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Identifying and Evaluating Promising Road Safety Education Programmes for Parents of Children under 11 Years-Old



Centre for
Transport Studies

Identifying and evaluating promising road safety education programmes for children under 11 years-old

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Executive Summary

Despite it being well established that parents are an important resource in their children's road safety education [1], there are relatively few initiatives that are directed specifically at parents. Road safety initiatives targeting parents has a positive effect on parent and child road safety knowledge and behaviour [2]. Engaging parents in road safety education, especially those who are most vulnerable such as parents from deprived and ethnic minority backgrounds, often presents a challenge for practitioners. The aim of this research was to identify effective methods of engaging parents of children under 11 years-old in their children's road safety education, especially parents from deprived and ethnic minority backgrounds.

There were three stages to this research project. Firstly an online survey of road safety initiatives across England and Wales was carried out to identify potential initiatives for inclusion in the project. The survey was completed by 50 respondents representing 41 different local authorities. From this survey, follow-up phone interviews were carried out with practitioners from 10 initiatives, resulting in the selection of three initiatives that best met the inclusion criteria. Inclusion criteria included demonstrating effective parent engagement, involvement of deprived communities, novelty, and prior evaluation. Though none of the initiatives specifically targeted vulnerable communities, the selected initiatives worked with diverse communities in relation to deprivation and ethnicity.

An online survey of parent engagement with two of the selected road safety initiatives (one in the South and one in the North of England and Wales) revealed that the majority of parents (72%) attended or planned to

Initiative One (IA): This course targeted children who were vulnerable on the roads and their parents. The course was held across four mornings (2 hours each) and focused on independent travel (e.g. crossing the road, travelling on the bus, stranger danger, dog safety).

Initiative Two (IB): This course 4-5 years-old children and their parents. Carried out at school, the course lasted approximately 50 minutes. The session involved a parent talk on road safety and car seats, a short road safety walk involving crossing the road, and a child talk at the end to recap road safety messages.

Initiative Three (IC): Parent-child play sessions (birth – 2 years-old) held at children's centres were themed around road safety. Road safety play activities were set out, road safety advice was provided by the fire service, bike store owners, and crossing patrol officers, and information was provided to parents by centre staff.

attend the education initiative. The main reason parents gave for not being able to attend was work commitments. This was especially true of parents who resided in the lesser to least deprived areas. Parents who resided in more deprived areas often stated that they did not attend road safety education as their children already knew about road safety.

Parents who attended the road safety education initiatives were invited to participate in the evaluation. Semi-structured interviews were carried out with 35 parents/caregivers (35% response rate): seven from IA, 25 from IB, and six from IC. Interviews were also carried out with nine practitioners responsible for delivering the road safety education: two from IA, three from IB, and four from IC.

Parent and practitioner interviews were analysed to identify key themes in relation to engaging parents in road safety education. The findings revealed that the planning of road safety initiatives needs to take into account not only how practitioners will recruit parents, but how they will engage parents during the initiative, and how they will support parents to continue working with their children on road safety.

A follow-up survey of parent's engagement was carried out six months after the completion of the initiatives. There were two parts to the follow-up: an online survey and a phone interview. The survey was completed by 25 participants: six participants who attended IA, 17 participants who attended IB, and two participants who attended IC.

The online survey revealed that the majority of participants felt road safety education was extremely important (24 participants) and reported that they were still teaching their children about road safety (20 participants). Further, 18 participants felt that their children's road safety behaviour had improved. However, the majority of parents were not engaging with any road safety resources (19 participants).

Interviews with parents/caregivers expanded on the online survey findings. The interviews revealed that parents felt the road safety education had increased their awareness of how to support their children's road safety and of dangers such as driveways, children stepping into the road, and in-car safety. Participants reported feeling better equipped and more confident to support their children's road safety education and felt that consistently reinforcing messages from the initiatives was effective. However, parents did not always model safe behaviour.

Based on the findings from this research, recommendations for effectively engaging parents in road safety education were developed. The key recommendations included:

1. *Raise awareness of the role parents play in children's road safety education.*
2. *Tailor recruitment efforts to the target audience.*
3. *Work collaboratively to recruit parents.*
4. *Clear course objectives may encourage greater participation.*
5. *Build a relationship with parents.*
6. *Siblings should be encouraged to attend road safety education.*
7. *Ensure that road safety education is accessible.*
8. *Road safety education could be embedded in parent's regular activities.*
9. *Involve the wider family in road safety education.*
10. *Deliver road safety education in collaboration with a range of partners.*
11. *Engage children to engage parents.*
12. *Incorporate activities that parents can embed into their routines with children.*
13. *Practitioners delivering road safety education need to be flexible and adaptive in their approach.*
14. *Providing resources encourages continued parent engagement in road safety education.*
15. *Practitioners should complete training on working with children and families.*
16. *Evaluation of practitioners and initiatives should routinely be undertaken.*

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1. Introduction

Road safety is a concern for parents globally, with parents reporting worries about traveling to school safely with their children, how to teach their children about road safety, and children's independent mobility [3, 4]. Children represent a vulnerable group on the roads as the cognitive, motor, and socioemotional skills they require to navigate the traffic environment independently are still developing [5]. A recent survey by the Royal Society for the Prevention of Accidents (RoSPA) revealed that nearly half of all primary school aged children (6-11 years-old) had not received road safety education in 2019 [6]. Parent may consequently be a valuable resource in teaching children road safety.



Road traffic injury is one of the main causes of death in childhood [7]. In Great Britain there were 48 children (birth – 15 years-old) killed and 2315 children seriously injured (KSI) on the roads in 2018 [8]. Children are especially at risk as pedestrians and car occupants [9]. Further, children (4-15 years-old) residing in the most deprived areas are nearly three times more likely to be KSI on the roads than those residing in the least deprived areas [9]. There is a strong link between ethnicity, deprivation and road traffic injury. Black, Asian and Minority Ethnic (BAME) children are at increased risk of being KSI as pedestrians and as car occupants [10-12]. A challenge in understanding the relation between ethnicity and injury risk, however, is differentiating between the effects of ethnicity and socioeconomic status (SES) because BAME groups are typically the most disadvantaged in society [12].

Role of Parents. Parents often report that they are best suited to teach their children about road safety [1, 4] and have the greatest opportunity to provide this education as they most often accompany their children on the roads [1, 4, 13]. Parents serve as role models of road safety behaviour, which children will observe and imitate [14]. Further, parents, who possess greater road safety knowledge, can support their children's road safety skills development [15]. Working with parents to develop road safety skills in their young children will therefore enable children to develop these skills from the outset [13]. However, although parents see themselves as responsible for developing their children's road safety awareness and skills, they rarely have a deliberate strategy to teach their children how to be safe on the roads [16, 17]. Parent's explicit efforts to teach their children are often more focused on the cognitive aspects, rather than developing practical road skills and a positive attitude to road safety. Parents also typically provide out of date messages and act inconsistently on the roads. Parents are not fully aware how they serve as a role model for children's road safety behaviour [16, 17].

Evaluation of Parent Work. Although the importance of involving parents in children's road safety education is often highlighted [1], there have been limited road safety initiatives involving parents [2]. Work by the Child Accident Prevention Trust (CAPT) revealed that relatively few initiatives are directed specifically at parents, despite evidence which shows parents are significant role models of road safety behaviour. Road safety initiatives targeting parents have a positive effect on parent's road safety knowledge and behaviour [2]. Road safety education for parents has resulted in increased car safety seat use and reduced seat misuse [18-20], improved children's cycling safety and increased helmet use [21, 22] and improved children's pedestrian behaviour [23]. However, the role of parents in children's pedestrian safety education has been neglected by research, even though children are most vulnerable as pedestrians [9].

The few evaluations of parent road safety education that have been conducted have typically focused on outcomes and have paid little attention to the evaluation of process. Process evaluation is often a missing component in the evaluation of public health interventions [24]. Process evaluations are concerned with the educational process: how the programme operates and how it is perceived [25]. Recruitment of parents, parent's engagement with the intervention, and parent's views of the intervention are often neglected by evaluation studies; and would provide a context within which to understand outcomes. Process evaluations are particularly beneficial to those looking to implement the programme. Parent engagement is a major barrier to successfully implementing an educational programme or intervention [26-28]. Identifying effective methods to engage with parents regarding their children's road safety may consequently be beneficial in the successful implementation of programmes.

Literature Review. A review of evaluations of road safety initiatives targeting parents was carried out and published in Transport Reviews (<https://www.tandfonline.com/doi/full/10.1080/01441647.2018.1499678>).

2. Aims and objectives of the project

This two-year project aimed to strengthen the evidence base of effective road safety programmes for parents of children under 11 years-old by identifying and evaluating three promising programmes that are currently being used in England and Wales.

The objectives of this research were to:

- Evaluate three promising road safety initiatives for parents of children under 11 years-old, especially in relation to process;
- To identify effective ways of engaging parents in their children's road safety education, especially parents from deprived and BAME backgrounds;
- To produce manuals to support roll out of effective road safety initiatives in other regions.

This was a mixed method evaluation. There were three stages to the project. The **first stage** focused on identifying three road safety education initiatives that demonstrated effective engagement with parents of children under 11 years-old. The **second stage** involved evaluating these projects through understanding parent and practitioner views of road safety education in relation to process (e.g. methods used to engage with parents). The **third stage** involved a six month follow-up to identify whether parent engagement in road safety education was sustained. The findings of this research informed the development of a guide to involving parents in road safety education.

Although the rate of children being killed or seriously injured on the roads increases during the transition to secondary school [29], this age range was chosen to identify effective ways of encouraging parents to teach children road safety early on. This will enable children to develop road safety skills in preparation for the transition to secondary school. It is also during childhood that parents are more central role models for their children's behaviour.

The term parent is used, but refers to those in a caregiving role.



3. Identification of Road Safety Initiatives

An online survey was developed to identify promising examples of road safety education involving parents of children under 11 years-old across England and Wales. The survey consisted of 15 items and was developed to assess whether road safety education initiatives addressed the following criteria: targeted parents of children under 11 years-old, targeted BAME and low socioeconomic groups, were novel, had been previously formally or informally evaluated and the size/breadth of the initiative (Appendix A). The survey was piloted and reviewed by the advisory board.

The survey was distributed to local authority road safety teams and fire and rescue services across England and Wales during November and December 2017. The online survey was advertised by Road Safety Great Britain (Appendix B), via CAPT networks (Appendix C), and via the advisory board networks. There were 84 responses to the survey, of which 50 were valid, completed responses. This included 47 responses from local authority road safety teams and three from fire and rescue services. Invalid responses included incomplete responses and responses from local authorities not regularly implementing road safety education for children under 11 years-old. Local authority responses involved 41 different local authorities across England and Wales (including one response where local authority was not stated). The distribution of respondents across England and Wales can be seen in Figure 1. There are 408 local authorities in England and Wales, meaning the response rate was 10%. This response rate may reflect the limited resources of local authority road safety teams and the small number that engage in parent road safety work.

Survey Results

Road safety education for children under 11 years-old was regularly implemented by 40 out of the 41 local authorities.

Pedestrian safety education was offered by 33 local authorities.



- 17 initiatives involved parents
- 10 initiatives targeted deprived or BAME groups
- Two initiatives targeted transient communities
- Signposting was used by three local authorities

Cycling safety was offered by 40 local authorities.



- Eight initiatives involved parents
- 10 initiatives targeted deprived or BAME groups
- Four initiatives targeted transient communities



Figure 1. Distribution of local authorities who responded to the online survey

In car safety education was offered by 33 local authorities.



- 27 initiatives involved parents
- Seven initiatives targeted deprived or BAME groups
- Four initiatives targeted transient communities
- Signposting was used by three local authorities

Based on the inclusion criteria outlined above 12 local authorities were selected to participate in a phone interview to learn more about their road safety education involving parents. Of these 12 local authorities, eight participated in an interview. One local authority declined participation and three were non-responsive.

The phone interview was semi-structured. A topic guide was developed and reviewed by the advisory board (Appendix D). The topic guide assessed the road safety education against the inclusion criteria in more depth. Phone interviews were conducted during January and February 2018 and were approximately 30 minutes long.

The advisory board met and discussed the eight potential interventions to assess which three interventions were suitable for inclusion in the project. From the information obtained in the phone interview, three initiatives were selected as promising examples of road safety education involving parents as they best met the inclusion criteria. It was felt the remaining initiatives did not sufficiently meet the inclusion criteria to participate in the research.

Initiative one and two proceeded to the evaluation stage of the project. The third initiative was approached about participating in the project, but there were delays due to the contact being unavailable for a period of time, permission needed from other road safety officers and permission needed from management. During this process, the management team highlighted that they had previously conducted an evaluation of their initiatives that assessed parent involvement. The conclusion was therefore reached to not include this initiative and to instead seek a different initiative.

In order to identify a third initiative the project was advertised via the CAPT mailing list in July 2018 to local authority and private sector road safety initiatives. This resulted in six respondents. From these six respondents, two participated in a phone interview as they were the only initiatives involving parents. From these two programmes the third initiative was selected for inclusion as it best met the criteria.

3.1. Road Safety Education Initiatives

The three road safety initiatives that were included in the project were:

Initiative One (IA). This course delivered by the Royal Borough of Greenwich (https://www.royalgreenwich.gov.uk/info/200264/road_safety/829/road) targeted children in primary and secondary school who were vulnerable on the roads (e.g. special educational needs, anxious, limited experience) and their parents. The course was held during the school holidays (Easter and Summer holidays) at a school in the local area. Schools from the local authority invited families they felt would benefit from the course. The course was held across four mornings (each session was two hours) and involved a maximum of 18 families. The course was managed by the road safety officers, along with two members from Transport for London and two Police Community Support Officers (PCSO).

The **first session** was an introduction to the course and included seven interactive activities. In small groups children and their parents rotated around the activities to complete them all. Activities included: safe strangers (identifying safe strangers from a series of pictures), toy town (identifying unsafe behaviour), PELICAN crossing (an interactive pedestrian light controlled crossing), computer road safety game (questions on road safety), magnetic game board (completing street scenes), a bus stop (information on how to catch a bus), and dog safety (interaction with a dog and how to behave when approached by a dog).

Session two involved a day on an independent travel bus. When traveling on the bus, instructors from Transport for London told children about bus safety (e.g. where to sit on the bus, what to do if you feel uncomfortable) and ticket inspectors spoke to children about having the correct ticket. The bus stopped and children learnt about how to identify the correct bus and how to behave safely at the bus stop. The PCSO also role played a scene in which someone had their phone stolen at the bus stop to highlight being safe at the bus stop. Children then practiced crossing the roads in the local area in small groups with their parents. During this session, children and parents were separated (children were still in view of parents) and a 'stranger' (a PCSO in normal clothing) approached children to try and gain information from them. Safe strangers were then discussed with children and parents. When travelling back on the bus the PCSO role played further scenarios (e.g. a drunk person on the bus, someone taking selfies and upsetting someone else, and someone having their phone stolen) to highlight how to manage situations on the bus.

Session three involved a short walk around the local area to practice crossing the roads. Instructors worked with small groups of children and their parents. First instructors demonstrated how to cross the road and then children practiced crossing the road individually with a parent. Children worked towards being able to take the lead in 'assisting' their parent to cross the road.

The **final session** involved practicing crossing the roads on the way to a local shop. Children were provided with £1 to buy an item from the shop. Similar to earlier sessions, children crossed their parents across the road. Children were presented with a certificate and goody bag at the end of the course.

Initiative Two (IB). Primary schools across the county were invited to receive the training. All parents of Reception (4-5 year-old) children in participating schools were invited to attend. Children could only participate if their parent (or another caregiver) attended.

The course was carried out by a road safety officer at the school. Each session lasted approximately 50 minutes and included a maximum of 10 parents. Where more than 10 parents were attending, multiple sessions were run one after the other.

The start of the session was for parents only and included a short presentation about road safety, in-car safety and car seats. The purpose and structure of the session was outlined to parents. After this



parents accompanied their children on a short road safety walk around the area outside the school. The road safety walk covered holding an adults hand, the dangers of driveways and car parks, and safely crossing the road. The road safety officer first demonstrated crossing the road and then the children practiced taking their parent across the road safely.



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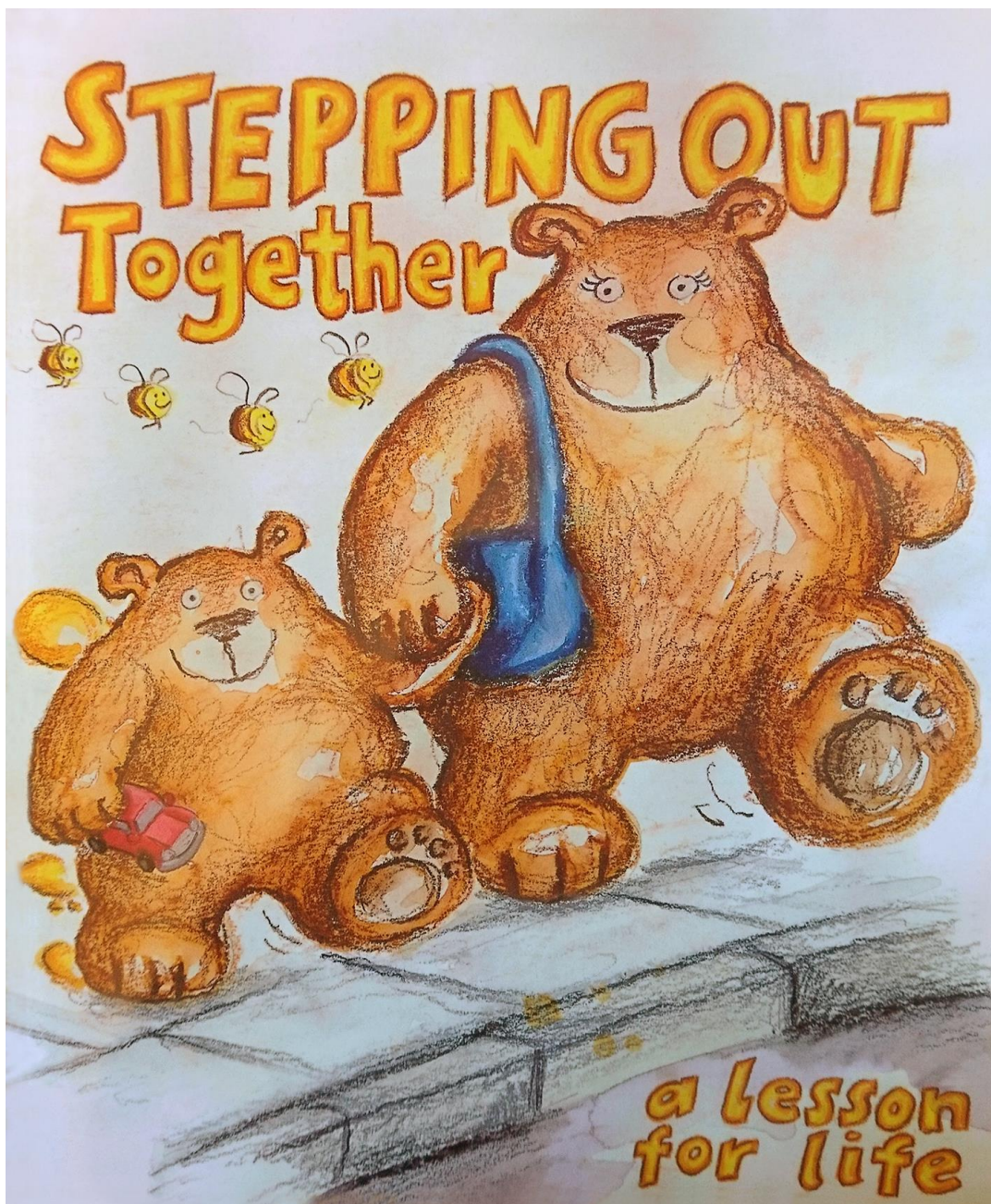
After the walk, parents and children returned to the school. The road safety officer showed the children a series of pictures (e.g. crossing patrol officer, a PELICAN crossing, safe places to play) and asked the children questions about road safety. At the end of the session parents received the GoodEgg guide to car seats <https://www.goodeggcarsafety.com/> and the CAPT book on road safety ('It's fun to go out, but..' <https://www.capt.org.uk/shop/its-fun-to-go-out-but-40-copies>).

Initiative Three (IC). Road Safety Week was held at Northumberland Children's Centre's North (<http://northchildrenscentres.org.uk>). Early years provision and centre activities focused on road safety. The sessions that was the focus of this evaluation was a parent-child play session for children between birth and

2 years-old themed around road safety. Parents of children under 2 years-old were welcome to drop into the session.

The session was managed by children's centre workers. The session lasted 1.5 hours and involved a series of play based activities centred on road safety. Activities varied slightly across centres, but generally included: traffic light messy play (playing with traffic light coloured food), interactive PELICAN crossing, traffic light coloured ball pool, table-top street, car tyre printing, and traffic puzzles. Parents were encouraged to engage with their children in these activities and discuss road safety with their children.

Some of the sessions were attended by the Fire and Rescue Service, School Crossing Patrol, and Bike Safety Specialists to provide road safety information to parents. Road safety notice boards were displayed during the session covering information on road, bike, and car safety. Information on road safety was also distributed to parents and children were provided with a road safety book (Stepping Out Together: A lesson for Life).



4. Survey on Parent Engagement

A survey was carried out to explore parent's reasons for attending or not attending two of the road safety education initiatives.

4.1. Methodology

4.1.1. Participants

The road safety survey was distributed via schools in the South East and children's centres in the North of the England. The road safety manager of IB contacted schools that were participating in the road safety walks in May 2018. The schools texted parents a link to the road safety survey. Children's centre workers responsible for delivering IC handed paper copies of the survey to parents at the centres during October and November 2018 as some parents did not have access to the internet. IA did not participate in the engagement survey as schools from across the county invited families they felt would benefit to attend the course, meaning identifying a sample population was not feasible.

There were a total of 118 survey respondents: 98 from the South East and 20 from the North. The difference in response rate likely reflects the varying survey distribution methods. The majority of participants were White British. The range of IMD quintiles were represented in the sample, but the majority of participants were from IMD quintile 2. Figure 2 and 3 represent participant characteristics.

4.1.2. Survey

There were two versions of the survey created to understand parent engagement due to the differing organisations delivering the road safety education (road safety teams and children's centres).

The survey for the South East consisted of five items that asked whether or not parents were attending the road safety walks, Ethnicity and postcodes (Appendix E). The survey for the North consisted of seven items that assessed the children's centre they attended, whether parents were attending the centre regularly, exposure to road safety education, Ethnicity and postcodes (Appendix F). Postcodes were used to locate the IMD quintile in which parents lived. IMD quintile ranged from '1' most deprived to '5' least deprived.

4.1.3. Results

The majority of parents reported that they have or would attend road safety education (Figure 4).

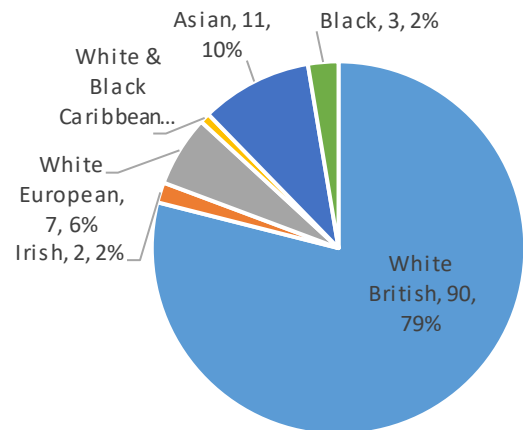


Figure 2. Ethnic distribution of sample.

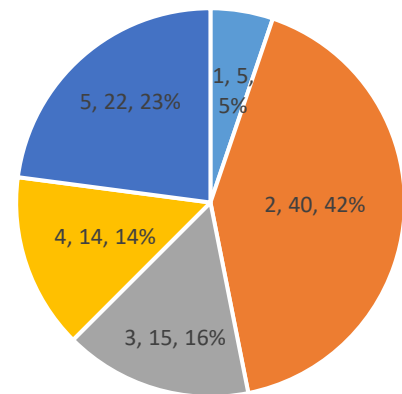


Figure 3. IMD distribution of sample, where '1' is most deprived and '5' is least deprived.

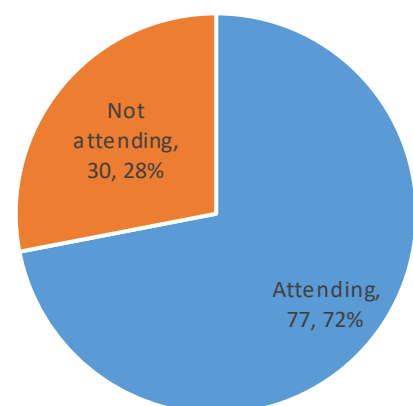


Figure 4. Percentage of parents attending and not attending road safety education

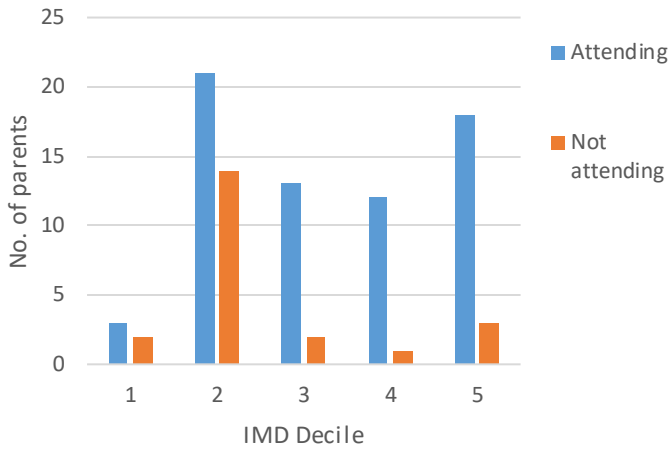


Figure 5. Number of parents attending road safety education across IMD quintiles

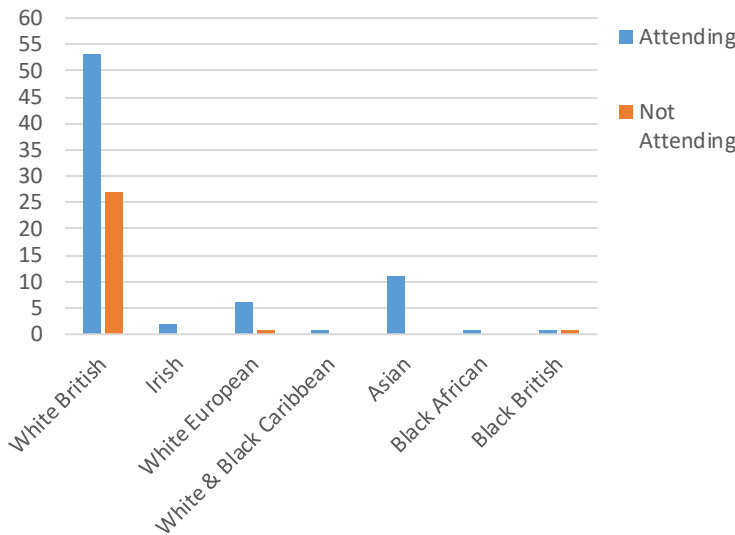


Figure 6. Number of parents attending road safety education across Ethnic groups

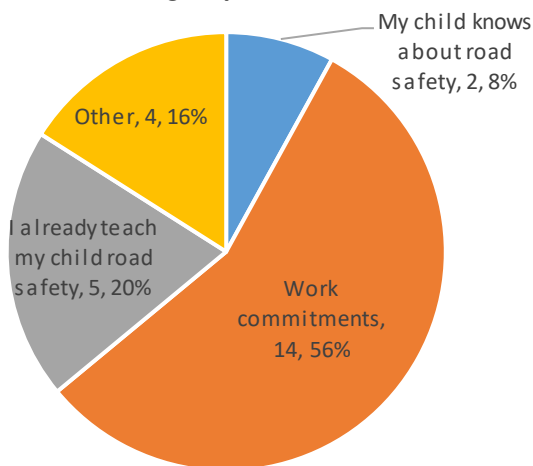


Figure 7. Reasons reported by parents for not attending road safety education

Of the 98 parents from the South East, 77% reported receiving an invite to the parent road safety walks, 12% stated they did not receive and invite, and 11% were unsure.

Of the 20 parents from the North, 60% reported attending the centre every other week, 30% once a week, 5% once a month and 5% occasionally. Seven of the participants reported receiving information on road safety from the children’s centre and two were not sure whether they had received information.

Although the numbers reporting that they had not/were not planning to attend were small, there seemed to be a trend for a greater number of parents to not attend in the more deprived IMD quintiles (IMD 1-2) (Figure 5). A higher number of parents reported that they had/were planning to attend road safety education in the least deprived IMD quintile (IMD 5).

The majority of participants reporting that they were attending/planning to attend the road safety education were White British (Figure 6). There did not seem to be a pattern across Ethnicities regarding who was attending or not attending the road safety walks. However, representativeness of Ethnic Minorities in this sample was limited.

From the South East data, reasons for not attending road safety education could be explored. Of the parents who reported that they did not/were not planning to attend the road safety walks the majority stated that work commitments were the main reason for non-attendance (Figure 7).

Exploring the characteristics of parents who were unable to attend revealed that there was a tendency for work commitments to be the main reason parents in the lesser to least deprived areas reported being unable to attend (Figure 8). Parents residing in more deprived areas tended to report they were not attending as their child already knew about road safety or they already teach their child about road safety.

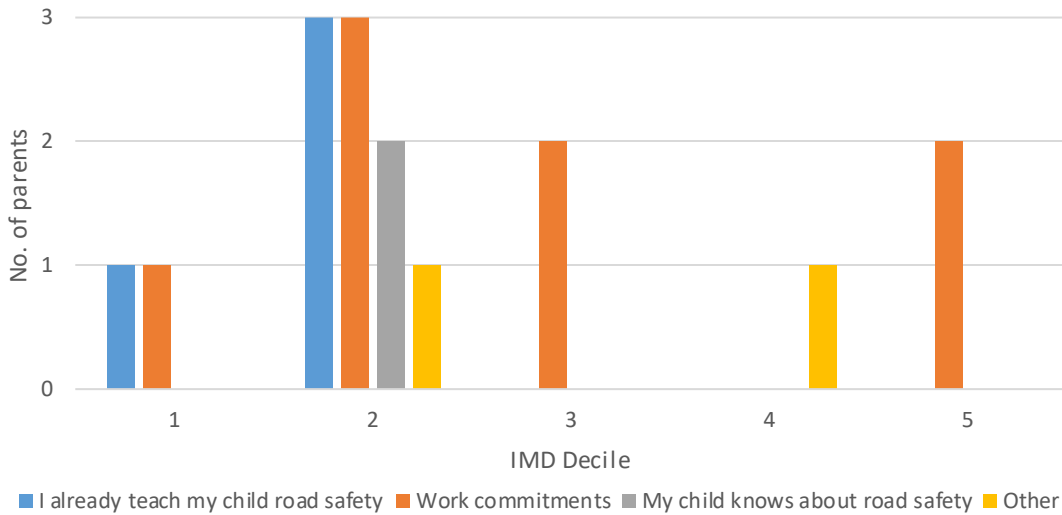


Figure 8. Reasons for parents not attending the road safety walks across IMD quintiles

Across Ethnicities work commitments remained the main reasons parents were unable to attend the parent walks (Figure 9).

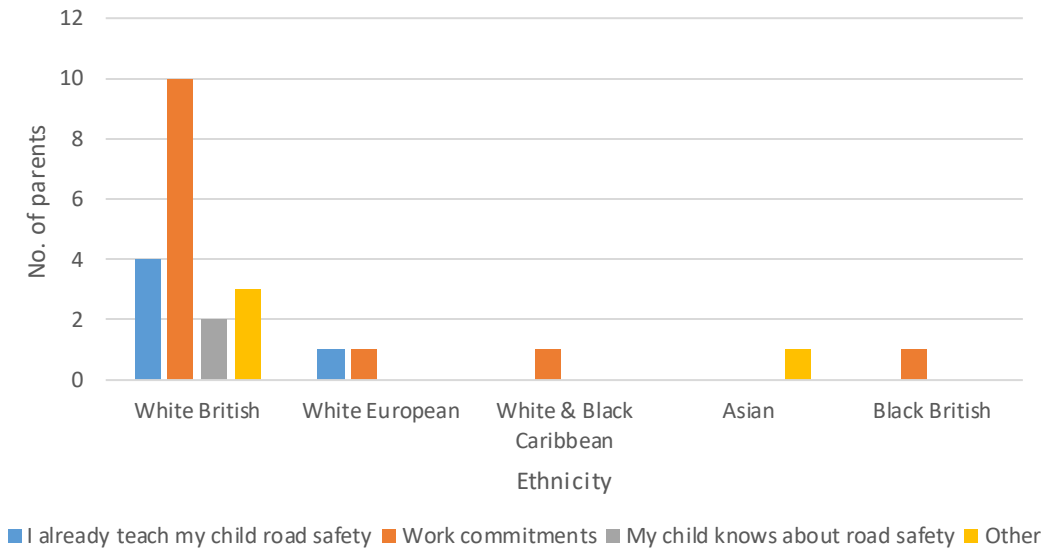


Figure 9. Reasons for parents not attending the road safety walks across Ethnicity.

From the North of England data, participant’s reasons for not attending the children’s centre more regularly were explored. However, only four participants answered this question. Three participants (two from IMD quintile 5 and one who did not report a postcode) stated they did not attend more regularly due to work commitments. One participant (IMD quintile 2) reported that they did not attend more regularly as there were no events that they wanted to attend.

5. Road Safety Education Evaluation

5.1. Methodology

5.1.1. Participants

Parents who attended the road safety education initiatives were approached by a researcher about participating in the study. The researcher attended IA in April and August 2018, six schools running IB in May 2018, and seven sessions of IC in November 2018. Those that were interested left their contact details with the researcher who then followed up with them in the two weeks following the completion of the initiative. Parents were contacted via email initially regarding participating in a phone interview. Two further follow-ups were made to non-responders via email or phone.

Contact details were provided by 110 participants: 13 from IA, 83 from IB, and 14 from IC. Interviews were carried out with 38 participants (35% response rate): seven parents who attended IA, 25 parents who attended IB, and six parents who attended IC (see Table 1 for participant information).



Table 1. Description of parent/caregiver sample across the three road safety education initiatives

Participant	Family Member	Age of Child (years)	Gender of Child
<i>Initiative One</i>			
Participant 1A	Father	11	Male
Participant 2A	Mother		Female
Participant 3A	Mother	10 & 12	Male
Participant 4A	Mother	9	Female
Participant 5A	Mother		Female & Male
Participant 6A	Mother	11 & 9	Males
Participant 7A	Father	9	Female
<i>Initiative Two</i>			
Participant 1B	Mother	5	Female
Participant 2B	Father	5	Female
Participant 3B	Mother	5	Female
Participant 4B	Grandmother	5	Male
Participant 5B	Father	4	Female
Participant 6B	Mother	5	Male
Participant 7B	Mother	5	Female
Participant 8B	Mother	4	Male
Participant 9B	Father	4	Female
Participant 10B	Mother	4	Male
Participant 11B	Mother	4	Male
Participant 12B	Father	5	Male
Participant 13B	Mother	5	Male
Participant 14B	Mother	5	Male
Participant 15B	Mother	5	Female
Participant 16B	Mother	5	Male
Participant 17B	Mother	5	Female
Participant 18B	Father	4	
Participant 19B	Father	4	Female
Participant 20B	Grandmother	5	Female
Participant 21B	Grandfather	5	Female
Participant 22B	Mother	5	Male
Participant 23B	Grandfather	5	Male
Participant 24B	Mother	5	Female
Participant 25B	Grandmother	5	Male
<i>Initiative Three</i>			
Participant 1C	Mother	1.5	Male
Participant 2C	Mother	2	Female
Participant 3C	Grandmother (custody of child)	1.5	Male
Participant 4C	Mother	2	Male
Participant 5C	Mother	2.5	Male
Participant 6C	Grandmother	1.5	Female

Note. Missing data was not provided by participants.

Practitioners leading the road safety education were also invited to participate in an interview about delivering road safety education involving parents by the researcher. There were nine practitioners who participated. Two road safety practitioners from IA (participant one was male and participant two was female), three female road safety practitioners from IB, and four female children's centre workers from IC participated in interviews. Informed consent was obtained from all participants.

5.1.2. Interviews

Interviews with parents and practitioners were semi-structured and carried out face-to-face or over the phone. Topic guides were developed and reviewed by the advisory board. The parent interview explored parent's reasons for attending, engagement with the session, and continued road safety education with their children (Appendix G). The practitioner interview explored how parents are recruited, delivering the course, engaging with parents, and areas for improvement (Appendix H). Interviews ranged in length from 10 to 40 minutes. All interviews were audio recorded and transcribed.

5.1.3. Analysis

A thematic analysis of interview transcripts was carried out to identify key themes across parent and practitioner interviews using NVivo 11. The thematic analysis was conducted in accordance with the Braun and Clarke (2006) approach. A data-driven approach was adopted in which themes were identified based on the interview data.

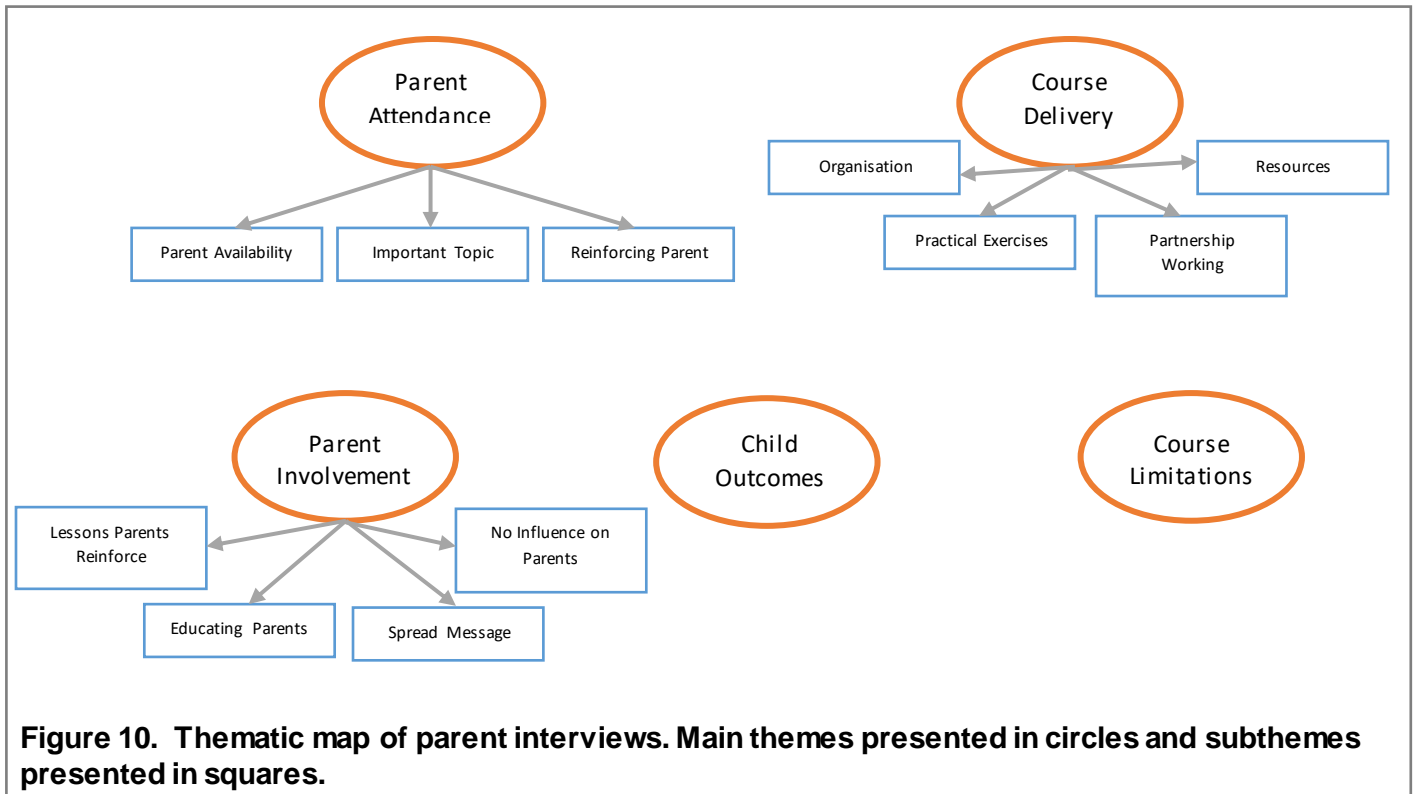
6. Results

The main themes across parent and practitioner perspectives are outlined below. Parent and practitioner perspectives were explored to provide a more comprehensive understanding of facilitators and barriers to parent engagement.

To view participant quotes please click [Q] and this will display the relevant quote.

6.1. Parent perspectives

There were five main themes identified across parent interviews (Figure 10).



6.1.1. Attendance

Parent availability. Across the initiatives, participants who attended road safety education reported few challenges to attending. Participants stated that they were available to attend as they did not work due to caring for a child with special educational needs, were not working that day, had flexible work hours, or were able to get time off from work. In some cases grandparents or childminders attended the road safety education if parents were unable to do so.

Participants also viewed IA as an activity that they could participate in with their child during the school holidays [Q1]. A further reason for attending IB discussed by participants was that it was a school activity. Participants said they try to attend as many school related activities as possible and they did not want their children to miss out. Further, some parents highlighted that they had to attend if their child was to participate [Q2]. Some participants from IC stated that they regularly attend the children's centre as part of their routine and that their attendance at the session was not related to the road safety theme [Q3].

Important topic. Participants felt it was important for children to learn about road safety in order to reduce the risk of road traffic injury and that it was important that this began early on in life [Q4]. Participants stated that due to the constantly changing nature of road safety, education was beneficial as it refreshed their knowledge and ensured their knowledge was up to date. In addition, parents reported that they wanted to attend the road safety course because they had concerns about their children's behaviour in the road environment. For instance, parents were worried about their children's boisterous behaviour when out walking or their unsafe behaviour at bus stops [Q5].

Participants from IA indicated that they wished to attend road safety education because their children had special educational needs, such as autism or learning disabilities, which meant their 'road sense' and decision-making skills were limited [Q6]. Further, participants from IA reported being concerned about their children going out into the road environment, not just due to their lack of road safety knowledge, but their limited personal safety [Q7].

Not all children attending IA had special educational needs that made them vulnerable on the roads, some children had limited experience with urban environments. For example, one parent highlighted the importance of their children gaining experience with crossing the roads in a busy, urban environment. This was especially important as the oldest child would soon be travelling independently to secondary school [Q8].

The extent to which participants reported already teaching their children about road safety varied. With some participants reporting already teaching their children about road safety and others reporting they had yet to start teaching their children about road safety. Some participants discussed wanting to get tips not just for their young children but older children too. Participants stated children need to learn about road safety and that sometimes it is helpful if these messages are coming from outside the home [Q9].

Reinforcing Parent Lessons. A central reason that participants gave for attending road safety education was because it reinforced the road safety lessons they had been teaching their children already. Participants felt that it was important to learn about road safety as they were the ones responsible for teaching it to their children [Q10]. The majority of participants reported that children do not always take road safety lessons from parents seriously and may listen more to the road safety messages if they are coming from more of a 'teacher' figure [Q11].

6.1.2. Course Delivery

Organisation. Although the courses varied in length, the majority of participants stated that the length of the session was appropriate for covering key road safety messages while holding children's attention. This suggests that the length of the session needs to appropriately reflect the objectives of the session. A number of participants stated that instructors delivered the education well. In particular, participants stated that staff leading the courses were enthusiastic as well as being calm and patient with the children [Q12].

A structured and engaging approach to road safety was adopted. Participants stated that road safety education conveyed road safety messages clearly and concisely and was informal in nature [Q13/14]. Added to this, a flexible approach was adopted. For example, participants from IA noted that those delivering the course were accommodating when arranging the bus trip by allowing parents to pick times that suited them and also when parents were unable to arrive on time [Q15].

Small group working was highlighted by participants as being beneficial as this is how children were used to working at school. In particular, this was thought to be beneficial for children with special educational needs, who may find large groups challenging [Q16]. Group size received mixed feedback from participants from IB. The groups include a maximum of 10 parents and their children. Group sizes varied based on the number of parents who attended. Some parents felt that the group size worked well and others felt that 10 was too big a group number [Q17]. The mixed responses to group size in IB may have reflected the varying group sizes. Some groups had the maximum of 10 children whereas others had fewer.

Practical Exercises. Participants highlighted that the practical education was beneficial for children's learning. Participants stated that children understand more by engaging in an activity than looking at pictures [Q18]. Participants from IA felt that the bus was good because it was realistic. Participants highlighted that having the PCSOs act out challenging situations that may be encountered on the bus was especially realistic [Q19]. Participants discussed that staff delivering the road safety education made use of the environment in which they were walking [Q20]. Further, participants felt that it was beneficial for parents to assist with the road safety walk as it meant children could practice with the adult that they normally walk with [Q21].

Partnership working. IA and IC were delivered with partners. Partnership working was highlighted as important by participants. Participants stated that involving partners meant that children were getting road safety messages from different sources [Q23]. In particular, participants felt the attendance of external partners, particularly the fire service, was educational [Q24]. Participants from IC who attended sessions where the fire service were unable to attend felt that this disadvantaged the session. Participant one, for example, said that the session would have been more informative if the fire service attended [Q25].

Resources. A main theme across participant interviews was resources. Participants often reported that they had engaged with the literature and the books provided by the initiatives. For example, participants from IB discussed reviewing the car seat information booklet and the road safety storybook provided to them on the course. Parents said that the car seat booklet provided them with a check that they were using the correct car seat. Further, participants from IB and IC said that their children viewed their road safety books as a bedtime story and that the books were beneficial in increasing children's awareness of road safety [Q26].

Participants also reported reading the road safety book to their other children who did not attend the course [Q27]. Participants also discussed children sharing the road safety book with other members of their family which brought road safety to the forefront of other caregiver's minds [Q28]. Some participants from IC felt that the children were too young to benefit from the road safety books at this stage. Participant three said that she had stored the book for when her child gets older. This may reflect the differing age ranges and consequently the developmental stage of children attending the road safety sessions.

6.1.3. Parent Involvement

Lessons parents can reinforce. The majority of participants discussed how road safety education brought road safety to the forefront of their mind. Participants felt it was important that they were aware what their children were being taught as children would be unable to remember and recall all that they had learnt on the course (especially children with special educational needs). This means that road safety is taught to children in a consistent manner [Q29]. Further, participants indicated that through attending road safety education they could receive advice on how they should be teaching their children.

Road safety education was seen by participants as providing a starting point from which they could continue to reinforce the road safety messages. According to participants, the course provided children with the basics of road safety and they were given an idea of how to continue to develop these skills with their children [Q30]. Further, participants said they could refer back to the lessons from the course to help build their children's road safety skills [Q31].

The majority of participants discussed putting into practice lessons that they had learnt from the road safety education to reinforce road safety messages. Participants described using the techniques learnt on the course in relation to road crossing, bus travel, and stranger danger with their children [Q32]. Participants discussed following the education, road safety can be embedded in their day to day routine with their children. They can reinforce these lessons on a daily basis and then children will continue to build on the knowledge they gained in the road safety education.

Although some participants indicated that they had started walking more with their children and carrying out road safety checks following the education, some participants indicated that a barrier to them practicing road safety is that they are unable to walk to school. However, participants did still try and practice road safety with their children when they were able [Q33]. A challenge of having grandparents instead of parents attend the road safety course is that they have limited opportunity to put into practice lessons learnt on the road safety course [Q34].

Educating parents. According to participants the road safety course was educational for them as well as their children. For example, parents discussed learning about car seats, to position the child on the inside of the pavement, not going when someone waves you across the road, driveways, cars reversing, distraction of technology, holding hands, reflective clothing, bus safety amongst other messages [Q35].

Participants who had recently moved to the UK also highlighted that road safety education was beneficial for them learning about road safety in the UK, especially where the road environment and laws are very different to their origin countries [Q36].

In addition to learning about road safety, participants reported that they had learnt techniques for teaching their children about road safety [Q37]. Participants also reported that road safety education made them think about their own behaviour that they were role modelling for their children, especially when they were in a rush [Q38]. Participants discussed changes in their behaviour since attending the road safety education, such as purchasing in car safety equipment [Q39].

Spread Message. Some participants discussed working with each other to reinforce the road safety messages [Q40]. Participants also reported that they were sharing what they had learnt on the course with other parents who had not attended [Q41].

No influence on parents. Some participants said that they had not learnt anything new from the course as they were already teaching their children about road safety [Q42]. Living in a rural setting was highlighted by a participant from IC as being a barrier to practicing road safety with children as there were not the opportunities to practice crossings [Q43]. A further barrier to practicing road safety with children was indicated by participants to be working hours. Participants stated they did not have time during the day to practice road safety with their children [Q44].

6.1.4. Child Outcomes

The majority of participants felt that the road safety education had increased their child's awareness. According to participants, children's awareness of crossing the road, traffic, holding hands, driveways, reversing cars, amongst other aspects of road safety increased following road safety education [Q45]. Some participants stated that children need messages repeated in order to retain the road safety knowledge they learnt on the course [Q46]. A few participants also mentioned that their child is repeating the information to siblings, so the road safety messages are getting shared [Q47].

However, some participants, particularly from IC, felt that their children were too young to gain any increased awareness or understanding of road safety. Due to their young age children were often travelling in pushchairs so had limited opportunities to learn about crossing the roads [Q48]. This may reflect the age range of children who participated in IC. Children ranged in age from a few weeks old to 2 years-old.

6.1.5. Course Limitations

Overall, across the initiatives participants felt that there were few improvements that were required to the road safety sessions. Some participants from IB and IC highlighted that the road safety education could have been more in-depth. For example, they felt initiatives could include more educational activities or longer road safety walks. The need for road safety education to be up-to-date with the ways children are travelling (e.g. scooters) was also highlighted by a few participants [Q49].

This highlights the challenge of balancing children's developmental stage, their safety, and the road environment the school is situated in. The children attending IB and IC were all five years-old and younger and may not be at a developmental stage to cross roads independently. Further, this contrasts with earlier parent comments that the course was an appropriate length and provided a manageable amount of information for young children's attention spans.

A couple of participants from IA discussed issues around the course being tailored to the right level of development for their child. For example, one parent said that they felt some of the reading materials distributed to children in the mornings while they were waiting for everyone to arrive were not targeting the correct age group [Q50]. This highlights the challenge of working with diverse child needs. The course aims to be inclusive and to work with children with a range of additional needs and therefore their individual abilities and learning styles will vary greatly.

Some participants from IB said that it was difficult for those at the back of the group to hear, especially when they were walking along the roadside, and this meant parents missed instructions and meant that in some cases children became disengaged [Q51]. A couple of parents stated that it would have been beneficial to have another staff member to relay information to those at the back of the group.

A key theme across participant interviews from IA related to their course expectations. Participants stated that before attending the course they were not aware what would be involved. A couple of participants suggested that a more detailed description of the course or a course programme may give parents a clearer understanding of the course and encourage more parents to attend [Q52].

6.2. Summary of Parent Perspectives of Road Safety Education across England and Wales

Participants highlighted that they wished to attend the road safety initiatives because it was an important topic and they felt the programme would help ensure their road safety knowledge is up to date. Further, participants felt that road safety education reinforced the road safety lessons they were trying to teach their children. These parents may have already been pro-active in their children's road safety education. In contrast, other parents stated that they were not currently teaching their children road safety or had specific concerns over their child's behaviour in the road environment. Thus, these initiatives may have also been engaging with those families in greater need of road safety education. However, participants stated that it is beneficial for children to receive road safety messages from a 'teacher', suggesting that some parents may not feel they have the primary responsibility of teaching their children road safety.

To engage participants during the education, the importance of including practical exercises in which children can be hands-on was highlighted. Participants felt that having practical exercises engaged children's attention and increased their learning. A central theme across IA and IC was partnership working. Participants stated that the involvement of partners, such as the police and fire service, in road safety education was informative and lead to greater engagement in road safety messages. Added to this, a common theme across IB and IC was the provision of resources for parents and children. Participants said they engaged with literature provided to them on road safety, especially car seat safety. Further, participants reported that their children engaged with road safety books and often viewed these as bedtime stories. Road safety books were also shared with siblings and other family members, which resulted in the spreading of road safety messages. When delivering road safety education, however, it is essential to ensure that the length of the session reflects the developmental stage of the children as well as the aims of the initiatives. The group size should also not be too large to ensure that all parents and children can feel involved within the session.

The majority of participants from all three initiatives stated that they found the road safety education beneficial as they were also educated about road safety and they were provided with practical lessons which they could reinforce with their children outside of the course. Further, participants said that the course provided a starting point and that they could refer back to the course when teaching their children about road safety. In addition, participants from all initiatives stated that the road safety education increased their awareness of road safety and of themselves as a role model for their children's road safety behaviour. Though, some participants felt the road safety education had not influenced their behaviour or that their children were too young to have gained road safety skills from the course (e.g. under 2's in IC). Considering how to support parent engagement with road safety education beyond the course is therefore essential.

6.3. Practitioner perspectives

There were five main themes identified across practitioner interviews.

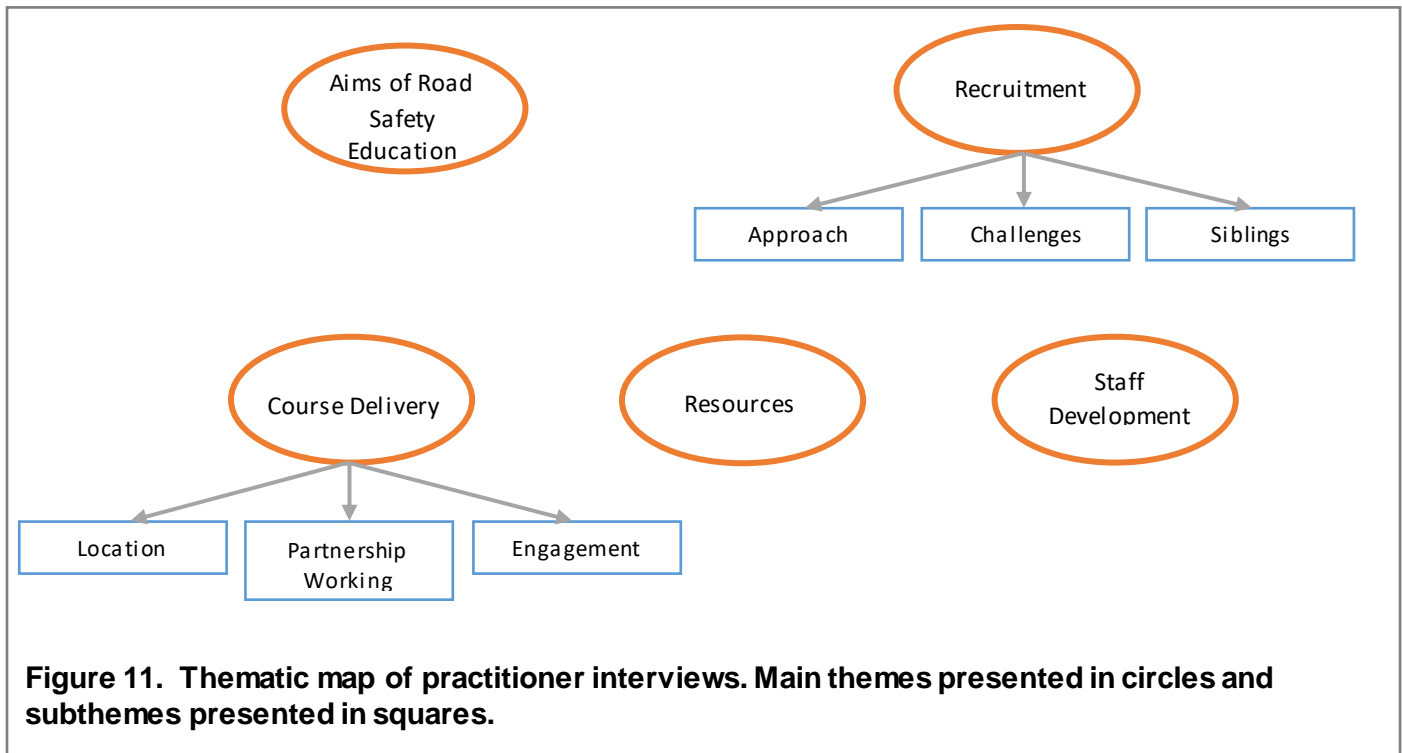


Figure 11. Thematic map of practitioner interviews. Main themes presented in circles and subthemes presented in squares.

6.3.1. Aims of Road Safety Education

According to participants, road safety education served as a refresher for parents. The participants view was that parents may have got into bad habits or been unaware of all the dangers on the road for children. The initiatives therefore served to remind parents of road safety and encouraged them to teach their children [Q53/54]. Participants felt it was important to start road safety education as early as possible in a child's life. This was particularly prominent in accounts from participants from IA working with children with SEN. They mentioned parents contacting them when their children are adults who are not able to travel independently, which will hinder their independence [Q55].

Participants stated that a lot of the time children do not make their own decisions when crossing the road, instead these decisions are often made by parents. Participants discussed how they focused on encouraging children to make decisions during the course. They did this through practical exercises in which they encouraged children to decide when to cross the road and parents are able to see them making these decisions [Q56].

Participants also highlighted that parents need to be aware of the impact of children's stage of development on their road safety skills. According to participant three from IB, while adults are making crossing decisions on approach to the road, children are less able to do this. A fact which parents are often unaware of [Q57]. Both participants from IA discussed the need to be inclusive and ensure that every child achieves something in a road safety lesson. Participants from IA discussed how the aims of the road safety education are tailored to meet the requirements of each child. For example, participants provided the example of adapting the course for children who have greater experience with road safety.

Participants felt that during the course parent's confidence in allowing their children to make decisions in the road environment increased. Participant's stated that where parents would normally rush children to cross the road, from the course they learnt their child is capable of making the decision when given the opportunity.

6.3.2. Recruitment

Recruitment approach. The three initiatives adopted different methods to recruit parents. IA and IB recruited parents via schools, whereas IC took a more central role in managing parent recruitment and used a variety of methods. The fact children's centres are typically within more deprived communities may be a factor in the varying recruitment approach.

Participants from IA and IB felt that forming links with schools was beneficial in advertising their course to parents. Participants said they would as much as possible work with those schools that invited them. Participants from IA and IB indicated that having a lead contact in schools was beneficial in forming partnerships to recruit parents. All participants from IB stated that the approach to recruiting parents was decided by the school and that they left the school to manage this process. Participants provided schools with a template invitation letter which they could send out to parents (Appendix I). The invitation letter outlined the programme and stated that in order to participate in the road safety walks children needed to have a parent/caregiver present. Participant two stated that some schools invite parents to choose their own time slot whereas other schools allocate parents a time slot. Similarly, participant one from IA stated that he sent out invitation letters to head teachers and Special Education Needs Coordinators (SENCOs). Participants from IA also provided a letter to be sent out to parents inviting them to attend the course (Appendix J).

Participant one from IA also mentioned involving the head teacher as much as possible to improve the impact of road safety education [Q58]. When discussing other methods that they use to involve parents in road safety education programmes that are more child centred, participants from IA suggested framing the road safety as a school activity. Parents are invited to the school to view their children's work and see their children receive a certificate [Q59].

Participants from IC discussed using different types of recruitment method for their various initiatives. For example, for their targeted referral based parent programmes and early childcare provision they do a personal invite, whereas for more universal services they advertise via social media and their webpage. Also participants said they try to utilise professionals to spread the message to parents [Q60]. Participants said that they try to market events as friendly, informal sessions to encourage parent attendance [Q61]. In contrast to the approach of IB, participants from IC argued that making it mandatory for parents to attend may deter many of their parents.

According to participant one from IA, speaking to the parents beforehand not only means they are introduced to the person running the course before attending, but that they can gain a better understanding of the child's individual learning style. Participant one said this means information relating to the child's learning can then be distributed to instructors to ensure the course is meeting the needs of each child [Q62]. Also both participants from IA discussed the need to know information relating to the children that may impact on their engagement with the course especially whether the child takes any medication or if the child has any fears that they need to be aware of.

Recruitment challenges. Although the success of the initiatives engagement with parents varied to some extent, overall the initiatives demonstrated relatively high parent engagement. IA programmes were often fully subscribed. Schools participating in IB typically managed to recruit the majority of parents from a reception class, with group sizes typically ranging from 6 to 10 parents. Parent engagement in IC varied the most across the different children's centres, some sessions were well subscribed, whereas others had limited parent engagement. For instance, one baby session was not attended by any parents. This was thought to be due to the fact that following the previous parent-child session some of the babies became unwell and parents felt they contracted the illness at the session.

A challenge mentioned by participants was drop-outs from road safety courses [Q63]. To overcome this issue participants from IA mentioned holding the course at different times of year, but stated that the challenge of managing drop-outs still remained. Participant one from IA explained that through trying out different methods, he has found an approach to managing recruitment that is most effective. This approach

involved sending reminders to parents about the course and requesting they let him know if they are no longer able to attend [Q64].

Participants from IB stated that they were not often aware of how successful the school's recruitment of parents had been until they turned up on the day. All participants indicated that parent engagement varies [Q65]. Participants felt that one of the main reasons for low parent engagement was due to work commitments. Often both parents are working and therefore they are not able to attend with the child [Q66].

Participants discussed the need for education programmes to be flexible in order to address barriers to parent participation. For instance, in IA parents are encouraged to at least attend the first two days. Participants from IA though reported that although parents are given the freedom to not attend the whole course, they often do. Further, participants from IA explained that they allow parents to attend late if they have appointments or unexpected circumstances or to attend missed days on a subsequent course. Participants from IB mentioned that if parents are unable to attend they sometimes send a grandparent instead.

All three participants from IB referred to the fact that if parents are unable to attend then children miss out on the opportunity to participate. Participants mentioned that some schools send out a teaching assistant so children without a parent can still participate. Participants also felt that involving teaching assistants may encourage the school to follow-up on road safety with the children [Q67]. Parents could also provide permission for another adult to take their child on the road safety walk.

Participants from IC felt that low attendance may reflect whether parents are interested in the topic that week and due to the day and time of the session. However, participant three from IC discussed how the topic of sessions is not always revealed to parents to prevent them from not attending sessions they feel are of less interest to them. Instead the sessions are promoted as informal general sessions [Q68]. A further challenge to recruiting parents was highlighted by participant one from IA. He highlighted the challenge of outlining the programme to parents beforehand. He mentioned that parents may not always read the information provided in-depth and this may limit their understanding of what is involved in the course [Q69].

Siblings. IA and IB made allowances for siblings to attend the programmes. Participants mentioned that although siblings can sometimes be a distraction, it is often beneficial to have siblings there and that siblings 'can be a total asset'. It was felt by participants from IB that practicing crossing the road as the child normally would outside of the road safety session was beneficial as it was more realistic of how children and their parents are travelling [Q70]. Participants from IA commented that they ensure that there are resources for children of all ages to cater for the presence of siblings.

6.3.3. Course Delivery

Location. Selecting an appropriate venue and location to deliver road safety education was important. Participants from IA stated that explaining why the venue is needed can be beneficial in securing more competitive rates when sourcing a location for road safety education. Participants from IA and IB stated that one of the main challenges delivering road safety education is finding a location in which the road environment is appropriate. That is, the roads are safe to practice crossing and the environment is not too noisy otherwise this affects the ability of children and their parents to hear instructions [Q71]. Further, participants from IA stated that environment noise can be a particular challenge for children with additional needs.

Although IC did not involve road crossing practice (due to the age of the children), participants still felt that taking into account the type of area parents lived was important. Participants stated that some areas are very rural and consequently children and parents have limited exposure to traffic and crossings. Participants said this limited exposure meant it was especially important to promote road safety [Q72].

Participants from IB also mentioned that as well as the road environment the weather can have an impact on the running of the road safety course. During the winter poor weather may mean that the session has to be adapted as children are unable to do the road safety walk. Participant one felt that this may hinder children and parents receiving the full message [Q73]. Participants from IB felt that resources could be developed to

allow them to present the full road safety messages if the children were unable to go out for the road safety walk due to bad weather.

Partnership Working. Involvement of partners in road safety education was a theme across participant interviews from IA and IC. According to participant two from IA, their programme involved ‘..... a lot of resources and a lot of partners that come together’. Participants from IA also discussed encouraging those who participated in the road safety courses, as well as schools, to engage with the partners both internal to the council (cycle training, school crossing patrol) and external to the council (TfL, PCSOs) [Q74].

Participants from IC suggested that involving other organisations/services in road safety education facilitated parent engagement. For instance, participants said that involving the fire service in the road safety session engaged parents as it is a novel person providing them information and their children are more engaged [Q75]. Participants from IA highlighted that a challenge of working with partners is that they can be busy and therefore the need to remind partners of course dates is essential. Plans were made in advance for in demand resources such as the independent travel bus.

Engagement. Participants across all initiatives felt that involving parents in road safety education was important. However, both participants from IA discussed the high time demand of organising road safety education involving parents. Participants stated this was particularly due to this being an additional aspect of their role that they had taken on.

Participants felt that the messages to parents were often indirect via the children [Q76]. For example, children were encouraged to ‘help their parents’ cross the road. Participants stated that they would expect parents to take the lead in teaching their children about road safety during the road safety education [Q77]. Even when children were not out crossing the roads, according to participants from IC both staff and parents role modelled how to use road safety equipment and how to correctly use the crossing.

Participants from IC said that engaging children in play encourages conversation with parents regarding road safety [Q78]. A key challenge that was mentioned across all participant’s interviews was engaging disruptive children and parents in the road safety session. Participants felt there were a range of reasons underlying why some children are difficult to engage in road safety education, including limited parent road safety rules, additional needs, limited attention spans, and poor school disciplinary practices.

According to participants from IB, group size also factored into child engagement. Participant one from IB felt the ability to manage the group was influenced by whether the children were engaged or not. Further, a challenge with managing a large group was stated by participant one to be ensuring that all children can see what is being said during the walk. Where there are large groups parents may encourage children to stand closer to the road safety officer but this involves them letting go of their child’s hand [Q79].

Overall participants felt that although the majority of the time most parents are engaged with the course, there are some parents that are disengaged. Participant one from IB mentioned that even though most parents are reiterating the instructions to their children and expanding on the road safety message to their children, some parents may not take it seriously and feel as if they are being taught how to raise their children. Participants felt that these parents will not learn anything from the course as they do not attempt to teach the safety messages to their children during the walk. However, participants thought this was a rare occurrence and that most of the time parents were engaged and learnt something from the course [Q80].

Participants from IC said that some parents will be fully engaged in the road safety activities, but others will be there for their child to play [Q81]. How to manage disruptive parents was a focus in participant’s interviews, particularly across IB and IC. Participants highlighted that it is not always effective to tell parents what to do [Q82]. Participants from IC suggested that they aim to keep the sessions informal and incorporate road safety messages into general conversation in order to engage parents [Q83]. Participants from IC further said that play is a key way in which they communicate road safety messages.

According to participants engaging children in road safety play activities encourages parents to become engaged too [Q84]. Participants across IB and IC said they have to be adaptive in their approach and take an individualised approach to parents depending on how parents are responding. In particular, participants said they have to take into account different parent personalities [Q85]. Participants from IB also discussed taking a more direct approach to parent disruptiveness. For example, participants stated they would focus on the engaged parents, ask parents directly to switch off phones, or would encourage the children to engage with the education, which may encourage parents to also do so [Q86]. Participants from IC also mentioned using shock tactics to engage parents in road safety. In particular, participants mentioned presenting parents with figures on road safety [Q87]. However, participants said that although parents are engaged in the session it is hard to identify whether they will continue to focus on road safety with their children [Q88].

6.3.4. Resources

A key theme across participant interviews was road safety resources. Participants felt that interactive visual resources were a great way to start children thinking about road safety so children are 'actually doing rather than just looking'. Participants said initiatives balanced practical hands-on activities with giving out information [Q89].

Participant's felt that a challenge of providing suitable resources was the need to ensure that resources reflected the age range and range of abilities of those children participating in the course [Q90/91]. Participants across initiatives discussed the need to ensure that resources are up-to-date and potential modifications to resources that they would like to make. Participants from IB felt that additional pictures were needed for the recap at the end to cover the situations that children are exposed to, illustrated instructions of the road safety song may encourage parents and teachers to sing the song with children, and presenting the pictures on a tablet may facilitate engagement [Q92].

In relation to parent resources, participants from IA stated that they wanted to develop parent focused resources in order to reinforce the message in the home environment [Q93]. Participants from IC suggested that including statistics on road safety in order to shock parents can be beneficial in encouraging them to think about road safety [Q94].

According to participants they are continually adapting resources in relation to new guidance and to ensure that resources are engaging. Further, participants from IC said that they try to improve resources aimed at parents to encourage them to read the information [Q95]. Participant three from IB also discussed that it was beneficial to have resources to leave behind with children and their parents or the school so that they can continue to teach children about road safety. According to participant three there used to be more road safety resources that could be loaned out [Q96].

6.3.5. Staff Development

Participants from IA discussed how training courses influenced their role. Both participants mentioned attending a broad range of courses organised by internal and external parties that impacted their provision of road safety education. Participants discussed attending courses specific to being road safety practitioners and independent travel such as RSGB Road Safety Practitioners course and the Leeds Council Pedestrian Skills and Independent Travel Course.

Participant one from IA also referred to attending council run courses that inform how they work with young people and their parents. Training specific to road safety as well as broader training focused on the groups/communities was also thought to be beneficial to effective road safety education [Q97]. Participant one from IA highlighted that it is not just formal training courses that benefit his role as a road safety officer, but also learning from others. Learning from those with experience working in the area can inform road safety officers' roles [Q98].

Both participants from IA also discussed the approach to road safety education as incorporating informal evaluation. According to participants, their approach to road safety education involved a cyclic process of

gaining feedback and modifying the road safety programme or resources. In addition to engaging with feedback from those attending the course, both participants from IA mentioned the benefit of receiving feedback from colleagues in order to continue to improve road safety education provisions. The importance of regularly meeting with colleagues to check that everyone is working in the same way was discussed by participants, especially if individuals have been in the same role for an extended period of time. Further, it was mentioned by participants that it can be challenging to encourage new ways of working when someone may have been working the same way for a while. Participants mentioned having a workshop so that colleagues can all put their ideas together [Q99].

6.4. Summary of Practitioner Perspectives of Road Safety Education across England and Wales

Despite the difference in the focus of these road safety initiatives, there were some common themes across participants accounts of delivering road safety education. Working in partnership with organisations that already have established relationships with parents, such as schools or health visitors, was thought to be effective in increasing parent engagement. IA and IB utilised similar recruitment approaches: recruiting parents via schools. Further, making allowances for siblings to attend can increase parent engagement. It was felt by participants across both IA and IB that siblings can be beneficial to teaching road safety and that it is important for children to practice crossing the road in a naturalistic way. However, in contrast to IB, practitioners from IC felt that mandatory attendance for parents was not effective in recruiting parents. This may reflect the different populations; children's centres typically target more disadvantaged parents.

Participants across the three initiatives stated that the education targeted children with the aim of parents picking up on these messages and being encouraged to continue to teach their children about road safety. The importance of visual and interactive resources to engage children and consequently their parents was thought to be effective. Added to this, being able to provide resources, such as road safety storybooks, was felt to encourage continued engagement in road safety education by parents. However, the challenge of ensuring that resources were up-to-date was highlighted by participants and ensuring the resources were age-appropriate was highlighted by participants from IC.

An adaptive and individualised approach to parents was suggested to engage parents in road safety education. Participants felt that they needed to adapt their approach based on how parents were responding to the initiative. The approach adopted to engage parents may vary across different individuals. It was felt that an effective approach was to engage children in road safety activities as this will lead to greater parent involvement.

Participants felt that feedback from those attending the course as well as colleagues was essential to developing effective road safety education. Further, participants from IA stated that attending training aimed specifically at road safety and more general training on working with children and parents informed their roles.

7. Long-Term Follow-Up

7.1. Methodology

7.1.1. Participants

There was a total of 25 participants who responded to the long-term follow up survey.

From IA, six participants completed the online survey. Four of the participants attended the April course and two attended the August course. Two participants had a 9 year-old child, two participants had an 11 year-old child, one participant had a 10 year-old child, and one participant had a 9 and an 11 year-old child. Postcodes were provided by three participants. Two participants were from IMD quintile three and one was from IMD quintile one.

From IB there were 17 participants who completed the online survey. There were 13 participants with a 5 year-old child and three participants with a 4 year-old child. Postcodes were provided by 14 participants. There were four participants from IMD quintile two, four participants from IMD quintile three, and six from IMD quintile four.

From IC, two participants completed the online survey. The low response rate from IC reflects the fact that many of the parents who attended the road safety sessions were no longer attending the children's centre. The two respondents were also from less deprived areas: IMD quintile three and five. One participant had a child between birth and 1 year-old and the other had a child between 2 and 3 years-old.

7.1.2. Survey

Online surveys were developed to explore parents continued involvement in road safety education following the course. A link to the online survey was distributed to parents six months after they attended the road safety course via email and text message. The surveys varied in length (10-14 items) and items slightly due to the differing target audiences and nature of the road safety initiatives. All surveys asked about parents continued involvement in teaching their children about road safety, improvement in children's road safety behaviour, whether there had been a situation since the course where knowledge gained on the course was helpful, and use of road safety resources. The survey for IA also asked about children's independent travel and confidence (Appendix K). The IB survey included questions on hand holding (Appendix L). The IB and IC survey further asked about impact of the course on parent's road safety education of siblings (Appendix M).

7.1.3. Interviews

The survey asked parents who were willing to participate in a follow-up phone interview to provide contact details. Contact details were provided by nine participants (two from IA, seven from IB, and none from IC), of which three participated in a phone interview. This included one participants from IA and two from IB. Two of the participants were parents and one was a grandparent. The low engagement with IC participants was thought to reflect the challenges contacting these parents when they were no longer attending the centre as well as the fact children's centres typically target families from deprived background who are sometimes more challenging to engage in research.

The phone interview was semi-structured and lasted between 10 and 20 minutes. The follow-up interview built on the survey and asked parents about their continued involvement in road safety education, impact of the course on their behaviour, changes in their children's knowledge and behaviour, and engagement with further road safety resources (Appendix N).

7.2. Results

7.2.1. Survey

The follow-up survey revealed that parents perceived road safety as an important topic: 24 participants rated road safety as extremely important and one participant rated road safety as very important.

The majority of participants reported that they regularly teach their children about road safety (Figure 12). Participants from IA reported that six months after the training they were still teaching their child about stranger danger (3 participants), bus safety (2 participants), dog safety (2 participants), and personal safety (3 participants). Participants from IB and IC reported that road safety education has influenced how they teach their other children about road safety (Figure 13).

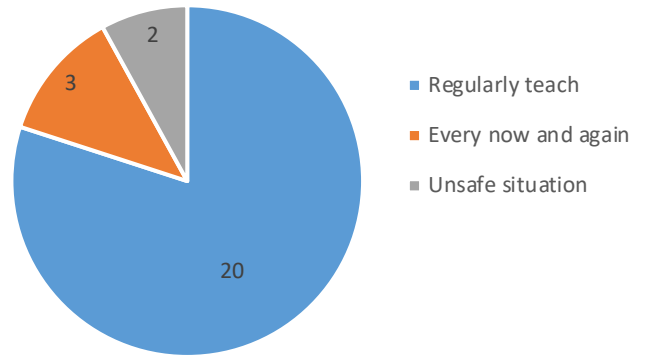


Figure 12. Parent reported engagement with continued road safety education

The majority of participants (19 participants) reported that following the road safety education they did not engage with any road safety resources to teach their children. Four parents reported using books and one parent reported using games. All participants from IA reported that they were no longer involved in any of the local authorities' road safety activities.

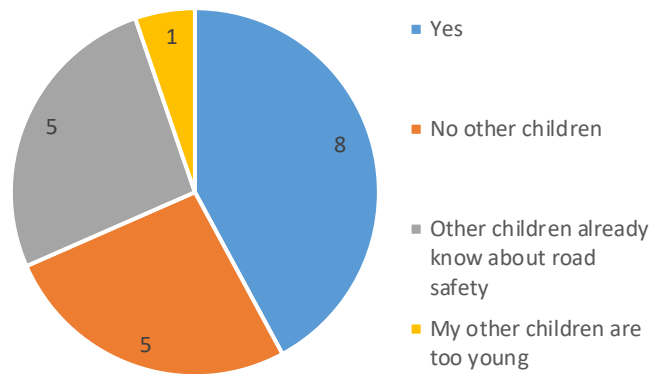


Figure 13. Parent reported teaching of road safety to other children

The findings from IA revealed four parents reported their child was not travelling independently, one parent reported their child made a few independent journeys and one parent reported their child was now travelling independently.

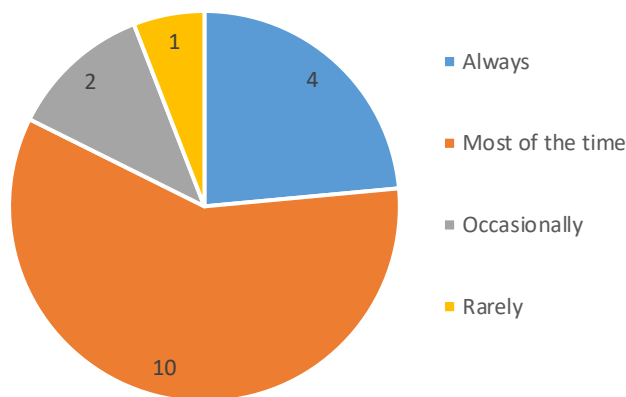


Figure 14. Parent reported hand holding behaviour

The findings from IB revealed that the majority of parents held their child's hand always or most of the time in the road environment (Figure 14).

The majority of participants felt that their children's road safety behaviour was slightly or greatly improved six months following the road safety education (Figure 15). Added to this, the majority of participants from IA felt that their children's confidence in traveling had slightly improved: three parents reported slight improvement, one parent reported great improvement; and one parent no difference. Participants from IB felt that their children were more aware of the dangers and had learnt to 'stop' and 'go'.

7.3. Interviews

Due to the limited sample size, in-depth qualitative analysis was not feasible. Instead key themes relating to the objectives of the study (e.g. parent behaviour and attitudes following road safety training) were identified across interviews.

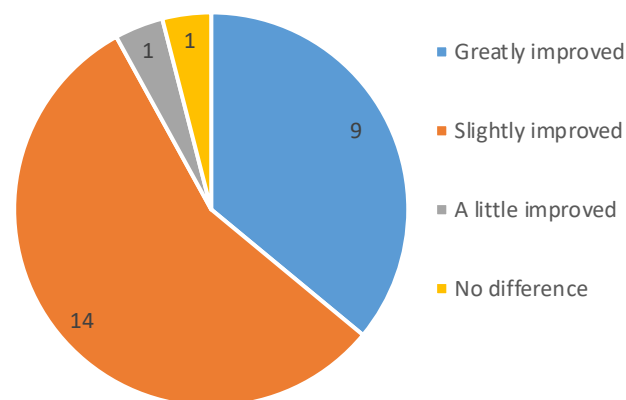


Figure 15. Parent reported improvement in children's road safety behaviour

Participants reported that road safety was still a concern for them following the road safety education, especially due to the potential impact of road traffic

injury [Q100]. Participants felt that involving parents in road safety education was important because it increases parent awareness of road dangers and parents can instruct their children.

Following the road safety education all three participants reported continuing to support children's road safety education. Participants felt that reinforcing road safety messages repeatedly and in a consistent manner was effective in teaching children road safety [Q101/102]. One participant reported that she educates all her children on road safety. This is a particular concern where parents have more than one child as managing all their safety on the roads is more challenging [Q103].

Participants reported that the road safety education had increased their awareness of potential danger on the road, in particular the dangers of cars pulling out, children stepping out into the road, and in-car safety [Q104]. Participants also felt that the road safety education had increased their confidence in supporting their children's road safety. Participants stated they were more confident and relaxed when in the road environment with their children and felt more confident in their child's ability to manage the road environment [Q105].

Although participants reported continuing to support their children's road safety there were indications that their involvement may be limited in some areas. For instance, one participant reported that they still often drive and therefore have limited opportunities to practice road safety [Q106]. Further, another participant reported not always modelling appropriate road safety behaviour when in a rush [Q107].

All three participants reported that since the road safety education children's road safety knowledge and behaviour had improved. For example, participants reported that there had been a decline in their child's unsafe road practices when crossing the road. Children were now better able to manage crossing the road appropriately without the need for parent intervention [Q108]. One parent recalled a situation where the road safety education had a noticeable impact on their child's road safety behaviour. The course advised children against retrieving balls from the road. According to the participant, when faced with this situation her son did not step out into the road after his lost ball [Q109].

Participants also highlighted that there were areas of road safety which children needed to develop. For example, a participant from initiative two stated that she was still concerned about her children's safety in car parks [Q110]. This may reflect the young age of children (4-5 years-old) who attended initiative two. Children this age are still developing the necessary cognitive skills for managing road environments independently. Further, a participant from initiative one stated that although his child's road safety skills are improving, she is still prone to becoming distracted and making errors [Q111]. This may reflect the fact the child has special educational needs and therefore needs additional support in learning road safety. Both these examples highlight participants are aware of areas in which their child needs to further develop.

Participants all stated that they had made no further engagement with road safety resources or training following the course they attended. Participants reported not being aware of any further resources [Q112]. The participant from initiative one, however, did state that he was interested in attending a similar course with his daughter, but it didn't fit with their schedule. He mentioned that the school sometimes engage with independent travel training and stated that this is something he would support for his daughter [Q113]. These comments highlight the need for greater visibility of road safety education and resources available to parents.

8. Recommendations

Based on interviews with parents and practitioners the following recommendations have been generated. These recommendations are for practitioners responsible for delivering road safety education. The recommendations were developed to support practitioners who are developing parent road safety education or who are experiencing challenges engaging with parents.

1. **Raise awareness of the role parents play in children's road safety education.** Parents were seen as important role models of children's road safety and central to teaching these skills to children early on. Parents themselves felt it was important that the messages they were teaching their children were consistent with those of road safety education. Making parents aware of the role that they play in their children's road safety education may therefore increase parent involvement.
2. **Tailor recruitment efforts to the target audience.** A one size fits all approach to recruitment may not be effective. Recruitment efforts need to be targeted to audiences and consider factors such as child age, additional needs, urban or rural location, deprivation, and ethnicity. For example, IC that was targeting parents from more deprived communities, utilised social media (unlike IA and IB) to advertise their sessions and framed the programme less as an 'education' initiative.
3. **Work collaboratively to recruit parents.** Working with organisations/individuals that already have established networks with families, such as schools, SENCOs, health practitioners, and children's centres, may increase parent engagement. Those with established networks know who to target and how best to approach these parents. This may be particularly important for families with a child with special educational needs or families from deprived communities as they will have established relationships and trusts with these families.
4. **Clear course objectives may encourage greater participation.** Ensuring that parents have a clear and complete understanding of the aims and objectives of the session may lead to greater attendance. Providing a template letter for those recruiting parents to the course was found to be beneficial. This was particularly important for families with a child with special educational needs, who may need to prepare their child for the course beforehand.
5. **Build a relationship with parents.** Parent engagement may increase and drop-out decline if parents are introduced to those delivering the road safety education before the start of the course. This may be especially important when delivering road safety education to children with additional needs as more information on their individual learning styles may be required. Further, this was found to be effective for recruiting families from deprived communities at children's centres. Staff had established relationships with parents and these parents were then known to the centre which encouraged their attendance.
6. **Siblings should be encouraged to attend road safety education.** Siblings should be allowed to attend road safety education as parents with other children can therefore still attend. The presence of siblings also means parents can learn how to manage the road safety of all their children as they are likely to often travel together. Siblings can also support each other's road safety skills development.
7. **Ensure that road safety education is accessible.** Road safety education should be delivered at a convenient location (school, children's centre) and should be informal and welcoming in nature. Road safety education should also be flexible and where possible provisions should be made for where parents can't attend part or all of a session. This may be particularly beneficial for engaging parents from deprived communities who may be travelling to the initiatives via walking or public transport.
8. **Road safety education could be embedded in parent's regular activities.** Including road safety education in activities that parents regularly attend, such as child-parent groups, may be a more approachable way to introduce these topics and parents may be more open to receiving these messages. This was the approach favoured by IC which targeted families from more deprived communities. This may reflect the fact that practitioners reported that parent's engagement was reduced when parents felt they were being told what to do.
9. **Involve the wider family in road safety education.** One of the main reasons for parents not attending

road safety education was work commitments. Ensuring road safety education is inclusive and encourages other members of the family, such as grandparents, to attend may therefore increase engagement in road safety education where parents cannot attend. However, it is important to consider how the road safety messages will be passed from grandparents to parents.

10. **Deliver road safety education in collaboration with a range of partners.** Where possible a range of partners should be identified and utilised in delivering road safety education as this facilitates parent engagement. Parents and children were reported to be more engaged in road safety education when a range of external partners, such as the fire service, PCSOs, and Transport for London, were involved in delivering the education.
11. **Engage children to engage parents.** Provide visual, interactive, hands-on activities that engage children as this will then encourage parent involvement. Parents and practitioners felt that children learnt best through practice and when children were more engaged, parents were more involved in the activities. Practitioners from IC, who worked in children's centres, felt this informal and play-based approach was more effective for the families they worked with. They reported that the families they worked with were deterred by formal, 'education' initiatives.
12. **Incorporate activities that parents can embed into their routines with children.** Road safety education should provide practical lessons that parents can easily implement with their children outside the course. Providing examples of how parents can support children's road safety and that parents can refer back to outside the course was found to increase continued engagement in road safety education by parents.
13. **Practitioners delivering road safety education need to be flexible and adaptive in their approach.** Practitioners delivering road safety education need to consider parent engagement throughout the initiative. They need to be adaptive and approach disengaged parents. Practitioners need to identify how parents are responding to the initiative and use this to inform how they manage disengaged parents.
14. **Providing resources encourages continued parent engagement in road safety education.** Providing additional reading material for parents and road safety books for children may encourage continued road safety education after the course. In particular road safety books that can be read as a storybook lead to increased involvement of parents and wider family members in children's road safety education.
15. **Practitioners should complete training on working with children and families.** Staff working in road safety education should complete training related to working with children and families to inform how they engage with children and parents. This may be especially important where practitioners are working with children with additional needs.
16. **Evaluation of practitioners and initiatives should routinely be undertaken.** There should be a continual cycle of collecting informal feedback from those attending the course and this should be used to inform course developments. Staff delivering road safety education should take the opportunity to observe and learn from one another to ensure they are delivering road safety messages in a similar and engaging way.

For further information and advice on engaging parents in road safety education see the **Guide to Involving Parents in Children's Road Safety Education** that accompanies this report.

9. Quotes

[Q1]

'Well, I'll tell you why I wanted to attend it, because it was in the holiday and my daughter could definitely do with some help crossing the road because of a learning difficulty, she's not as, kind of, together.... She really likes travelling on buses, she really likes trains, so bearing in mind that I had two weeks when I was on duty to look after her, I was thinking some good might come of this, and if it doesn't, we can just a week getting on buses and that will be like an entertaining week for her anyway and I'll have done some kind of good entertaining.'

(Participant 7A; Initiative 1)

[Q2]

'Well, I think the letter from the school sort of indicated that we'd have to come along, I don't think it was an option...I was quite happy to do it and I think it's important that they learn...'

(Participant 3B; Initiative 2)

[Q3]

'I just attend Sure Start every week. It's our Monday thing to do because it just gets us out the house and we really enjoy Sure Start. We would have gone...whether it was road safety or not, it just so happened to be the theme that week.'

(Participant 1A; Initiative 3)

[Q4]

'It's because it is very important for our children, they need to know how to cross these roads at this stage, from this stage onwards. That reduces the accidents a lot.'

(Participant 12B; Initiative 2)

[Q5]

'...there was an incident on the way home from school where we were at the local bus stop at the shops next to her school ... She decided to start swinging...on this post, and she was going over the kerb as she was doing it, not her feet but her head and the bus was pulling in and almost hit her and the driver had to swerve to avoid her and there were kind of cars behind him so when we got on the bus the driver was terrified, he was furious and he had a right go at her and I of course told her off as well but I was in shock...'

(Participant 24B; Initiative 2)

[Q6]

'I have two very small children with additional needs...and that makes them sometimes make poor decisions and they are vulnerable and they are especially vulnerable when they're out without us...and my eldest is about to start secondary school and so will be out without us quite a lot.'

(Participant 6A; Initiative 1)

[Q7]

'I have had several times where she would run into the road, she would get lost ... speaks to everybody, she hugs everybody on the bus, on the street, and then I find it very uncomfortable because...most people don't understand...so when the workshop came up it was like a good opportunity to explore what they have and see if it will be helpful for her, which it was to be honest.'

(Participant 2A; Initiative 1)

[Q8]

'It's mainly because my daughter is starting secondary school this September, and also because I am a single mum, and we've just moved from the countryside, where we lived for two years. So we haven't been exposed to transport in [the city], how to get on the bus, and cross the road, mainly because we were using the car where we were in [the countryside], so that's one of the reasons. Mainly, it's because she's starting secondary school and I wanted her to be confident to go to school by herself.'

(Participant 5A; Initiative 1)

[Q9]

'Well, we all have to learn road safety, even though we teach them ourselves it's sometimes better if somebody else is trying to teach them.'

(Participant 4; Initiative 3)

[Q10]

'Well because the adults are the ones that are supposed to be teaching the child ... The more the adults are aware of the safety information then hopefully it will pass on to the child.'

(Participant 4C; Initiative 3)

[Q11]

'...although I teach him the road stuff, it's good for him to hear it from other people. I don't think he always believes me, so to hear the same thing from other people sort of really is good at reinforcing it.'

(Participant 22B; Initiative 2)

[Q12]

'...I mean the lady who did it was very good with the children I guess for their age and she listened to them and was very patient and calm and made sure they were listening as much as they could...'

(Participant 3B; Initiative 2)

[Q13/14]

'...it was quite informal but with a good message that the kids need to know so, yeah... like the whole thing I was really impressed with.'

(Participant 4B; Initiative 2)

'...I was impressed by the number of agencies involved and how coordinated it was and how smoothly it ran, the way it was facilitated I thought was superb, really engaging, my boys really, really enjoyed it, it's often really difficult to get my kids to do, if it's kind of multiple days, it's often by kind of day three and day four, they normally don't want to go, well, I didn't have any of that. They really, really enjoyed it ... And I

just thought the way it was facilitated was superb, with them leading it, but in a very kind of structured and safe way and I found that was really, really useful to identify the vulnerabilities'

(Participant 6A; Initiative 1)

[Q15]

'...I thought we were going to be 20 minutes late and we were over an hour late and I had texted and he got somebody to meet me when we got to the gate and to walk me through into where the room was, they were really welcoming...and said, 'Don't worry, you haven't really missed anything, this is what we're doing this morning,'...they were very accommodating.'

(Participant 6A; Initiative 1)

[Q16]

'...having really small groups really works well for my two, especially my little one, because my little one does all his Maths and English in a group of four to one and it's so much better than anything else he does, because he just can't do big groups...'

(Participant 6A; Initiative 1)

[Q17]

'...it could have been better if it was a smaller group, but again that's logistics, I'm afraid, and when there's a class of 25 and you want to do it in a day or whatever...it's logistics. But obviously if you can make the group a bit smaller, then it's more targeted.'

(Participant 21B; Initiative 2)

[Q18]

'I liked the fact that the children actually got to cross the road, the practical side to it; rather than obviously just telling them, they actually got to carry out a little practical bit...I think they take it in more and understand it more. Just being told and shown pictures, sometimes they do not understand it. Whereas if you actually tell it as you are doing it...I think they understand it a lot better.'

(Participant 8B; Initiative 2)

[Q19]

'I thought having the actual bus and getting on the bus that day, I thought was... that was the real one in my mind because it's so realistic, I mean, it is real, it's very, very similar to what happens.'

(Participant 6A; Initiative 1)

[Q20]

'...I thought she made use of what was in the street scene very well...when you went through the yard out of school and fortunately, cars did drive by and, fortunately, there were parked cars in drives and, so she responded to what was there...'

(Participant 23B; Initiative 2)

[Q21]

'...[the children] could then take the lead with their respective adult to take them across the road, that sort of thing. You would need quite a lot of staff to chaperone them if you didn't do that, or you'd need much smaller groups, so it's quite efficient to enlist the helpers, isn't it, so cost-wise?'

(Participant 23B; Initiative 2)

[Q23]

'The variety, as I say. The fact that it wasn't all just from one person, it was road safety dogs, travel. I thought they were good.'

(Participant 7A; Initiative 1)

[Q24]

'...I think the fact that the fire people were there and they were actually asking us questions ... I heard them talking to one of the mums about when you're driving your car...if you're on your mobile obviously it distracts you from the road and things like that. It was just really the up to date safety aspects.'

(Participant 3C; Initiative 3)

[Q25]

'...I [the talk]... was supposed to be [by] the fireman but he didn't talk to us and I think that would have been very interesting. Otherwise it was just kind of like a road safety themed one, it didn't feel very informative.'

(Participant 1; Initiative 3)

[Q26]

'...I read the books all the time with the little'un...we're always reading the...like all of it's sort of making her aware more and she's learning that little bit where she's getting older...'

(Participant 2; Initiative 3)

[Q27]

'...we've been reading them actually and I've been reading them to my other children. So, there's the little [road safety book], they actually like to have that for a bedtime story bizarrely enough so we've been doing that.'

(Participant 15B; Initiative 2)

[Q28]

'[Our grandson] brought his little booklet and like I say, talked to his grandad with it so that was good, it sort of enforced it just that little bit more and brings everyone who takes him out, not always his parents...puts it back in your head to say oh hang on a minute, we've got to remember to do this with him.'

(Participant 4B; Initiative 2)

[Q29]

'... Very important, because if you don't, if you're not teaching them the same thing as they're taught then there's no benefit; if you don't know what they're being told, they're getting mixed signals otherwise. Parents – at that age, parents definitely need to be there. I think when they're older, you expect them to listen for themselves and to correct you more, but at that age yes, I think it's very important.'

(Participant 8B; Initiative 2)

[Q30]

'Very beneficial because it gives us a good idea of the takeaways that we need to go through after the course because the course was only four days, it can only teach you so much, it gives you the foundation if you like of what needed to be done going forward and that's where the parents come in because of course we'll be looking after them all the time.'

(Participant 1A; Initiative 1)

[Q31]

'When I say, "The lady, you remember the lady, the road safety?" – he's like, "Okay, yes, Mummy". It helped.'

(Participant 11B; Initiative 2)

[Q32]

'For example, this morning, what I'm trying to do now is to leave her to take me to school...so when we get to the roadside, she's waiting for me to say, 'Cross,' and then she's, like, 'Oh, is that what you're doing, mum?' and I'll say, 'Yes.' So, she's just getting into that habit of now taking the responsibility of crossing the road herself...'

(Participant 4A; Initiative 1)

[Q33]

'...because we don't live near the school so we have to drive. So, we don't really walk with them a lot, so I think when I am at the school because people have questionable driving at the school, around the school as well, so for me, I'm making sure that with the small bits that we do, that they're doing it properly and they're paying attention.'

(Participant 10B; Initiative 2)

[Q34]

'To tell you the truth, I haven't actually spent a lot of time with them because of; they're at school and obviously when I did, we done the thing about standing back from the kerb and not tipping your toes over and left and right and left and right...but it's not in my full control [as] they're my grandchildren...'

(Participant 20B; Initiative 2)

[Q35]

'.... the main thing that I learnt was when we are walking on the pavement, the position of the child. It's very important – I learnt this from there – ... but when I was taught this, they have to walk away from the road and you on the roadside. That was very important that I think....it changed my perception. And the...when crossing the road, you don't need to run. I used to think if you run, you quickly cross, but when I learnt that you have to walk, I think that's a very important aspect because it makes sense because you don't trip and fall'

(Participant 12B; Initiative 2)

[Q36]

'Because I haven't that much experience on this subject because I have one child and she is living just currently only ten months [in this country]...our country is a different law. Yeah, and then here I doesn't know and then, yes, my behaviour has changed, you know, 100%.'

(Participant 9B; Initiative 2)

[Q37]

'Yeah, it also gives a chance to educate the adults, as well ... this is what you can do with your child and here are the things maybe you should be stopping, preventing or encouraging. So, I mean, it serves two purposes, doesn't it? Educates the adults, as well.'

(Participant 23B; Initiative 2)

[Q38]

'...it's changed my outlook...if not I would continue doing what I'm doing, so the parents need to be educated. As you're showing the children, you show the parents because we cross the road, we're running to work, but when you've got your child with you, we tend to think that when they're smaller, 'Oh, you can run across the road with them.' Like, when they're smaller, you're, kind of better, you don't cross until the green man, and all that, but once all that is past, you're looking at time, you don't reinforce those anymore. I remember when she was small, I never used to do that, but as she's grown I've moved out of that, so I think it's very good for the parents. It moves us into what we should be doing, and if we're reinforcing anything that is harmful to them from a professional point of view, we're seeing or we're understanding, and I think it's very, very important that the parents are there.'

(Participant 4B; Initiative 1)

[Q39]

'...my husband bought a mirror so that it goes inside the car and we've been trying in a few different positions so that I can see him without having to turn around.'

(Participant 3C; Initiative 3)

[Q40]

'...So, we've been saying that a lot of things, like even say with one of the mums, that we're going to take them to park, just two of them, and try to ask them questions, like which one is safe to do, and which one is not safe. So, we're going to do that next week on the term time because they're little ones and they're going to be in Year 1 soon.'

(Participant 11B; Initiative 2)

[Q41]

'And it also highlighted, for me, just really practical tips that I've been passing on to my friends with their kids, which is things like sitting in the front of the bus and staying on the bus near the driver if something happens or if something goes wrong or they feel anxious.'

(Participant 6A; Initiative 1)

[Q42]

'...well I think by five, it's a little late to start...my daughter rides a scooter up and down, so we've already done quite a lot of road safety together.'

(Participant 17B; Initiative 2)

[Q43]

'Not really that much because there aren't really any traffic lights in [our area], but I already know quite a lot. I always get [my son] to kind of like hold my hand and not run ahead and stuff.'

(Participant 1C; Initiative 3)

[Q44]

'No, because I work, so, literally, I'm working 8.30 to 5.30, so I can't get in. It's generally at the weekends, really, I get a chance to do anything like that.'

(Participant 2B; Initiative 2)

[Q45]

'...I mean, she's only two but she is actually asking like to look both ways and when we're crossing the road and things like that, because there's a lot more aware than what she was, so it definitely helped in that aspect.'

(Participant 2C; Initiative 3)

[Q46]

'...You hope that everything you say to them and they've been told, they listen to. But you don't know if it just goes in with other things they're told and until it's actually repeated a few times, you need to repeat it to them...'

(Participant 25B; Initiative 2)

[Q47]

'So, the younger one, because it was for the younger one, he then keeps repeating things that he heard on that day, so it's – his brothers then are obviously listening to him and so yes, just to keep them safe.'

(Participant 10; Initiative 2)

[Q48]

'[She is] usually in a pushchair...she's a bit young so I couldn't really say that it's really affected her at the minute, you know like because they're a bit young at the minute.'

(Participant 6C; Initiative 3)

[Q49]

'...but maybe just a bit out of date with certain things, it just needed to incorporate a few things, like I said, scooters and stuff like that. Because, that is how our children are travelling these days ... just things that we're going to be facing in everyday life. Because she had some really good strategies and things to look out for, so incorporating them as well will just help...'

(Participant 17B; Initiative 2)

[Q50]

'The only thing that I can think of really and it's something that our son said to us, on the first day I wasn't there, my wife was there but they had some reading material and I think they were getting them to do some sort of writing exercises and things like that and some of the course material I think was aimed at children who were a bit younger than they were, I mean my son's 11 and I think that the other kids on the course were probably of about the same age.'

(Participant 1A; Initiative 1)

[Q51]

'...I was trying to keep the enthusiasm up, but she wasn't...because, I think it was because she was at the back. She couldn't hear as well what we're going to do, I was trying to tell her, but it's not as interesting when it's mum is it.'

(Participant 17B; Initiative 2)

[Q52]

'I mean perhaps going forward they could mention that they're going to cover these other things, it's not simply about road safety, they do cover other things like being safe on buses and so forth, that would be very good because it might sort of encourage more parents to take part.'

(Participant 1A; Initiative 1)

[Q53/54]

'Well, I think that to train the parents then trains the child because, I think by the reception age, some of the parents have got into bad habits, so I think it's really important they come along with the children because I think that it's good to direct the message to the parents...from my years as a school crossing patrol supervisor, I saw many children put themselves in danger on the way to school, running across driveways. So, I don't know if the parents realise the dangers themselves of vehicles reversing off of driveways and little blind spots, and things. So, I feel that the programme does get that message to the parents and then, hopefully, that then impacts on the safety of the children.'

(Participant 1; Initiative 2)

'I think some of it is obviously common sense and they will hear out and about but I think sometimes they don't realise quite how strict they need to be with their children when they're out and about so holding their hands, I think sometimes it's just a good reminder of things they probably already know but it's not at the forefront of their mind sort of thing.'

(Participant 3; Initiative 3)

[Q55]

'Participant One: And, people phone me when their children are 19 and suddenly it dawns on them that they're now getting to their 50s or 60s and their child is not –

Participant Two: Is not independent.

Participant One: So, yes, it's much better when we start early...'

(Initiative 1)

[Q56]

'We also, not only do the parents get to see them look, but we try and get the child to make decisions. So, we show them – today, when we went out, we crossed in between parked cars, we did it on a bend and we had enough staff so we were covered, but if the children went out, they could see clearly to the right but they couldn't see to the left but they all crossed at that point and then we crossed back as a group and then we moved down the road and we crossed where the road was straighter, so they could actually visually see the difference on that and then they can make decisions. The lady this morning, she was saying they were making decisions...'

(Participant 1; Initiative 1)

[Q57]

'...as adults we tend to start making decisions before we get to a point where we want to cross the road so we don't always stop, so we're walking straight into the road because we've got an idea of speed and distance, so I think it's important to remind parents that children's senses aren't developed fully until they're teenagers and they can't judge things like speed and distance and the weight of traffic, for instance, how much time they've got. So, I think that's useful to remind them in that respect, and they would usually agree with a comment like that.'

(Participant 3; Initiative 2)

[Q58]

'If I can, I make a point of finding the head teacher and talking to them about it and saying, "Look, I'm in your school, please come along, have a look, see what we're up to" and, if you get the head on board as well, because sometimes it goes through the SENCO to start with and then the TA takes it, but if the head teacher comes in and talks to the children, maybe asks them about the Green Cross Code or other things like that, then that's much better for the whole project.'

(Participant 1; Initiative 1)

[Q59]

'...we have in the past done a coffee morning, a quiz, and invited the parents along so that they can look at the young people's work, the youngsters give presentations on what they've been doing and then they get presented with their certificate. So, that keeps the parents involved as well.'

(Participant 2; Initiative 1)

[Q60]

'I mean more recently we've tried different ways of advertising so putting it on Facebook and social media basically and things like that just trying to make it a bit more accessible to the parents that are kind of in the area and making them aware because sometimes they just don't know that we're here or that we're running certain things so it's trying to get the message out to different professionals and things so that they'll then pass it on.'

(Participant 3; Initiative 3)

[Q61]

'...I think we've learnt along the years that how you market something is very important, so we try to market everything as a friendly, pop-in session rather than a safety session, as such, because they may be less likely to come along because they think it will be boring...'

(Participant 1; Initiative 3)

[Q62]

'...so I normally speak on the phone to the parents. So, just to talk a bit more about their child, about the course in general, so that they then turn up and they actually do know me a little bit before we actually start. And sometimes, I always ask about their child's learning...and it is usually quite often the same things that maybe it has to be repeated one thing at a time, so it's just useful if I've got a few notes on that child so that when we split into groups, I can just check on each group and say, "Well, maybe this is information that the instructor might need to know".'

(Participant 1; Initiative 1)

[Q63]

'...we had a lot of people drop out on this course. Again, these are – sometimes they're people that have dropped out from previous courses and there may be medical issues which mean that either the child or the adult can't make it, so again we probably could get even more, but it's in the summer, I think the other ones were – yes, lots of people are going away so it's whichever weeks you do, you lose people.'

(Participant 1; Initiative 1)

[Q64]

'So, I have tried sending out invitations quite a lot in advance or not so much in advance and I think you have to send them out quite a lot in advance but you then have to keep reminding people that they're coming, so there's quite a lot of emails, so I normally just have an email contact group so I send out regular emails just reminding them that it's coming up and we still get let down by people. I'm adding in a little bit if I've got room about very happy that you're coming on the course, but there is – in terms of resources and costs, the course, there is a cost to putting the course on and just to appreciate if they decide not to come or can't come, just to let us know because we have to limit it and then we do have drop outs as well.'

(Participant 1; Initiative 1)

[Q65]

'...It's not until I go in on the day they'll say we've got sort of ten parents, which is great, if we've got 100% turnout, for instance, because our group sizes are sort of 10 maximum on that really...'

(Participant 3; Initiative 2)

[Q66]

'It's a work thing these days, when I first started I think probably not so many mums went to work, so more likely to have mums there, whereas I think now the...lifestyle's changed hasn't it, the majority of mums have got to go to work, they can't take time off or take unpaid leave, or they haven't got any family nearby then they're the ones that are going to say no, or they're simply not interested.'

(Participant 3; Initiative 2)

[Q67]

'...you'll go to a school and it'll be just the parents, a teaching assistant won't actually sit in or go on the walk at all, but I think that if they did, they could perhaps follow it through a little bit more with a follow-up.'

(Participant 1; Initiative 2)

[Q68]

'...I don't think it's necessarily reflective on the topic that we're doing because we don't always tell them in advance what topic we're doing purely for the fact that if they think oh it's going to be all about child safety because we do Child Safety Week and things like that as well, they're a bit like 'oh' whereas if we can get them in and just have them taking the information in in a general session then they tend to be a little bit more receptive to it.'

(Participant 3; Initiative 3)

[Q69]

'If I know what the programme is, when I read the invitation letter, it seems clear to me but I still think that parents, they read bits of it and they don't fully appreciate what we're doing until they get here. So, the lady this morning said, "Oh I wish I'd come Monday and Tuesday now and made more of an effort"...'

(Participant 1; Initiative 1)

[Q70]

'...because there's no point if they normally walk with two other children and then they only come along and do it with the Reception child it's...because sometimes they sort of ask you oh what do you reckon, should I hold both hands? Should I do this? So,

sometimes they ask you so it sometimes helps them that way, just with a bit of reassurance really.'

(Participant 2; Initiative 2)

[Q71]

'Well, as I say, it's the road environment outside really, because the whole point of doing that is to be able to cross the road if you've got everything else going on outside or noise: hedge cutters, grass cutters, any other difficult things like that do make it very difficult sometimes. I suppose more in the summer it would be the lawnmowers or the grass cutters out, but at the same time you want any particular part of the street. Or, if we're doing it, well, we don't actually carry out the walks at school arrival or returning time, because of the difficulties of parents coming along, hanging around at the school gate.'

(Participant 1; Initiative 2)

[Q72]

'From my perspective, a lot of my parents live in a rural community where there's not a great lot of cars. So, I think promoting road safety's amazing when they come into, like, a smaller village or town, because all the people in the rural communities, there's, like, sheep and cows wondering around the roads. So, yeah, it's fantastic, because we live in quite an isolated part of [the county] where this does happen. So, yeah, all they probably see is tractors.'

(Participant 2; Initiative 3)

[Q73]

'...When it's the summer, it's okay to go out, but I think, although I manage to get work, bits through the winter, I find that if the weather isn't nice, the children don't get the full message, neither do the parents. It's okay, but it's a different little programme that's delivered.'

(Participant 1; Initiative 2)

[Q74]

'...So, we encourage them to work with the people that we work with, like bringing in the PCSOs, the Stranger Danger and taking cycle training, inviting your local lollipop person in to interviews which the children, they love it.'

(Participant 2; Initiative 1)

[Q75]

'...during the [session] where the firemen were there the parents were quite engaged but I think it was just having that different face in as well it was just another not the general person that they see every day so they'll show a bit more interest because their children are showing a bit more interest.'

(Participant 3; Initiative 3)

[Q76]

'I don't think they realise they're in a bad habit until somebody points it out, so I think that although we go out with the groups and we stress to the children the dangers, I think there's a hidden message, really for the parents to pick up on the dangers they're exposing their children to.'

(Participant 1; Initiative 2)

[Q77]

'They actually take over half of it, so certainly on the walk, on the return walk, I would expect the parents to be doing what I've described or demonstrated on the outbound walk.'

(Participant 3; Initiative 2)

[Q78]

'...the zebra crossing and the lollipops, and the jacket, and the zebra crossing, and the traffic light things that the children can actually play with, and while they're playing, that's conversation amongst the adults.'

(Participant 1; Initiative 3)

[Q79]

'...It depends, because you can have ten children that are really engaging with you and the parents engaging with you, and it's not a problem. I think that you can have a smaller group that are disengaged a little bit and that makes it hard work. I think sometimes when it's a ten and you're perhaps outside of a house, where I wonder if the ones at the back see, but perhaps that's positioning them with their parent behind them, but then they're, kind of, letting go of their hands to put them in front of them, and that kind of thing, and gathering around.'

(Participant 1; Initiative 2)

[Q80]

'...I think the majority of them, I would say probably 80-90% of the parents take on board...but I think some parents just come along because they're invited and they don't want to not participate, but I think there's a very small percentage of parents that it won't make any difference. I think it's the children that when you actually get out there on the road, they don't actually, engage with what you're trying to tell the children, they're still trying to do their own thing, if that makes sense.'

(Participant 1; Initiative 2)

[Q81]

'Again it kind of depends on the parents, some will be fully engaged and some will just be kind of half I mean you get that with all of our sessions some parents they're just there so their child can run around and play and they can sit and have a chat and some of them are literally there because they enjoy doing different activities with their children and somewhere to go and some new activities. So, yeah, I mean just it literally depends on the parent really.'

(Participant 3; Initiative 3)

[Q82]

'You can't really say you've got to do this and this because it doesn't always work ... Yeah, I think so because you can tell, you can tell if they don't really want to be there and you can tell if they do and you have to... you know, you can't sort of tell, you know, grandma how to suck eggs type of thing.'

(Participant 1; Initiative 1)

[Q83]

'We tend to try and make it as relaxed as possible because the more we try and make it forced and, right, we're going to learn about this today they kind of tend to back off or they don't come or whatever so we have to kind of work it into the conversation... So, we kind of just have to get it into our conversation and discuss it that way and say obviously

we're covering road safety as part of a national programme or whatever and then we can talk about it that way.'

(Participant 3; Initiative 3)

[Q84]

'...to kind of get that message through play so get them interested in something and then use that as a base for discussing some more what we want them to learn.'

(Participant 3; Initiative 3)

[Q85]

'I mean the main way that we would try and tackle it is just approaching the parents differently or trying to engage the child and show them that the child's interested if you engage with them a bit more. You kind of have to be quite adaptive in your approach because obviously everyone has such different personalities it just means that you have to kind of weigh up how you think they're going to react and try and get them involved in different ways.'

(Participant 3; Initiative 3)

[Q86]

'Well, for example, if they were, not holding the parent's hand, I would address that individually, 'Look, you know, we're out on a walk and we must hold on to the adult's hand,' but you feel that just by the look on the parent's face sometimes that that isn't the norm for them, it isn't something, perhaps, they're going to carry through, maybe or maybe not. Maybe, hopefully, by the end of the class, they, kind of, see the merit of it and why we're, giving this message over''

(Participant 1; Initiative 2)

[Q87]

'I think the safety messages, so, like, the boards with the 50 messages on, and having some just highlighted. It just grabs their interest, because some of the figures shock the parents.'

(Participant 1; Initiative 3)

[Q88]

'I mean they would get involved in the different activities that their children were playing with and obviously receiving the different messages that we give them but then after that it's kind of it depends how involved they want to be as to whether they kind of carry on with the messages and talk to their children about it at home. It can be quite hard because sometimes it's kind of like as soon as they leave the building it's out of their head so really it just depends on each parent as to how involved they decide to be in talking to their children about it.'

(Participant 3; Initiative 3)

[Q89]

'I think it's always more of a practical way. So, it's showing them, like, visual props, role-modelling it. So, we had all the equipment out and just role-modelling how to press the buttons on the traffic lights, wearing helmets, car safety with the car seats. So, it's both, kind of, practical and giving out information.'

(Participant 1; Initiative 3)

[Q90/91]

'We did get a comment from a parent last course that some of the material was not suitable for an 11 year old and that's fine because it's not supposed to be. Or we get 11 year olds but they might be working at an eight year old level or something like that, so we just have resources for everyone hopefully and those resources are only there as fillers before we get on with the other work.'

(Participant 1; Initiative 1)

'I mean we've got some handouts that we've had from other places, sometimes Brake will send things out that are a bit newer but a lot of the things we do kind of have to develop ourselves purely because the likes of Brake and stuff is definitely more aimed at sort of the over 5's, there's really not an awful lot for the under 5 age group to do with road safety so we do have to kind of we might take pieces of information from what they send out but then we have to kind of adapt it to suit our age group.'

(Participant 3; Initiative 3)

[Q92]

'I've just kind of hung on to those [pictures] because I think our picture of the zebra crossing hasn't really changed that much, but then we've got other things where perhaps the uniform looks dated or something, if I'm showing them a picture of a lollypop person or something, although the children mostly recognise what that is and particularly obviously if they've got one at their own school. It's little things like that really that need to be updated. But I think always anything that is a visual aid for the young children, rather than just telling them this is what is happening, to actually show them what's happening, even if you haven't been far enough to see that kind of thing on your little walk.'

(Participant 3; Initiative 2)

[Q93]

'I would have liked to have developed is a Parent Pack that reflects – that actually explains what we're doing and that they too are role models for their children, not to undo what's been done in school.'

(Participant 2; Initiative 1)

[Q94]

'...with the parents it tends to be information leaflets or handouts and things that we've got or sometimes it can be just statistics that can sometimes shock them a little bit because I think some people think oh it's a bit morbid to talk about the statistics of things that have happened but sometimes I think that's what you need to kind of shock them into thinking, well, actually I need to do something about that then so we do tend to hand out things like that and little pieces of advice and things like that.'

(Participant 3; Initiative 3)

[Q95]

'...And obviously trying to improve the resources that we hand out to parents as well because sometimes some of the leaflets and things you can get some of them just look really boring and the parents kind of just look at them and then put them down so it's kind of trying to make the things that we do give out quite engaging so that they think oh I'll have a read of that and it kind of goes in a bit more than them looking at the front cover and just putting it down and never looking at it again.'

(Participant 3; Initiative 3)

[Q96]

'...if we do have any resources that they can follow-up with, that's nice...we had toys or games that we could loan out, but we don't have that kind of thing anymore. The most we seem to have is a little storybook...'

(Participant 3; Initiative 2)

[Q97]

'Within the Council, we have courses that we can go on, so we get a list of courses, so I've been on two courses for Autism Awareness, so actually being aware that someone is on the spectrum and then also how you communicate with that person. I'm going on a course in a couple of weeks working with difficult and controlling parents which again we do come across, with the best of intentions, but they are – can be quite controlling some of our parents.'

(Participant 1; Initiative 1)

[Q98]

'Personally, I like to learn from experience, so when I worked with SENCOs and other people, I always have plenty of questions and I gather experience, so I've worked with children with special needs now for 11 years in cycle training...'

(Participant 1; Initiative 1)

[Q99]

'I think that if people have been working in a certain way for 15 years, getting them to change maybe how they work, because we all think we're doing it the best way, so just having an hour where we're – it's just a workshop just for the people doing it, so you all can put in your ideas and views is quite useful.'

(Participant 1; Initiative 1)

[Q100]

'[Road safety] is a big concern ... because obviously where they're at school going up and down the road there's loads of cars and their not out and about loads walking around so they're not getting loads of experience from being out on the roads or certainly not on their own ... I have heard of incidents where children have been killed, I guess, by walking out in front of a bus or getting of the school bus and they walked out and a car hit them, things like that. And I just think, that is such, it's preventable'

(Participant 2, Initiative 2)

[Q101/102]

'...I think if we hadn't have carried it on I don't think she would have remem- I don't think she looks each way now because she specifically remembers the course I think I have to tell her and repetition has made her do it so I think the extent to which we carried on has been very important because those things won't last in her sort of memory, it's very much the case that she needs to overlearn, things have to be over taught, she needs to overlearn things before they kind of they settle in.'

(Participant 1, Initiative 1)

'You are really really crazy about their safety. And when they get out of my car I always say to them 'don't walk near the curb, walk near the hedges' ... I'm always telling them

to stay near me and I try to hold their hand but as they get a bit older they don't want to ...'

(Participant 3, Initiative 2)

[Q103]

'... I have three children so obviously when I'm with them all they've got to take some responsibility because I can't be holding all three of their hands. So I'm constantly talking to them, telling them what to be aware of and things like that.'

(Participant 2, Initiative 2)

[Q104]

'It's just I would say doing the course definitely made me more aware of thinking about things like cars pulling out ... the lady was talking about in your own car having items that might fly off the dashboard and things should you happen to be in an accident or have to stop quickly that sort of thing. That really made me think as well.'

(Participant 2, Initiative 2)

[Q105]

'... since the course I've been a little bit more confident in letting her when it's a situation of I can see and I've already seen that it's quite a safe environment for her to cross the road or to go to the edge of the road or whatever I'm kind of more inclined now to sort of leave her to it and I obviously want her to get to a stage where she can totally deal with it on her own. So, I'm still there and aware of it although I probably since the course possibly to her mind relaxed slightly on it whereas before I'd always be I'd be more in that process of kind of teaching her, now I'm a little bit in that process of thinking I think she knows what she needs to know so let's kind of see how she kind of gets on. And if that's in those situations where I've already seen that the car is slowing down or I've already seen that there aren't any cars kind of thing I will kind of leave her to see what she actually does once she gets to the zebra crossing or something like that ...'

(Participant 1, Initiative 1)

[Q106]

'I wouldn't say so because where we live we have to drive to most places so it's not like we have to keep walking ...'

(Participant 2, Initiative 2)

[Q107]

'There's been a couple of times and this would go down very badly with the road safety team but it's kind of like in a massive rush 'Look and there's no cars coming' and it's still the red man and you sort of go 'Right we're okay at the moment'...'

(Participant 1, Initiative 1)

[Q108]

'... what I do know is before the course and before it was such a big or before it was a more talked about issue she had a couple of kind of scares crossing the road, times when she'd gone ahead, we presume someone was stopping and moments of kind of bad parenting when I should have been more on it but there were kind of incidents. And what I can say is that there hasn't been any incidents like that very rarely if at all, nothing springs to mind ever kind of say to her step back off the road or don't cross now or end up in one of those sort of mad flapping panics where suddenly you realise she's heading across the dual carriageway and she's too far away...'

(Participant 1, Initiative 1)

[Q109]

'... my little boy the other day he kicked a football and it went onto the road and obviously I was really panicked that he was going to run to get it because it was a quiet road I thought he would run to get it but he did stop he let the ball go and I thought 'ah'. That for me that was a really good thing because at least he knows not to and he's only six.'

(Participant 2, Initiative 2)

[Q110]

'... the only thing is in car parks ... one of my big concerns is cars ... in a car park if a car reversed out then they'll walk behind a row of cars ... outside their school where there's lots of driveways and their just not at all aware that something might pull out.'

(Participant 2, Initiative 2)

[Q111]

'... I mean the main thing with [my daughter] is a concentration thing, so it needs to be even when I kind of think she understands things and she generally is quite good, you never know. She's good at crossing the road but if she happens to see a dog on the other side or something else sort of takes away her attention or she's thinking about what she's going to have for lunch or something I know that she can kind of forget what she would normally be aware of...'

(Participant 1, Initiative 1)

[Q112]

'No, not as far as I know, because I don't think there are any, which is sad really.'

(Participant 3, initiative 2)

[Q113]

'Not at all, I can't think of anything else we've done, I mean I'd kind of consider going back on a similar course when it...I think there was another time it kind of came up or something and they talked about it and I did consider it but either it didn't fit in or it didn't sort of really kind of make sense so I haven't engaged with it anymore. Sometimes at her school I know they have mentioned it before and I think it's with different year groups, probably an older year group and probably focusing more on independent travel, I know that they do something like that and if that crops up I would certainly be sort of like signing her up to do that but other than that, no, I haven't really come across anything else that is around or thought to myself is anything required here.'

(Participant 1, Initiative 1)

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Appendices: Identifying and Evaluating Promising Road Safety Education Programmes for Parents of Children under 11 years-old

Appendix A Road Safety Initiative Survey



Road Safety Education Survey

Page 1

University College London (UCL), in collaboration with the Child Accident Prevention Trust, are carrying out a research project to identify and evaluate promising road safety education initiatives for parents of children under 11 years-of-age. The aim of this project is to identify and share best practice in relation to parent road safety education.

We are contacting Local Authorities and Fire and Rescue Services in the UK to find out about their current road safety initiatives. The survey should take approximately 15 minutes and your responses are voluntary and confidential.

If you have any questions or concerns regarding the project then please contact Sarah O'Toole at s.o'toole@ucl.ac.uk

Road safety education is a vital part of promoting children's safety in the traffic environment and your participation is greatly appreciated.

Thank you.

UCL:
<https://www.cege.ucl.ac.uk/cts/Pages/cts.aspx>

1. Please provide the following information:

Local Authority	<input type="text"/>
First and Last Name	<input type="text"/>
Job Title	<input type="text"/>
Email	<input type="text"/>
Phone Number	<input type="text"/>

2. Is your role in the Local Authority or Fire and Rescue Service?

- Local Authority
- Fire & Rescue

3. Does the Local Authority/Fire & Rescue Service regularly provide road safety education for children 0 - 10 years old?

By road safety education we mean a programme of activities around road safety that the Local Authority/Fire and Rescue Service puts resources into, has control over, and can implement change in. *

yes

no

4. Please complete the table to tell us about the Local Authorities/Fire and Rescue Services current road safety education *

	Is there an initiative? (Yes/No/Signposting)	What is the age range of children targeted?	Does this involve parents? (Yes/No)	Specify any partner organisations
Pedestrian Safety (e.g. Kerbcraft)				
Cycling Safety (e.g. bikeability)				
In Car Safety (e.g. car seat checks)				

5. Please provide a brief description of the pedestrian safety education. If signposting is used please provide a brief description of how this is undertaken and include any links to websites. If no initiative please state N/A.

6. Please provide a brief description of the cycling safety education. If signposting is used please provide a brief description of how this is undertaken and include any links to websites. If no initiative please state N/A.

8. Do the road safety initiative(s) have targeted support for parents of children 0 - 10 years from ethnic minorities and/or from deprived backgrounds? Please tick all that apply *

- Pedestrian safety
- Cycling safety
- In car safety
- No targeted initiatives

9. Do the road safety initiative(s) have targeted support for parents of children 0 - 10 years from transient communities?

By transient communities we mean communities that may not permanently reside in the Local Authority and where there may be a limited sense of community, including asylum seeking or refugee communities. *

- Pedestrian safety
- Cycling safety
- In car safety
- No targeted initiatives

10. Have you done something different or innovative with your road safety initiative(s)? *

	Yes	No	Don't Know
Pedestrian Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cycling Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In Car Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Has any evaluation (formal or informal) of the road safety initiative(s) been undertaken? *

	Yes	No	Don't Know
Pedestrian Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cycling Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In Car Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. If you wish to send us any reports of evaluations undertaken please upload file(s) here.

Browse...

13. Would you be willing for your road safety initiative to be externally evaluated? *

- yes
- no

14. Please tell us what would help you improve road safety education.

15. If you would like to provide us with website links regarding your road safety education then please do so in the boxes below.

Pedestrian safety	<input type="text"/>
Cycling safety	<input type="text"/>
In car safety	<input type="text"/>

16. Would you be happy for us to contact you to discuss your road safety initiatives further? *

- yes
 no

Thank you for taking the time to complete the survey. Your participation is greatly appreciated.

What Next?

We are currently collecting survey responses from across the UK to find out what parent road safety education initiatives are being carried out.

After which we will be following up with selected Local Authorities and Fire and Rescue Services via email and telephone to find out further information about their parent road safety education. In particular, we are interested in those initiatives targeting parents from ethnic minorities and deprived backgrounds and novel ways of engaging with these parents.

Based on this information we will select three initiatives that we would like to evaluate in order to develop manuals to share best practice in relation to parent road safety education.

If you have any questions or concerns regarding the project then please contact Sarah O'Toole at s.o'toole@ucl.ac.uk

21/11/2017

RSOs encouraged to complete parent and child road safety survey

[Home](#) | [Members' area](#) | [Media Centre](#) | [Links](#) | [Knowledge Centre](#) | [Contacts](#)

Search...



[HOME](#) | [ROAD SAFETY GB](#) | [ACADEMY](#) | [EVENTS](#) | [TRAINING](#) | [HELP & ADVICE](#) | [RESOURCES & SERVICES](#) | [CAREERS](#) | [YOUR LOCAL AREA](#)

ROAD SAFETY NEWS

You are in: [Road Safety News](#)

RSOs encouraged to complete parent and child road safety survey

Tuesday 21st November 2017



Image: CAPT

Road Safety GB is encouraging road safety practitioners to complete a new survey designed to identify 'promising practice' in engaging with parents on child road safety.

The **short survey** is the first stage of a research project developed by University College London in collaboration with the Child Accident Prevention Trust (CAPT), and funded by the Road Safety Trust.

The survey, aimed at road safety educators from local authorities across the UK, is setting out to identify effective road safety education initiatives for parents of children under the age of 11 years.

The researchers are particularly interested to hear about work with families from deprived backgrounds and ethnic minority communities, whose children are at greatest risk of death and serious injury on the roads.

Three projects will be selected from the survey for more in-depth evaluation, with practical manuals then developed for each.

Katrina Phillips, chief executive of CAPT, said: "Parents can be a real resource for road safety education. But road safety professionals tell us that engaging with parents can be difficult and this is a neglected area of practice. This research project will share what's working well."

Jeremy Phillips, Road Safety GB's director of research, said: "Road Safety GB is delighted to be involved in this project.

"Many of our members will have road safety initiatives to share and all will recognise the value of generating, and supporting, parental enthusiasm"

Jeremy Phillips
Road Safety GB



New website includes members' portal and info on training courses etc



Apply for Corporate Membership of Road Safety GB

Road Safety Knowledge Centre

Road Safety campaigns, research, data and help forum



NRSC 2017 | Manchester | 14-15.11.17

[Click here](#) to watch the presentations

YOUNG DRIVER FOCUS 2018

YDF 2018 | RAC Club, London | 25.4.18

For more info and to register to attend [click here](#)...

21/11/2017

RSOs encouraged to complete parent and child road safety survey

"Many of our members will have road safety initiatives to share and all will recognise the value of generating, and supporting, parental enthusiasm in adding to the overall road safety experience of their children.

"As we seek to enlist the support of parents and others with a caring role in delivering road safety education directly to young children, it's especially important that we can signpost them to initiatives and support materials with which we have confidence - and which come with an evidence base for effectiveness and usability."

[Click here to participate in the survey.](#)

Category: [Children](#).

Comments

[Comment](#) on this story

[Report](#) a reader comment

There are currently no comments about this news item.



Project EDWARD
E•U•R•O•P•E

Project EDWARD - 21 September 2017

For more info [click here...](#)

AROUND THE WEB



Could a hacker hijack your connected car?
BBC News looks at whether a rise in 'over the air' software updates means the risk of hacker hijack is also increasing.



14 November 2017

Researchers launch survey to identify work with parents on child road safety

University College London, in collaboration with the Child Accident Prevention Trust, has launched a survey to identify promising practice in engaging with parents on child road safety:

<https://www.esurveycreator.co.uk/s/ccad10e>.

The short survey is the first stage of a Road Safety Trust funded research project to share promising road safety education initiatives for parents of children under 11. Three projects will then be evaluated in more depth and practical manuals developed.

The researchers are particularly interested in work with families from deprived backgrounds, including ethnic minority communities, whose children are at greatest risk of death and serious injury on the roads.

Explaining the background to the survey, Katrina Phillips, Chief Executive of the Child Accident Prevention Trust said:

“Parents can be a real resource for road safety education. But road safety professionals tell us that engaging with parents can be difficult and this is a neglected area of practice. This research project will share what’s working well.”

Dr Sarah O’Toole from University College London said:

“We’re encouraging those working in road safety education from local authorities across the UK to participate in our survey. We would love to hear about your road safety initiatives for parents. The survey will take no more than 15 minutes to complete. And please share the link to the survey with your networks, to help us capture what’s happening locally.”

Ends

For more information contact:

Dr Sarah O’Toole, University College London, tel: 020 7679 2716, email: s.o'toole@ucl.ac.uk

Katrina Phillips, Child Accident Prevention Trust, tel: 020 7608 7360, email: katrina.phillips@capt.org.uk

Appendix D

Road Safety Initiative Follow Up Phone Interview Topic Guide



Parent Road Safety Education Survey

Telephone Interview

**Local
Authority**

Contact

Pedestrian Safety

Does the initiative target...

- BAME families
- Low SES families
- Transient communities

Target child age:

Parental Involvement

How does the initiative engage with parents? What is parental uptake? What is the nature of parental involvement?

Targeting of BAME/Low SES/Transient Communities

How does the initiative engage with these communities? What is uptake of the initiative within these communities?

Programme Development and Novelty

Is the initiative based on theories, models, or prior initiatives? Is the initiative novel or unique in any way?

Programme Objectives

What are the objectives/aims of the programme? How are the objectives/outcomes assessed?

Evaluation of Programme

Has the initiative been evaluated?

Yes

No

What were the results of the evaluation?

Programme Breadth

How many children/parents participate in the initiative?

Programme Timetable

How frequently does the programme run? How long does the programme run for? Number of sessions? Length of each session? Who runs the sessions?

When is the next programme running:

Partner Organisations

Are you open to the programme being evaluated?

Yes

No

Does the initiative target...

- BAME families
- Low SES families
- Transient communities

Target child age:

Parental Involvement

How does the initiative engage with parents? What is parental uptake? What is the nature of parental involvement?

Targeting of BAME/Low SES/Transient Communities

How does the initiative engage with these communities? What is uptake of the initiative within these communities?

Programme Development and Novelty

Is the initiative based on theories, models, or prior initiatives? Is the initiative novel or unique in any way?

Programme Objectives

What are the objectives/aims of the programme? How are the objectives/outcomes assessed?

Evaluation of Programme

Has the initiative been evaluated?

- Yes
- No

What were the results of the evaluation?

Programme Breadth

How many children/parents participate in the initiative?

Programme Timetable

How frequently does the programme run? How long does the programme run for? Number of sessions? Length of each session? Who runs the sessions?

When is the next programme running:

Partner Organisations

Are you open to the programme being evaluated?

Yes

No

In-Car Safety

Does the initiative target...

BAME families

Low SES families

Transient communities

Target child age:

Parental Involvement

How does the initiative engage with parents? What is parental uptake? What is the nature of parental involvement?

Targeting of BAME/Low SES/Transient Communities

How does the initiative engage with these communities? What is uptake of the initiative within these communities?

Programme Development and Novelty

Is the initiative based on theories, models, or prior initiatives? Is the initiative novel or unique in any way?

Programme Objectives

What are the objectives/aims of the programme? How are the objectives/outcomes assessed?

Evaluation of Programme

Has the initiative been evaluated?

Yes

No

What were the results of the evaluation?

Programme Breadth

How many children/parents participate in the initiative?

Programme Timetable

How frequently does the programme run? How long does the programme run for? Number of sessions? Length of each session? Who runs the sessions?

When is the next programme running:

Partner Organisations

Are you open to the programme being evaluated?

Yes

No

Appendix E

Parent Engagement Survey South East UK



Road Safety Training Attendance Questionnaire

Page 1

The road safety education programme currently being carried out at your child's school is being evaluated by University College London (UCL), in collaboration with the Child Accident Prevention Trust. The aim of this project is to identify and share best practice in relation to parent road safety education.

We are contacting parents/caregivers to find out whether they are attending the training or about any challenges they face in attending. The survey should take approximately 2 minutes and your responses are voluntary and confidential.

You do not have to answer any questions that you do not wish to.

If you have any questions or concerns regarding the project then please contact Sarah O'Toole at s.o'toole@ucl.ac.uk

Road safety education is a vital part of promoting children's safety in the traffic environment and your participation is greatly appreciated.

Thank you.

UCL:
<https://www.cege.ucl.ac.uk/cts/Pages/cts.aspx>

CAPT:
<https://www.capt.org.uk/>

Page 2

1. Did you receive an invite to the road safety training organised at your child's school?

- Yes
- No
- Not Sure

2. If yes, are you planning to or have you attended the road safety training?

Yes

No

3. If you are unable to attend the training, what are your reasons for this?

Work commitments

Childcare commitments

I have already attended road safety training

I already teach my children about road safety

Road safety is not a major concern

My children already know about road safety

My children receive road safety education at school

Other (please specify)

4. My Ethnicity is...

5. Mixed/Multiple Ethnic Groups ...

White and Black Caribbean

White and Black African

White and Asian

Other mixed/multiple Ethnicity (please specify)

6. Asian/Asian British

- Indian
- Pakistani
- Bangladeshi
- Chinese
- Other Asian Ethnicity (please specify)

7. Black

- African
- Caribbean
- British
- Other Black/African/Caribbean Ethnicity (please specify)

8. Other Ethnic Group

- Arab
- Other Ethnicity (please specify)

9. The postcode of my main place of residence is

Page 3

Thank you for taking the time to complete the survey. Your participation is greatly appreciated.

What Next?

Parent responses are currently being collected as part of the ongoing evaluation of the local authority road safety education programme being carried out at your child's school.

There are three road safety education programmes for parents of children under 11 years-old currently being evaluated across the UK. Manuals will be produced for local authorities explaining how to carry out the programmes.

If you have any questions or concerns regarding the project then please contact Sarah O'Toole at s.o'toole@ucl.ac.uk

UCL:

<https://www.cege.ucl.ac.uk/cts/Pages/cts.aspx>

CAPT:

<https://www.capt.org.uk/>

Appendix F

Parent Engagement Survey North UK

Northumberland's Children's Centres are being evaluated by University College London (UCL), in collaboration with the Child Accident Prevention Trust. The aim of this project is to identify and share best practice in relation to road safety education that involves parents.

We are contacting parents/caregivers to find out whether they are attending sessions at the Children's Centre or about any challenges they face in attending. The survey should take approximately 2 minutes and your responses are voluntary and confidential.

You do not have to answer any questions that you do not wish to.

If you have any questions or concerns regarding the project then please contact Sarah O'Toole at s.o'toole@ucl.ac.uk

Road safety education is a vital part of promoting children's safety in the traffic environment and your participation is greatly appreciated.

Thank you.

UCL:

<https://www.cege.ucl.ac.uk/cts/Pages/cts.aspx>

CAPT:

<https://www.capt.org.uk/>

1. What is your local children's centre?

-
-
-
-
-

2. How old is your child?

- 0-1 years
- 1-2 years
- 2-3 years
- 4-5 years

3. How often do you attend your local children's centre?

- More than once a week *(go to question 5)*
- Once a week *(go to question 5)*
- Every other week *(go to question 5)*
- Once a month *(go to question 4)*
- Occasionally *(go to question 4)*
- Never *(go to question 4)*

4. Why do you not attend / not attend regularly?

- I only attend specific events
- I have work commitments
- The centre is difficult to get to
- I have other children to look after
- There are no events I want to attend
- Other

5. Have you attended any sessions on road safety?

- Yes *(go to question 6)*
- No *(go to question 7)*
- Not Sure *(go to question 7)*

6. Which road safety sessions have you attended? Please tick all that apply.

- Learning Together Through Play Road Safety Session
- Early Education Road Safety Topic
- Other (please specify)

7. Have you received information from the children's centre on road safety?

- Yes
- No
- Not sure

8. What is your Ethnicity?

- White British
- White Irish
- White Gypsy/Irish Traveller
- White and Black Caribbean
- White and Black African
- White and Asian
- Indian
- Pakistani
- Bangladeshi
- Chinese
- Black African
- Black Caribbean
- Black British
- Arab
- Other (please specify)

9. What is your postcode?

Thank you for taking the time to complete the survey. Your participation is greatly appreciated.

What Next?

Parent responses are currently being collected as part of the ongoing evaluation of road safety education programmes being carried out at Northumberland Children Centres.

There are three road safety education programmes for parents of children under 11 years-old currently being evaluated across the UK. Manuals will be produced for local authorities explaining how to carry out the programmes.

If you have any questions or concerns regarding the project then please contact Sarah O'Toole at s.o'toole@ucl.ac.uk

UCL:

<https://www.cege.ucl.ac.uk/cts/Pages/cts.aspx>

CAPT:

<https://www.capt.org.uk/>

Appendix G

Topic Guide Parent Interview

Views on Road Safety:

- Tell me a bit about where you live and the safety of the roads?
- To what extent do you think parents need information about how to keep children safe on the roads?

Recruitment:

- What made you want to attend the training?
- Did you face any challenges to attending like getting younger children looked after, or time off work?

Outcome:

- What is the most important thing you learned in the training?
- To what extent has the training influenced your thinking or behaviour around road safety? If so, in what way? If not, why?
- Is there a situation you have experienced after training in which the knowledge you gained on the training was helpful?
- If you have other children, has the training influenced how you teach them about road safety?
- Would you attend the training again?
 - Explore reasons behind responses.

Delivery:

- How did you find the training? Was it interesting, challenging...?
- How did you feel the set-up of the training was? E.g. timing, length of session, session structure.
- What were the main things you got out of the training?
- To what extent do you think the training is beneficial for parents?
- Is there anything additional you wanted to know?

Appendix H

Topic Guide Practitioner Interview

Views on Road Safety:

- To what extent do you think parents need information about how to keep children safe on the roads?

Recruitment:

- What is your approach to recruiting schools to participate in road safety work? What is school take-up generally like?
- What is your approach to recruiting parents to participate in road safety work? To what extent do you think this effective?
 - If external partner recruitment (e.g. school) - do you provide any assistance/resources to recruit parents?
 - Do you have any examples of particularly effective recruitment?
- Are there any specific examples of challenges in recruitment of parents you have faced?

Delivery:

- In what capacity are parents involved in the training?
- To what extent do you think the parents were engaged in the training? What aspects of the training do you think particularly appealed to parents?
- Do you have examples of where parent engagement was particularly high? What do you think led to this?
- Do you have examples of where parent engagement was particularly low? What do you think led to this?
- To what extent did the training cover everything you intended?
- Did you face any specific challenges in this training? How did you overcome them?
- What improvements do you feel could be made to the training?

Resources:

- What resources did you use/provide?
- How were these resources developed?

Outcome:

- How do you assess parent understanding? What do you do with these results?
- Were there any unintended outcomes of the training? How did you manage these?

Appendix I

Road Safety Walk

Dear Parents

The Reception classes are to be given a road safety session by the _____ in order to educate them about keeping safe near roads.

This is an informative and educational session for both parents and their children. It will take the form of a walk around the locality, pointing out hazards and heightening awareness of keeping safe.

The classes will be split into groups and the walks will take place as follows:

(Please amend in accordance with the arrangements for your school)

Date:	09:00-10:00 am	10:00-11:00 am	11:00 am-12:00
	Group 1	Group 2	Group 3

Your child is in Group _____

We would like each child to be accompanied by an adult, either a parent/carer, grandparent, childminder, so that we can go safely on our walk, and for the Road Safety Officer, to talk to both you and your child.

Yours sincerely

✂

Road Safety Walk

To: Class Teacher

ChildClass

My child will be accompanied on the Road Safety Walk by:

.....Parent/grandparent/guardian/childminder/other

Please indicate

Signed.....(parent)

Appendix J

Contact

Telephone

Facsimile

Email



Parents / Carers

12th July 2017

Main number

Independent Travel Course

Dear Parents / Carers

We are very pleased to be able to invite you and your child / children to a 4 session independent travel workshop, including the Independent Travel bus (Tuesday 25th July). Parents / carers are asked to attend for at least the first 2 sessions.

The course provides a pathway for children from year 5 & above, to gain more confidence in Independent Travel, with a focus on safe road crossing.

Venue:

Dates:

Offering support for those considered to be less confident transport users.

Please contact me using the details above to discuss in more detail, book a place and get help with travel routes.

Yours sincerely

Road Safety Officer

Appendix K

Follow Up Survey Initiative One

University College London (UCL), in collaboration with the Child Accident Prevention Trust, are evaluating road safety education that involves parents/caregivers. The aim of this project is to identify and share best practice in relation to road safety education that involves parents.

We are contacting parents/caregivers who have attended a road safety sessions previously to follow-up with them regarding the road safety session and how it has influenced their road safety behaviour.

The survey should take approximately 5 minutes and your responses are voluntary and confidential.

You do not have to answer any questions that you do not wish to.

If you have any questions or concerns regarding the project then please contact Sarah O'Toole at s.otoole@ucl.ac.uk

Road safety education is a vital part of promoting children's safety in the traffic environment and your participation is greatly appreciated.

Thank you.

UCL:

<https://www.cege.ucl.ac.uk/cts/Pages/cts.aspx>

CAPT:

<https://www.capt.org.uk/>

1. When did you attend the road safety course?

Month:

Year:

2. How old is your child/children that attended the course?

0-1

2

3

4

5

6

7

8

9

10

11

11+

3. How important is your child's road safety to you?

1 = not important at all 2 3 4 5=very important

4. Since the road safety session, have you continued to teach your child about road safety?

Yes, I still regularly teach my child about road safety

I did in the first 1-2 weeks following the course

I did in the first 1-2 months following the course

I teach my child about road safety every now and again

I teach my child about road safety if they do something unsafe

I do not teach my child about road safety

5. Since the road safety session, have you continued to teach your child/children about other aspects covered in the course?

Stranger Danger

Bus Travel

Dog Safety

Other. Please specify...

6. Since the course has your child/children started to travel independently?

Yes they are travelling independently

They have made a few independent journeys

We are still working towards independent travel

No they have not yet started travelling independently

7. Since the road safety session, has your child/children's road safety behavior improved?

1=Not at all improved 2 3 4 5=Greatly improved

8. Since the road safety session, has your child/children's confidence in travelling improved?

1=Not at all improved 2 3 4 5=Greatly improved

9. Is your child still involved in Greenwich Road Safety Activities?

Yes, Tigers

Yes, Independent Travel Training

Yes, 1:1 Training

Yes, other....

No

10. Have you used any road safety resources?

Websites

Books

Worksheets

Online games

Games

Other training courses

No

11. Is there a situation you have experienced after training in which the knowledge you gained on the training was helpful?

12. What is your postcode?

13. We would really love to speak to some parents/caregivers over the phone to gain learn more about how the road safety course has influenced thinking and behavior around road safety.

If you would be happy to participate in a phone interview please provide your email address and phone number below.

Email:

Phone:

Thank you for taking the time to complete the survey. Your participation is greatly appreciated.

What Next?

Parent/caregiver responses are currently being collected as part of the ongoing evaluation of road safety education programmes.

There are three road safety education programmes for parents of children under 11 years-old currently being evaluated across the UK. We are interested in identifying effective ways of engaging with parents/caregivers about road safety. Manuals will be produced for local authorities explaining how to carry out the programmes.

If you have any questions or concerns regarding the project then please contact Sarah O'Toole at s.o'toole@ucl.ac.uk

UCL:

<https://www.cege.ucl.ac.uk/cts/Pages/cts.aspx>

CAPT:

<https://www.capt.org.uk/>

Appendix L

Follow Up Survey Initiative Two

University College London (UCL), in collaboration with the Child Accident Prevention Trust, are evaluating road safety education that involves parents/caregivers. The aim of this project is to identify and share best practice in relation to road safety education that involves parents.

We are contacting parents/caregivers who have attended a road safety sessions previously to follow-up with them regarding the road safety session and how it has influenced their road safety behaviour since the session.

The survey should take approximately 5 minutes and your responses are voluntary and confidential.

You do not have to answer any questions that you do not wish to.

If you have any questions or concerns regarding the project then please contact Sarah O'Toole at s.otoole@ucl.ac.uk

Road safety education is a vital part of promoting children's safety in the traffic environment and your participation is greatly appreciated.

Thank you.

UCL:

<https://www.cege.ucl.ac.uk/cts/Pages/cts.aspx>

CAPT:

<https://www.capt.org.uk/>

1. Have you previously attended the road safety session at your child/children's school?

Yes

No

2. When did you attend the road safety course?

Month:

Year:

3. How old is your child/children that attended the course?

0-1

2

3

4

5

6

7

8

9

10

11

11+

4. How important is your child's road safety to you?

1 = not important at all 2 3 4 5=very important

5. Since the road safety session, have you continued to teach your child about road safety?

Yes, I still regularly teach my child about road safety

I did in the first 1-2 weeks following the course

I did in the first 1-2 months following the course

I teach my child about road safety every now and again

I teach my child about road safety if they do something unsafe

I do not teach my child about road safety

6. I hold my child's hand when we are walking together...

1= Never 2=Rarely 3=Occasionally 4=Often 5=Always

7. Since the road safety session, has your child's road safety behavior improved?

1=Not at all improved 2 3 4 5=Greatly improved

8. If you have other children, has the training influenced how you teach them about road safety?

No other children

Yes

No

My other children are too young to learn about road safety

My other children already know about road safety

9. Have you used any road safety resources?

Websites

Books

Worksheets

Online games

Games

Other training courses

No

10. Is there a situation you have experienced after training in which the knowledge you gained on the training was helpful?

11. What is your postcode?

12. We would really love to speak to some parents/caregivers over the phone to learn more about how the road safety course has influenced their thinking and behavior around road safety.

If you would be happy to participate in a phone interview please provide your email address and phone number below.

Email:

Phone:

Thank you for taking the time to complete the survey. Your participation is greatly appreciated.

What Next?

Parent/caregiver responses are currently being collected as part of the ongoing evaluation of road safety education programmes.

There are three road safety education programmes for parents of children under 11 years-old currently being evaluated across the UK. We are interested in identifying effective ways of engaging with parents/caregivers about road safety. Manuals will be produced for local authorities explaining how to carry out the programmes.

If you have any questions or concerns regarding the project then please contact Sarah O'Toole at s.otoole@ucl.ac.uk

UCL:

<https://www.cege.ucl.ac.uk/cts/Pages/cts.aspx>

CAPT:

<https://www.capt.org.uk/>

Appendix M

University College London (UCL), in collaboration with the Child Accident Prevention Trust, are evaluating the road safety week that you participated in at your local children's centre in November 2018. The aim of this project is to identify and share best practice in relation to road safety education that involves parents.

We are contacting parents/caregivers who have attended a road safety session previously to follow-up with them regarding the road safety session and how it has influenced their road safety behaviour.

The survey should take approximately 5 minutes and your responses are voluntary and confidential.

You do not have to answer any questions that you do not wish to.

If you have any questions or concerns regarding the project then please contact Sarah O'Toole at s.otoole@ucl.ac.uk

Road safety education is a vital part of promoting children's safety in the traffic environment and your participation is greatly appreciated.

Thank you.

UCL:

<https://www.cege.ucl.ac.uk/cts/Pages/cts.aspx>

CAPT:

<https://www.capt.org.uk/>

1. Where is your local children's centre?

- Alnwick
- Amble & Coquet
- Berwick
- Rothbury
- Wooler

2. Did you / your child attend any road safety week events?

- Yes
- No
- Not sure

3. What road safety week events did you / your child attend?

- Learning together through play
 - Early years provision
 - Other (please specify)
-

4. How old is your child / children that attended road safety week?

0 – 1 years

2 – 3 years

4 – 5 years

5. How important is your child's road safety to you?

Not at all important

Not very important

Somewhat important

Very important

Extremely important

6. Since the road safety week, have you continued to teach your child about road safety?

Yes, I still regularly teach my child about road safety

I did in the first 1 – 2 weeks following the activities

I did in the first 1 – 2 months following the activities

I teach my child about road safety every now and then

I teach my child about road safety if they do something unsafe

I do not teach my child about road safety

7. Since the road safety week, has your child's road safety behaviour improved?

Not at all improved

A little improved

No difference

Slightly improved

Greatly improved

8. Please explain in what ways your child's behaviour has improved.

9. Please explain why you feel there has been no / little improvement in your child's road safety behaviour.

10. If you have other children, has the road safety week influenced how you teach them about road safety?

- No other children
- Yes
- No
- My other children are too young to learn about road safety
- My other children already know about road safety

11. Have you used any road safety resources to teach your children road safety?

- Websites
- Books
- Worksheets
- Online games
- Games
- Other training courses
- No
- Other (please specify)

12. Have you experienced a situation after the session in which the knowledge you gained from the session was helpful? Please tell us about it below.

13. What is your postcode?

14. We would really love to speak to some parents/caregivers over the phone to learn more about how the road safety course has influenced their thinking and behaviour around road safety.

If you would be happy to participate in a short phone interview please provide your email address and phone number below.

Thank you for taking the time to complete the survey. Your participation is greatly appreciated.

What Next?

Parent/caregiver responses are currently being collected as part of the ongoing evaluation of road safety education programmes.

There are three road safety education programmes for parents of children under 11 years-old currently being evaluated across the UK. We are interested in identifying effective ways of engaging with parents/caregivers about road safety. Manuals will be produced for local authorities explaining how to carry out the programmes.

If you have any questions or concerns regarding the project then please contact Sarah O'Toole at s.otoole@ucl.ac.uk

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Parent Follow-Up Questionnaire

Views on Road Safety:

- To what extent is your child's road safety a concern for you?

Outcome:

- To what extent have you continued to focus on your child's road safety since the course?
- Has the course had any specific impacts on your thinking or behaviour around your child's road safety?
- Were there any particular areas covered in the course that you have focused on since?
- Since completing the course, to what extent has your child's road safety knowledge or behaviour changed?
 - To what extent do you feel these changes were down to your continued involvement?
- Is there a situation you have experienced after training in which the knowledge you gained on the training was helpful?
- To what extent have you and your child engaged with other road safety resources or courses?
- How important do you feel it is for parents to continue their children's road safety education?