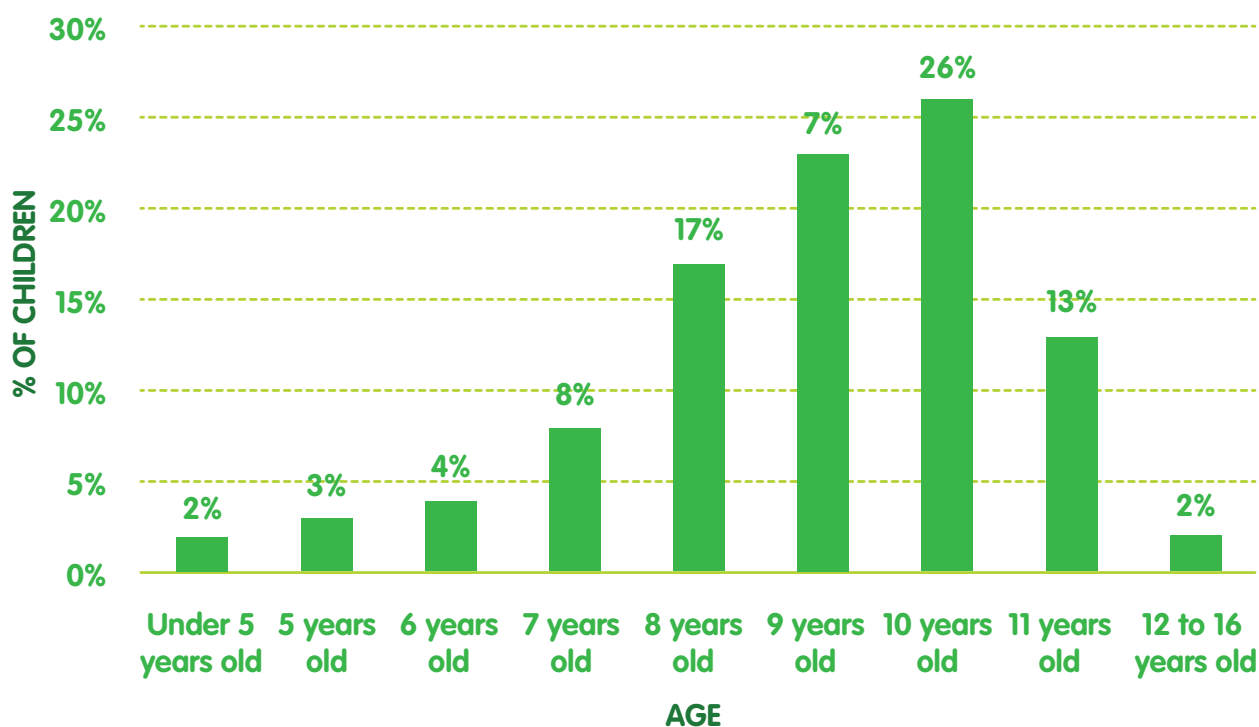


Figure 1: Ages of children in the sample

Language

Just over a fifth (21%) of the children completed the survey in Welsh and the remainder (79%) completed it in English.

Local authority

Children from all but one (Merthyr Tydfil) of the local authorities in Wales completed the survey (Figure 2). There was quite a range of participation rates across local authorities with the highest numbers in Swansea, Gwynedd and Bridgend. Figure 2 does not include 13 children for whom the local authority area was not known.

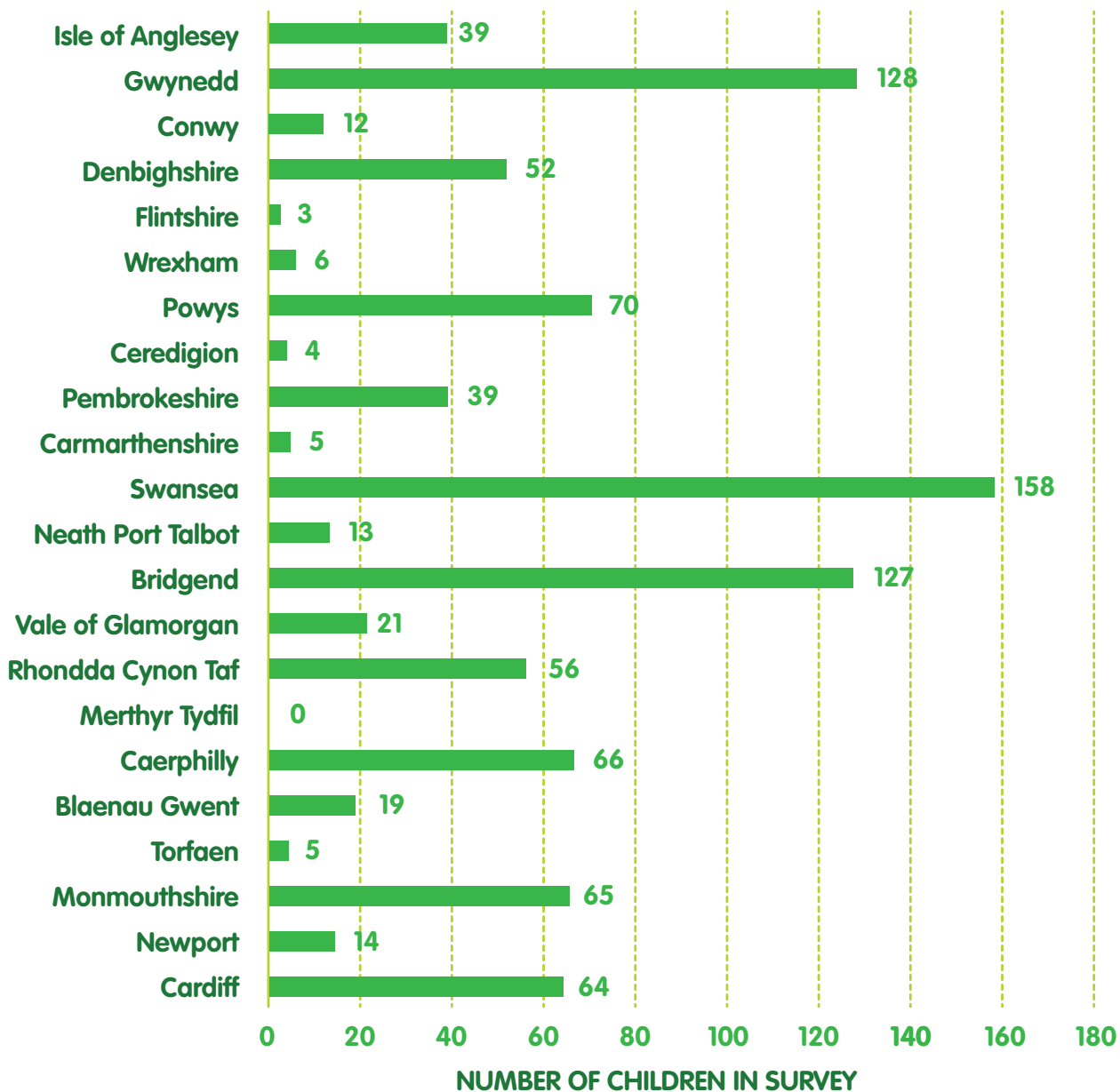


Figure 2: Number of children taking part in each local authority

Region

The data on local authority can be grouped into four broad geographical regions as shown in Figure 3. It can be seen that there was good representation in all four regions. The proportions of children in the survey in each region were broadly in line with the proportions of children in the whole population.

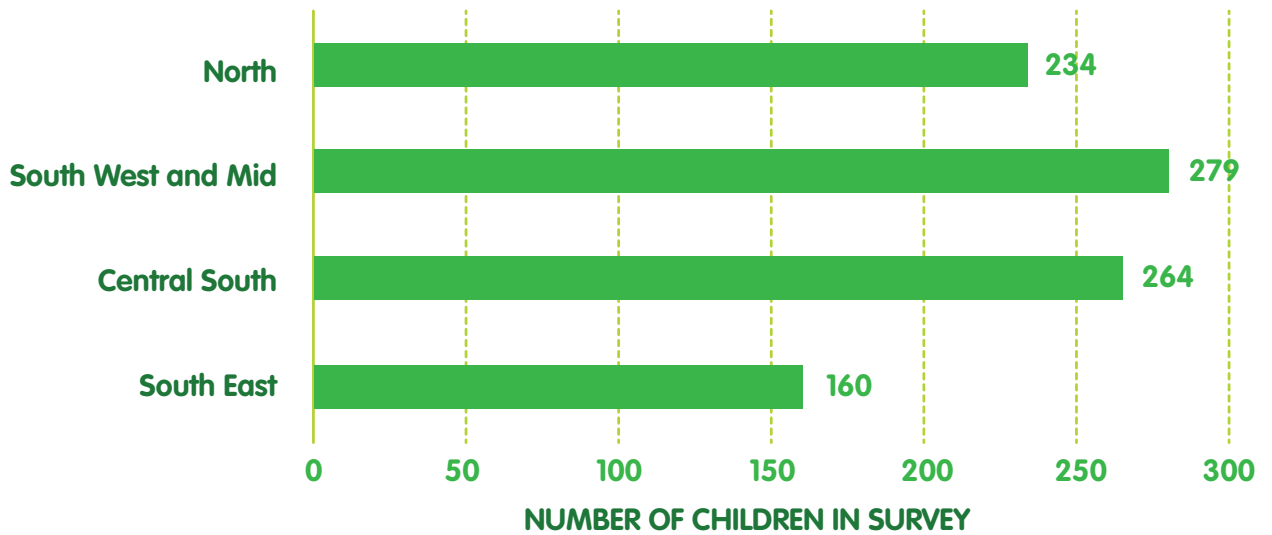


Figure 3: Number of children taking part by geographical region

Macro region

The local authorities can also be grouped by macro region – based on the type of area – as shown in Figure 4. There was also a good spread of participation across the four macro regions. Compared to the child population as a whole there was an over-representation of children in the Rural North and an under-representation of children in Metropolitan and Valleys areas.



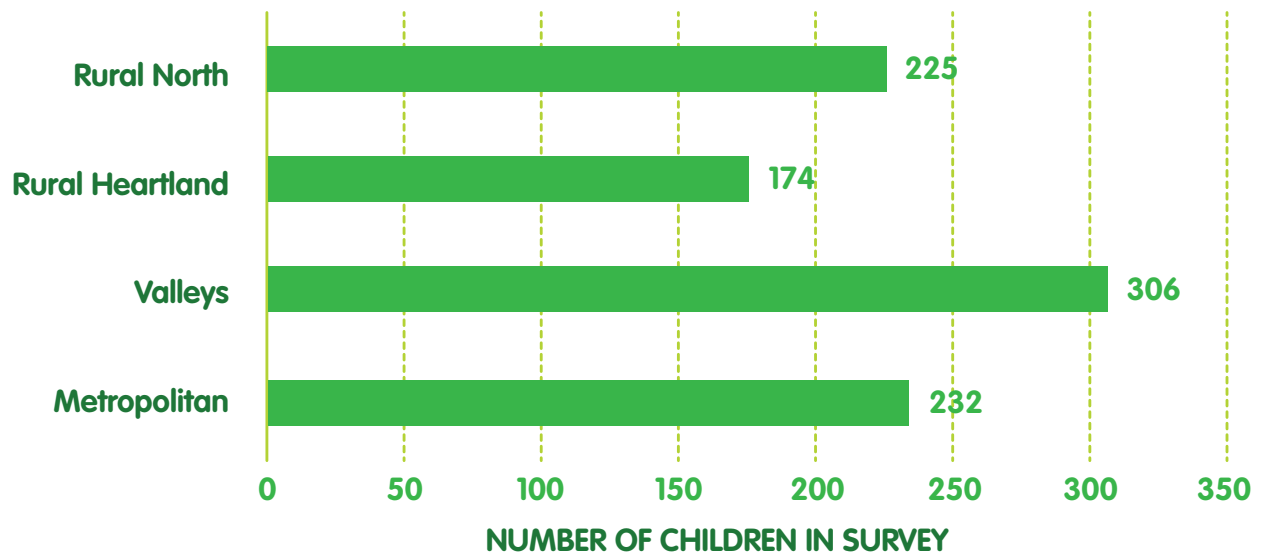


Figure 4: Number of children taking part by macro region

Data analysis and results

The data was transferred to an Access database for cleaning and analysis. All statistics presented in the report are based on unweighted data. It should be borne in mind that there was an uneven age and area distribution in the survey, so the findings should not be viewed as representative of Wales as a whole. Where quotes are used these have been selected to illustrate key points. These have been reproduced exactly as written – no modifications have been made to grammar or spelling, although it should be noted that quotes originally written in Welsh have been translated into English.

Findings

How do you get to school?

The overall breakdown of responses to this question is shown in Figure 5. Just over half the children either walked to school (47%) or cycled/scooted (5%). Most of the remainder travelled to school by car (43%) with only a small proportion travelling by bus (5%)

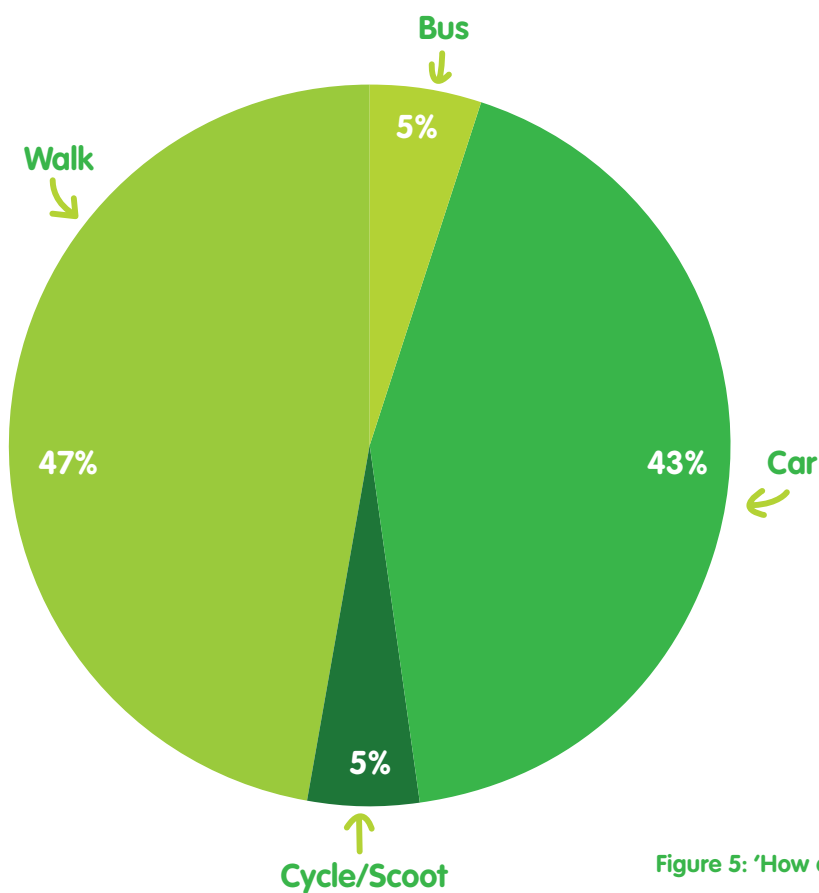


Figure 5: 'How do you get to school?'

There was relatively little variation by age in terms of how children travelled to school. There was some variation by region but this is more clearly seen by dividing the sample by macro region as shown in Figure 6. Walking, cycling and scooting to school was less common in the Rural Heartland areas, and travelling by car and bus were more common, than in the other three types of areas (see next section for further discussion).

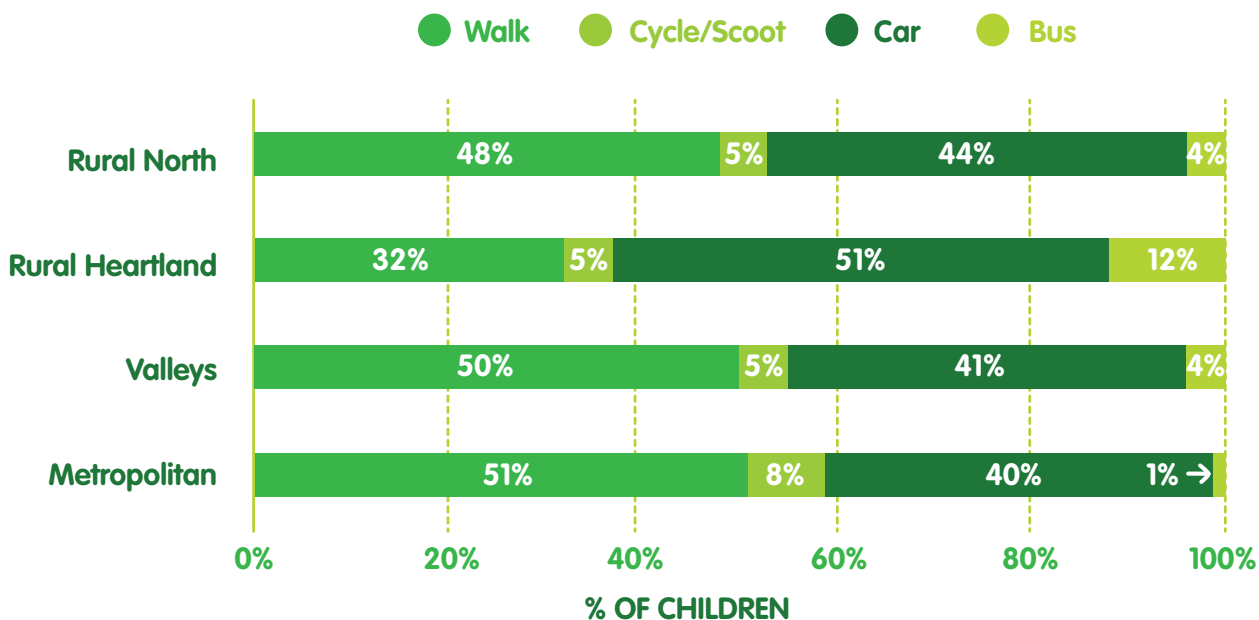


Figure 6: 'How do you get to school?' by macro region

What would make it easier for you to walk, cycle or scoot to school?

The responses to this question naturally have a different interpretation for children who usually travel by car or bus and those who usually walk, cycle or scoot.

Proper cycle tracks and no more bumps.
9 years old, Bridgend



Children who usually travel by car or bus

Among this group of children around a quarter said that they lived too far away from school to make it practical to walk, cycle or scoot:

“Moving house, so i would be able to walk or cycle or scoot.”
11 years old, Monmouthshire

Linked to the statistics presented in Figure 6 above, this issue was most prevalent in the Rural Heartland areas (close to 40% of children who travelled by car or bus) and least prevalent in the Metropolitan areas (15%).

An equally common issue (also mentioned by around a quarter of children who travelled by car or bus) was road safety:

“Safer lanes as the School is in the country with narrow lanes”
10 years old, Conwy

“Rideing with a friend and cars not speeding when trying to cross roads”
11 years old, Rhondda Cynon Taff

In addition to comments which seemed specifically to relate to road safety another 70 or so children mentioned lack of suitable paths as a barrier to them walking, cycling or scooting. In some cases, children indicated that there was no path at all, while in other cases the comments related to improving the quality of paths:

“the school is on a b road and parts of the road have no footpath”
Age unknown, Isle of Anglesey

“Better pavements because they are bumpy”
10 years old, Cardiff

“Proper cycle tracks and no more bumps.”
9 years old, Bridgend

Apart from these three main reasons, children also mentioned a range of other factors including parents' working arrangements, the weather and the fact that they did not have a bike or scooter:

“for my mum or dad to work less because i have to go to breakfast club”
8 years old, Cardiff

“For all of us to have a bike or scooter”
5 years old, Torfaen

Children who usually walked, cycled or scooted

The concerns of children who usually walked, cycled or scooted to school were similar to those described above with the exception of the issue about distance. The most common issue was road safety which was mentioned by over a third of this group of children:

“People to stop speeding”
10 years old, Swansea

“I would put a special lane for bikes and scooters so it would be safer”
9 years old, Cardiff

“It would be nice if theres a give way sign by the road or a school”
10 years old, Vale of Glamorgan

Again, in addition to specific mentions of safety issues, many children commented on the poor quality of pavements, footpaths and cycle paths, or the complete lack of them:

“**flatter paths for cycles and scooters and for people who walk**”
8 years old, Bridgend

“**kids are trying to scoot, cycle and walk so we need a path to walk on**”
10 years old, Bridgend

Finally the children who walked, cycled or scooted to school also mentioned the provision of cycle racks, the weather and being able to get up later as things that would improve their journey to school:

“**some where safe to put my bike or scooter.**”
10 years old, Rhondda Cynon Taff

“**if I could get up later**”
8 years old, Monmouthshire

If you have walked, cycled or scooted to school, what is your favourite part of the journey and why?

This section focuses on the just under 500 children who said that they usually walked, cycled or scooted to school. Children who travelled by car or bus also often answered this question but in many cases it appeared that their answers related to these forms of transport or were hypothetical – what they thought they would like if they walked, cycled or scooted. Children’s comments can be broadly divided into five categories – health, play, environments, relationships and other comments.

Health

Around one in ten children mentioned health benefits of walking, cycling or scooting to school:

“**the school walk because it makes you strong**”
10 years old, Gwynedd

“**I like cycling because it’s fun and keeps me healthy**”
8 years old, Isle of Anglesey

It was also common for children to mention ‘fresh air’ as the most favourite part of the journey.

“**I enjoy having fresh air and I can go fast on my scooter**”
9 years old, Bridgend

Play

Around 30 children said that their favourite part of the journey was having 'fun' and others mentioned more specific related themes:

PP My favourite part is when I race my brother. 99
8 years old, Cardiff

PP Jumping in the puddles – it's nice! 99
5 years old, Torfaen

PP WHEN I SING 'MI WELAIS JAC Y DO' 99
4 years old, Gwynedd

In addition around 20 children specifically mentioned enjoying going fast (usually downhill)

PP when i ride down the hill because i go fast. 99
8 years old, Bridgend

Environments

Linked to the previous point, around 50 children mentioned hills (usually going downhill) as their favourite part of the journey:

PP Running down hill 99
9 years old, Caerphilly

Various other aspects of the physical environment were also mentioned including parks, quiet areas away from traffic, bridges, fields and the sea.

PP Going past the park because i love looking at the trees. 99
9 years old, Swansea

PP Waving to the train driver when I cross the bridge 99
6 years old, Caerphilly

In addition to these specific aspects of the environment, many (around 40) children commented about connecting with nature as their favourite part of the journey:

PP The fresh air and the birds chirping, clearing my mind before a day at school 99
10 years old, Rhondda Cynon Taff

PP We walk daily and see the seasonal changes, in the trees and hear birds 99
10 years old, Isle of Anglesey

PP I get to walk through the local park when it is frosty it is beautiful 99
11 years old, Pembrokeshire

PP I enjoy the breeze splashing in my face, waking me up a little. 99
10 years old, Bridgend

Relationships

Relationships were an important theme, mentioned by around one in five children. The most common topic (around 75 comments) was seeing friends:

“going with friends because i like my friends really much”
9 years old, Bridgend

“Seeing my friends on the way to school so we can chat before school”
9 years old, Swansea

Some children also mentioned enjoying being with parents and other family members

“Being out in the fresh air and chatting to my mum and sisters”
7 years old, Rhondda Cynon Taff

“Seeing my great grandpa.”
11 years old, Blaenau Gwent

And a few children mentioned other people within the community.

Other comments

Some children simply mentioned cycling, scooting or walking as their favourite part of the journey; and there were also a few other recurrent themes, including arriving at school, safety and the weather.

“when I get to the school gates because my friends are always waiting”
11 years old, Pembrokeshire

“meeting my friends because it makes me feel safer”
10 years old, Bridgend

“when the sun is shining”
8 years old Bridgend

There were only a small number of children (less than ten) who said that there was nothing they liked about the journey to school.

If you walk, cycle or scoot to school, what part of the journey don't you like and why?

Again, this section only considers responses by children who said they usually walked, cycled or scooted to school.

Around 40 children said that there was nothing they didn't like about the journey.

“That's a tricky one, there's nothing I don't like”
5 years old, Neath Port Talbot

Of the remainder, there were seven key themes (mentioned by five or more children).

Traffic

This was by far the most common topic, mentioned by over 100 children and included comments about cars driving too fast, not stopping, parking on pavements, the noise and smell of traffic, and difficulties crossing roads:

“The road we have to cross with the fast cars”
8 years old, Gwynedd

“the dangerous road through the car park”
9 years old, Cardiff

“when i cross the road cars don't stop and im in the middle of the road”
10 years old, Bridgend

“smelling the cars go past because they are really smelly”
11 years old, Swansea

“If cars are parked on the pavement and there's no room to pass”
6 years old, Gwynedd

“Busy roads with no crossing patrol”
7 years old, Vale of Glamorgan

“one part is very dangerous because cars run like bullets”
10 years old, Rhondda Cynon Taff

Pavements and paths

As already discussed in previous sections, some children said that there weren't any pavements or paths for some of their journey and others commented on the poor quality of these:

“falling of my bike because it path is so lumpy and bumpy”
9 years old, Bridgend

The weather

Around 30 children mentioned the weather – mostly the rain:

“Going up the hill and when it's raining”
9 years old, Caerphilly

Hills

Around 30 children also mentioned hills – usually needing to go uphill:

“walking up 4 hills”
10 years old, Swansea

Feeling tired

Around 20 children said that they felt tired or ached on their journey. Sometimes this was linked to going uphill, so these comments overlap with the previous category:

“I don't like going uphill because it is to tiring”
11 years old, Swansea

“It makes my legs hurt.”
7 years old, Denbighshire

People

There were a small number of negative comments about people, including there being too many people in the way and some concerns about older children:

“when I am walking to school teenagers are swearing behind and in front”
10 years old, Rhondda Cynon Taff

Dog mess

Finally, more than ten children mentioned dog mess on pavements as the thing they didn't like:

“Dogs poo on the pavement because children could tread in it”
9 years old, Rhondda Cynon Taff

What does your school do to help pupils to walk, cycle or scoot to school more often?

This open-ended question generated a wide range of responses. Over one hundred children said that their school did not do anything in this regard.

Of the remaining responses, the following is a list of all answers given by more than 1% of the children.

Bike/scooter storage	10%
The Big Pedal	6%
Bike It	9%
Cycle lessons/tests	7%
Kerbcraft and other safety talks	6%
Competitions and activities	4%
School points systems and other incentives	3%
Walk to school initiatives	4%
Walking bus	2%
Lollipop person	8%
Other road crossing measures	1%
Parking controls and measures	5%
Creating paths for pedestrians and cyclists	1%

Would you like more help in school so you can walk, cycle or scoot more often?

Almost half (48%) of children said that they would like more help in school so that they could walk, cycle or scoot to school.

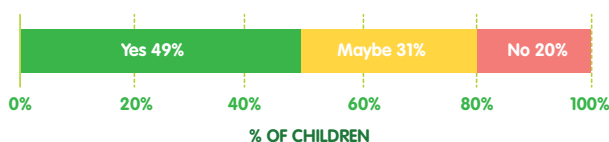


Figure 7: Would you like more help in school so you can walk, cycle or scoot more often?

Do you think the children in your school should have a say in making the streets safer for you to walk, cycle or scoot to school?

Over three-quarters of children (78%) felt that children should have a say in making the streets safer to walk, cycle or scoot to school and only 7% did not think so.

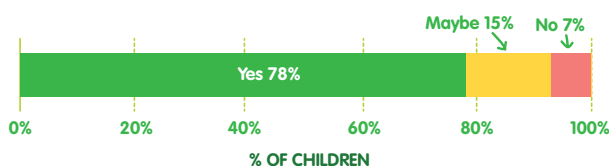


Figure 8: Do you think the children in your school should have a say in making the streets safer for you to walk, cycle or scoot to school?

The Active Travel Act means you can share your opinions with the people who plan walking and cycling routes in your area. Would you like to do this?

In response to the above question about contributing opinions about walking and cycling routes, a majority (58%) of children said that they would like to do this and a further 30% thought that they might want to.

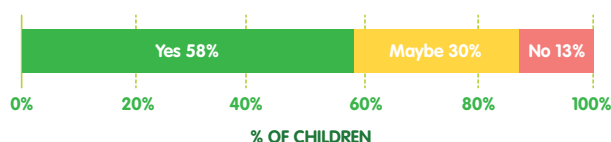


Figure 9: The Active Travel Act means you can share your opinions with the people who plan walking and cycling routes in your area. Would you like to do this?

How would you like to have your say about the paths and cycle routes around your school?

Finally, children were asked how they would like to have their say about the paths and cycle routes around their school. The questionnaire offered five response options. A summary of the responses for children who had either answered 'Yes' or 'Maybe' to the previous question are shown in Figure 10. The most popular option was filling in a survey on the internet (39%) followed by doing a class activity with a teacher (32%). Children who answered 'Other' were asked for further details in an open-ended response question. However, many of these children provided suggestions for how to improve things rather than said how they would like to contribute their views, so there were no clear additional themes here.

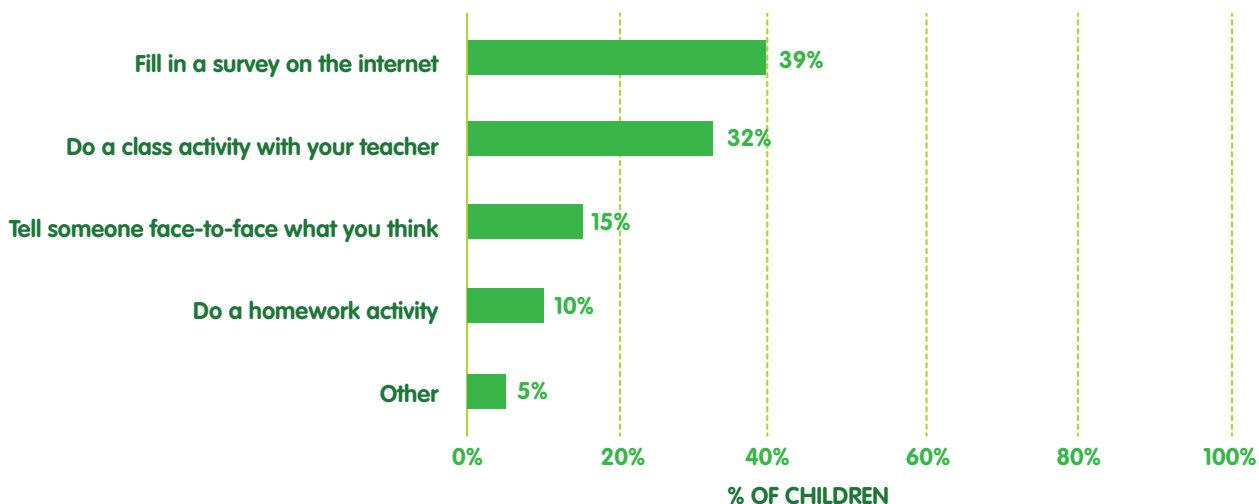


Figure 10: How children would like to have a say?



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