

Hagley Park



TEACHERS' INFORMATION PACK

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The opposite pages throughout have been left intentionally blank for you to record your ideas and thoughts thus making this a personalised working document.

Section 1: Introduction

Welcome

Thank you for your interest in visiting Hagley Park. We hope that you will recognise the potential of such an experience to inspire your pupils, and inform and enrich their education.

The visit allows pupils to see for themselves how a heritage site can engage and inform through a myriad of disciplines in an enjoyable and safe environment.

This pack will help you to prepare a successful programme tailored to suit the needs of your group.

What is Heritage?

Heritage can be seen as a chronological measure which encompasses all that our environment contains. It includes the geological formation of the terrain, the flora and fauna adapted to survive those conditions, but is more usually recognised as a timeline mapping changes wrought by the progression of human endeavours which have shaped our world. Stretching back to our hunter/gatherer origins, the landforms, objects, buildings and monuments we now excavate, preserve, restore and display are obvious physical manifestations of such activity, with their combinations of material, structure, purpose and decorative style, illustrating not only technological advances, but also the acceptance and rejection of ideas. These are the more intangible traditions of language, meaning, belief and behaviour, and it is from this accumulated culture of our collective memory that we derive a sense of place, identity, and local character, which ultimately influences our perception of the world. Our heritage is the most intricately detailed map of the past, and one which can potentially guide our future.

Why visit our heritage site?

A visit to Hagley Park will present your pupils with exciting and engaging opportunities to experience our nation's cultural history first-hand, giving a true taste of the places, sights and endeavours that authentically represent the stories and people of the past and present.

The earliest known reference to Hagley is in the Domesday Book, although human habitation in the area reaches back much further as illustrated by the presence of an impressive Iron-age hill fort on Wychbury Hill, which is still part of a larger Hagley Estate.

Hagley's much celebrated 350 acre 18th Century Park was adapted from a medieval deer park when, inspired by poetry and painting, its stunning natural scenery was adorned with architectural seats and follies to give or create breathtaking views.

In its day it was visited, viewed, and reviewed to great acclaim by some of the period's most enlightened minds. Today, having laid neglected for a century and a half, the Park is undergoing a major restoration, which will return it to its 18th Century glory.

With our future visitor centre still in the planning phase, this current transitional stage allows a unique access for visiting students to understand buildings and designed landscape through ongoing archaeology that is today still revealing new features and furthering understanding of the Park.

This fascinating historical development brings educational opportunities for all ages and across a wide range of subjects.

Section 2: The Historic Park at Hagley

Among the most famous of all 18th Century landscapes, George Lyttelton's park at Hagley was, in its day, visited, viewed, and reviewed to great acclaim by some of the century's most enlightened minds. Early in its creation English poet and critic Alexander Pope, visiting as a family friend, contributed "designs for three garden buildings", and declared a friendly 'ownership' of his favourite part of the Park. Similarly, Scottish poet James Thomson's first visit inspired his deeply descriptive prose to praise both the Park's natural beauty and its creator's virtuous nature in the quintessential British nature poem *The Seasons*. Whilst pre-eminent art historian and critic Horace Walpole's visit drew the statement: "I wore out my eyes with gazing, my feet with climbing, and my tongue and vocabulary with commending". As the century wore on and its reputation grew, Hagley's iconic landscape began to attract international visitors. John Adams and Thomas Jefferson, the second and third American presidents, along with Russian counts and Italian princes all made pilgrimages to witness the beauties of Hagley's "hallowed ground". Today, after a century and a half's neglect, but poised on the brink of a major restoration intent on reinstating the Park to its former glory, a growing influx of new visitors, both domestic and international, show this appeal is undoubtedly resurgent.



Hagley Park – View to Rotunda early 19th century print by Wallis after Hill

Hagley's prestigious position as a pioneer in the evolution of the English Landscape garden has substantial foundations, a fact recognised in part by its listing today as an English Heritage Grade-1 registered park, an award which deems it of exceptional national interest. Here, there was no formal landscape to sweep away in the 18th Century revolution that rejected the regular symmetries of gardens

previously modelled on those of Italian, French and Dutch origin, and the more traditional garden-makers tools of compass, set-square and rule were set aside. Instead, inspired by the sister arts of painting and poetry, this much celebrated Georgian landscape was coaxed gently from its previous incarnation of a medieval deer park, utilising its natural hillside topography, its ancient trees and watercourses, its green dales and deep wooded vales, and embellishing these with light and slight flourishes of Art, often barely visible to the eye. At Hagley, above all, it was the beauty of unadorned nature that was revered.



Hagley Park –View from Thomson’s Seat c 1748 by Thomas Smith of Derby

Sloping away from the Clent Hills before abruptly rising to the impressive Iron Age hill-ort on Wychbury Hill, the park’s terrain ‘borrows’ extensive views to the south and west beyond its boundaries to The Malverns, The Clee and Abberley Hills, The Wrekin and, on a clear day, as far as The Black Mountains of Wales, but it is the richness of the immediate historic environment that bears testament to a continual interaction of people and place over many centuries which contributes much to the region’s status as an undeniable national heritage asset. With an external landscape that reflects in many ways the breadth of our own nation’s history, the Park’s interior shows the influences and assimilation of wider world cultures and the changing intellectual tastes of a nation inspired by the Enlightenment.



Hagley Park – The View to the Rotunda - c1748 by Thomas Smith of Derby

The original Park's main period of development (from 1747) was under the guidance of George Lyttelton who, seeking solace after the premature death of his beloved wife Lucy, invested his energy in creating a lasting memorial to her. This initial elegiac countenance continued with the addition of further seats, also raised in memory of friends, to create an intimate landscape of quiet contemplation. The Park's pathways led through contrasting sequential atmospheres intended to affect the senses, provoking moods and inspiring the visitor's imagination, whilst its architectural designed features of temples, seats, urns, a ruined castle and an obelisk were positioned along a route to stimulate thought and conversation through associations raised in the visitors' minds. It was George Lyttelton's poetic and aesthetic sensibilities and his broad literary knowledge that gave the park this deeper philosophical dimension., The seats and temples were adorned with tablets inscribed with lines or verses from classical authors such as Horace and Virgil, and these often extolled the delights and virtues of the country life over the corruption and vanities that were then (as they are today) found in courtly or city life.



Hagley Park – The Ruined Castle by Sanderson Miller c1748

Today's historiography shows Hagley Park to be an early precursor of the later 18th Century Picturesque style, bearing an influence that not only paved the way for the advent of English tourism and the coming romanticism of Wordsworth and the Lakeland poets, but can also be seen as a primary catalyst that led to the world-renowned paintings of Constable, Gainsborough and Turner. This prominent role as an exemplar design model also exerted considerable influence on the international stage. The French *jardins anglais* and the German *Englischer Garten* both stem from the same design root along with similar "English-style" gardens in Sweden, Russia and the United States. Esteemed architectural historian Nikolaus Pevsner, amongst others, deems the English Landscape Garden tradition as our nation's most important aesthetic contribution to the world. Little wonder that we are known worldwide as a nation of gardeners.

Joe Hawkins - Head of Landscape

History:

Hagley Hall and its Park are among the supreme achievements of 18th Century English architecture and landscape gardening. They are largely the creation of one man, George, 1st Lord Lyttelton (1709-73), secretary to Frederick, Prince of Wales, poet and man of letters and briefly Chancellor of the Exchequer. Before the death of his father in 1751, he had begun to landscape the grounds in the new 'picturesque' style. The Hall, built between 1754 and 1760 by the gentleman-architect Sanderson Miller of Radway in Warwickshire, was in fact constructed after the Park's main period of development to match the landscape's already considerable fame.

Extant park architectural features:

The English Heritage Grade-1 registered Park at Hagley was developed during the 18th Century evolving from its origins as a medieval deer park. Today it extends to over 350 acres and still contains many scheduled monuments:

The Temple of Theseus – Listed Grade I – built in 1758 by architect James "Athenian" Stuart for George, 1st Lord Lyttelton; restored and partly rebuilt late 20th Century

Obelisk – Listed Grade II* 1764 - erected by Sir Richard Lyttelton for George, 1st Lord Lyttelton

The Ruined Castle Listed Grade II*. A symbolic folly begun in 1747 by Sanderson Miller for George, 1st Lord Lyttelton,

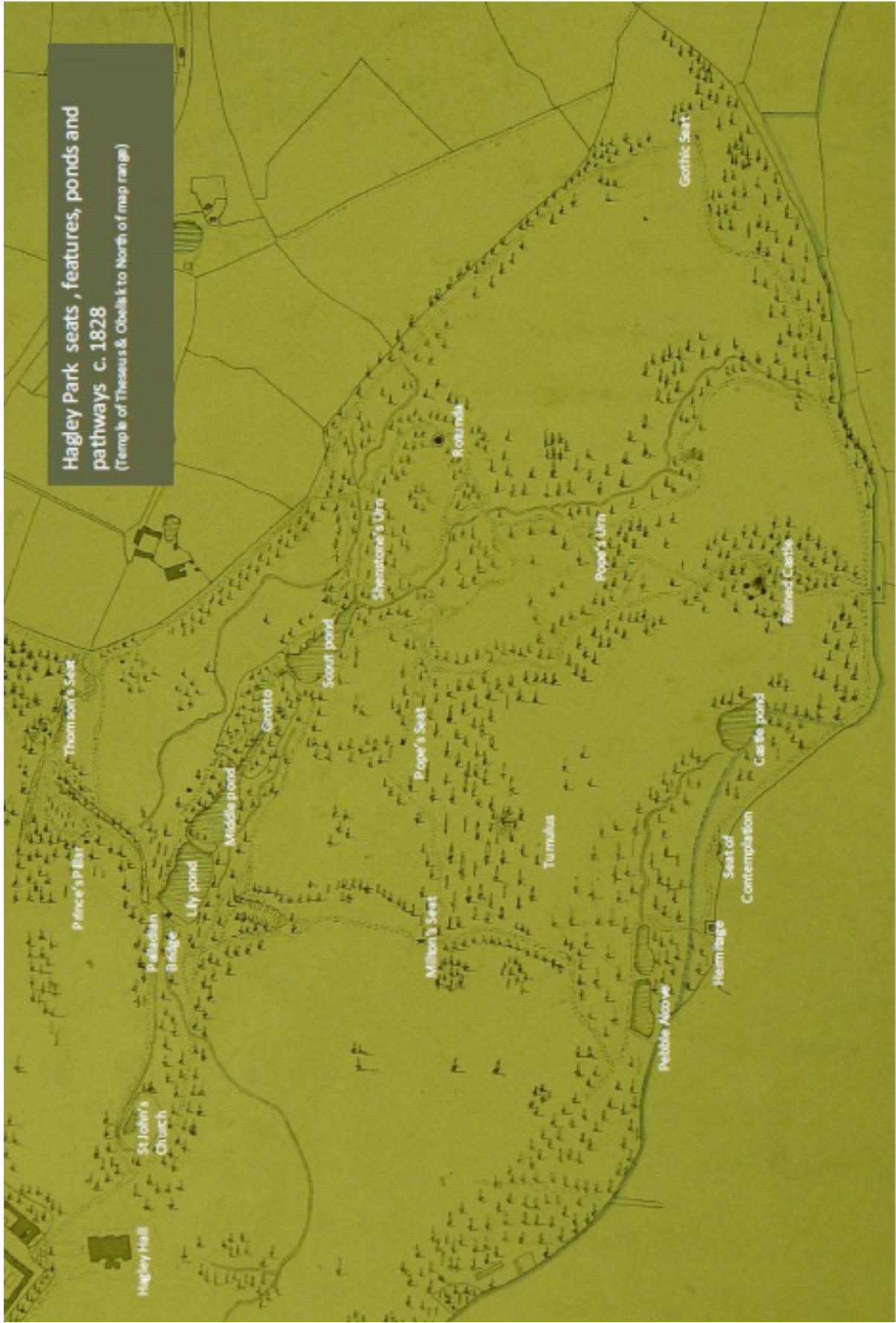
Ionic Rotunda -Listed Grade II*. Architect John Pitt of Encombe c1748 (currently roofless but still standing, is being repaired and conserved.)

Prince of Wales Column – Listed Grade II* - Gift from the Prince of Wales 1739. Moved to present position 1751

Palladian Bridge – Architect Thomas Pitt of Boconnoc c 1762 (Currently stripped to show archaeological progression from former site of Rustic seat. The Palladian Bridge is being restored)

Church of St John the Baptist - Listed Grade II*. With 13th Century origins, partly rebuilt 1754-6 by Sanderson Miller. North aisle and arcade added in 1828 by Rickman. Partly rebuilt and re-modelled again in 1858-65 by Street.

Hagley Park seats , features, ponds and pathways C. 1828
 (Temple of Theseus & Obelisk to North of map range)



Terrain and Landscape Details:

Hagley Park is located within National Landscape Character Area No. 97 - Arden.

The land surrounding the Hall has been assessed as two character types. The low lying ground adjacent to the hall and church has been defined as 'Estate Farmland'. The landscape type and key characteristics are as follows:

“An ordered agricultural landscape characterised by a sub-regular pattern of medium to large sized fields, small geometric plantations and groups of ornamental trees associated with large country houses. Settlement is largely restricted to discrete clusters of dwellings and occasional small estate villages.”

- **Primary Characteristics:**

*Hedgerow boundaries to fields
Planned Woodland Character*

- **Secondary Characteristics:**

*Mixed farming land use
Discrete settlement clusters and small estate villages
Medium framed views*

- **Tertiary Characteristics:**

*Semi-regular pattern of medium to large fields
Small geometric plantations and belts of trees
Large country houses set in mature grounds
Rolling lowland with occasional steep-sided hills and escarpments*

The more undulating land of the park to the north east of the hall has been defined as 'Wooded Hills and Farmland'. The landscape type and key characteristics are as follows:

“Similar to the Principal Wooded Hills, but with more of an emphasis on farmland rather than woodland. The woods tend to occur as discrete blocks framing larger areas of enclosed fields. The latter are often associated with a small village or hamlet. There is a sense of Balance, with a character that is more subdued than the related type of Principal Wooded Hills.”

- **Primary Characteristics:**

*Prominent sloping topography
Hedgerow fields boundaries are an important element in defining landscape scale
Tree cover pattern of large, discrete woodland blocks*

- **Secondary Characteristics:**

*Woodland of ancient character
Mixed farming land use*

- **Secondary Characteristics: (cont.)**

Medium framed views

Sparse clustered settlement – occasional settlement clusters associated with areas of former open fields.

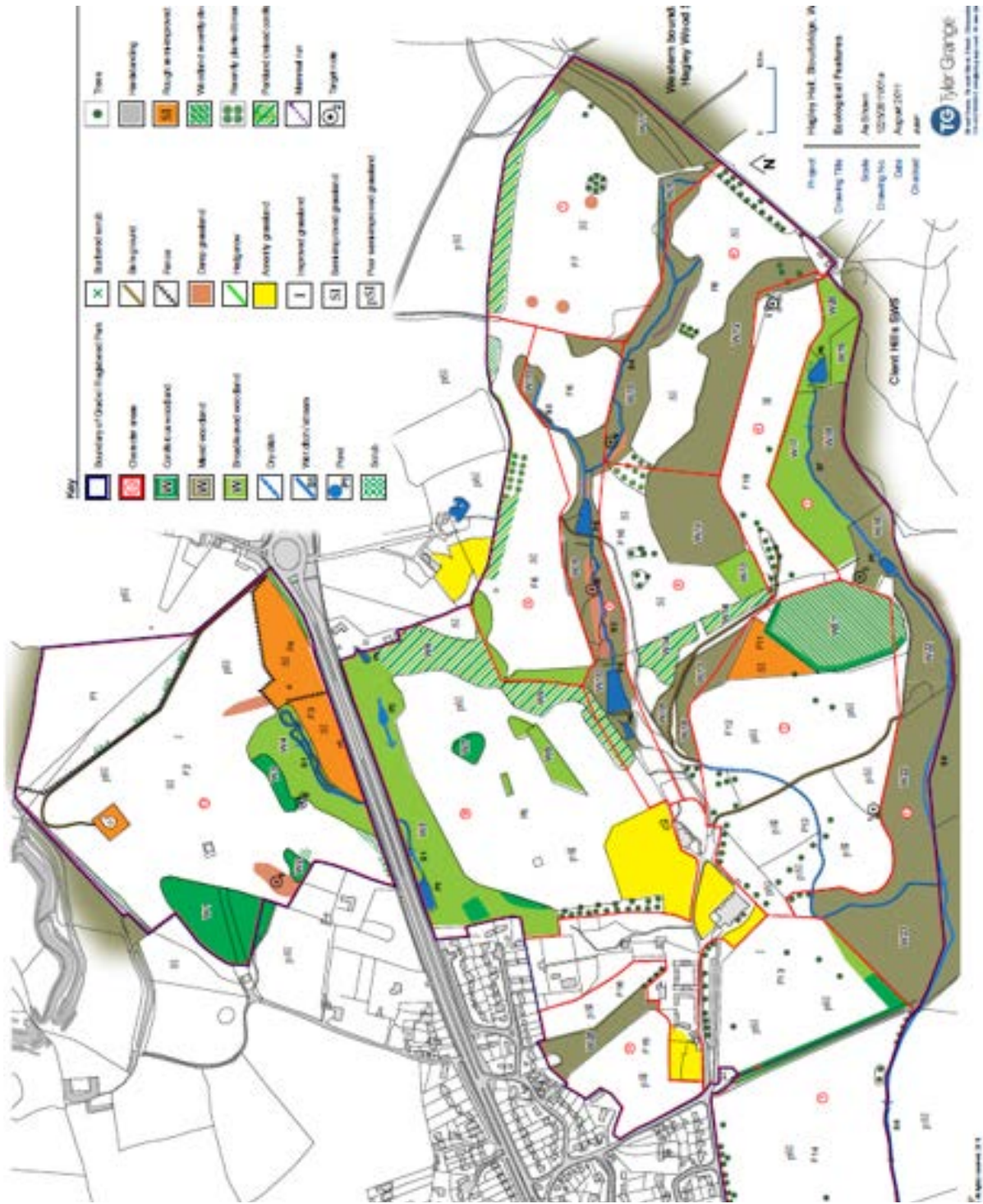
Soil & Geology:

The Estate has been mapped by the soil survey of England and Wales (1983) as both Bromsgrove Association (well drained reddish coarse loamy soils over sandstone, shallow in places especially on brows. Some reddish fine silty soils over shale and siltstone are found, with a risk of water erosion) and Hodnet Association (reddish fine and coarse loamy soils with slowly permeable subsoils and slight seasonal waterlogging, some similar well drained reddish fine loamy soils with a slight risk of water erosion.)

Across the Estate there is a distinct change in the underlying geology. The valley through which Gallows Brook runs has been described as ‘ The Kidderminster Formation’ which comprises a mostly clast supported conglomerate with a fine poorly cemented sandy matrix. Clasts consist of rounded to sub-rounded pebbles composed of quartzite and lithic fragments, possibly of igneous rocks and Limestone. The catchment area of the Hagley Hall watercourse includes four ornamental ponds and a number of spring sources. Here the underlying geology appears to be consistent with the silty clay exposed at several locations throughout this catchment. Boreholes obtained from the British Geological survey for the Birmingham Road shows the presence of red brown mottled silty clay in the north of the Estate.

Ponds and Watercourses:

Hagley’s watercourses have developed over millennia - the vast water catchment area of the upland slopes of the Clent hills supplying the powerful erosive forces which have shaped the parks fundamental topographical detail. During more recent times dams constructed across these deeply scoured vales adapted an originally seasonal watery resource to provide permanent pools suitable as fishponds for food, but also began to extend the variety of potential wildlife habitats. The accumulation of sediments and nutrients deposited throughout the water’s meandering course has created further opportunities for species colonisation and today within the Park’s deeply wooded vales, whether preferring aquatic, marginal, riparian or floodplain habitats, there is a niche to be exploited, all evidenced by the rich biota of the Park.



The Environmental Stewardship Scheme

The restoration of Hagley Park is being part-funded by Natural England in concordance with their Higher Level Stewardship scheme, a countrywide initiative that seeks both to protect the historic environment and preserve locally distinct landscape character. With increased public access integral to the agreement, its implementation will ensure that all have a greater opportunity to use, engage with, and be inspired by the natural environment.

Following Natural England's stewardship recommendations allows us to create, through environmentally sensitive management, optimum conditions for the region's native flora and fauna to flourish. This will increase the breadth of the Park's ecological habitats and raise its potential to harbour and maintain a greater biodiversity, thus preserving and improving a healthy natural environment for the benefit of future generations.

The recommendations of a conservation management plan drawn up specifically for Hagley's heritage landscape forms the basis of the restoration. This details all of the Park's environmental elements addressing geological, hydrological, ecological, arboreal, archaeological, architectural, and historical aspects to direct an accurate restoration of the celebrated 18th Century Park whilst protecting its heritage significance and maintaining and improving its environmental benefits.

Inappropriately planted trees, whether by species or design, will be removed and replanted with historically informed specimens, ensuring felling is phased and programmed, to protect and enhance the environment for our scattering of veteran trees and their particularly high (through associated wildlife) conservation value. Other commitments include: the dredging of ponds, with associated dams and drains repaired to extend habitat opportunities for riparian, amphibious and aquatic species, and the re-introduction and management of historically appropriate livestock to graze the open pasture and enrich its habitat value as wildflower meadow.

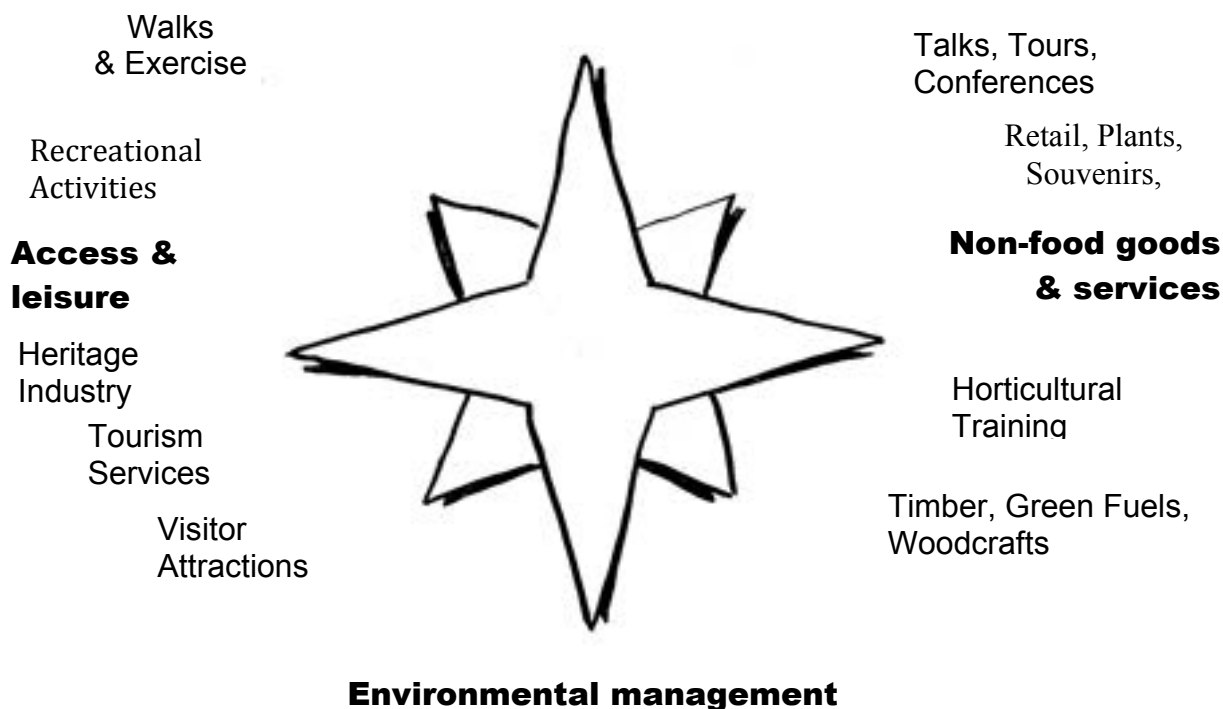
Section 3: Educational Opportunities

Scope of Work

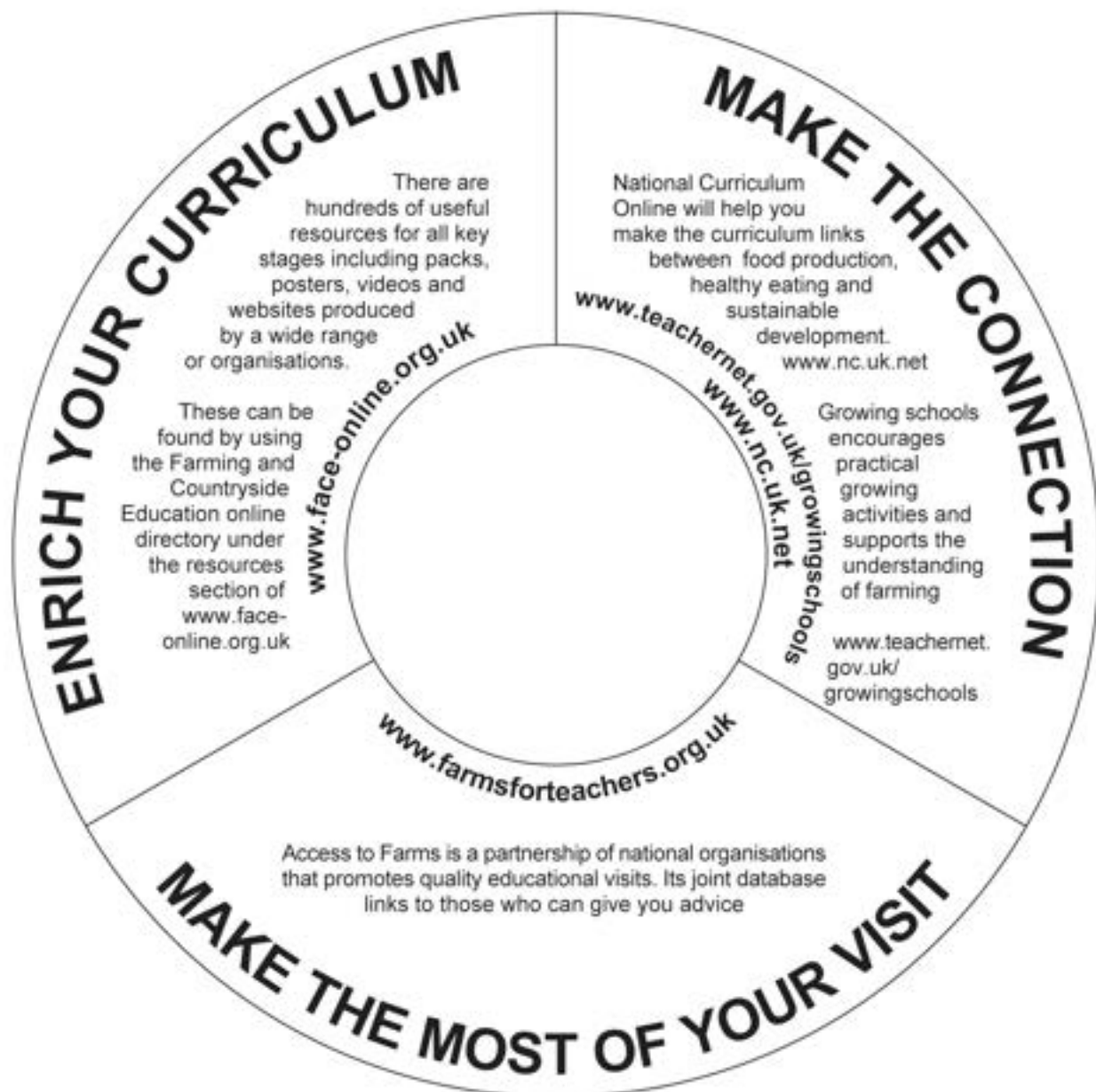
Art, Design and Cultural History

Architecture - Literature - Patronage
The Enlightenment - Philosophy
International influences - The Grand Tour

Social structure **Education** Science



There are many ways in which our heritage can enrich the curriculum. The above indicator is adapted from the Department for Education and Skills *Growing Schools* initiative with its bias directed toward heritage rather than farming.



Links to the National Curriculum

At Key Stage 1 the Park visit can widen the pupils' first-hand experience in a whole range of **visual, tactile and other sensory situations**. Within this are the important messages of **the life cycle** and **seasonal change**. There is a wealth of opportunity for **language development** and **literacy skills**.

At Key Stage 2 the visit can stimulate and excite pupils' curiosity. It also satisfies their curiosity as they begin to **apply their knowledge and understanding** of ideas. Pupils can consider the Park as a good example of **an environment affected by human activity**, think about **attitudes to landscape**, the rural environment and the **conflicts of interest** that arise.

They talk about their work and its significance and **communicate their ideas** using a **wide range of language**.

At Key Stage 3 many different subject requirements can be satisfied. For example, in history, the adaptation of Park buildings over the centuries can offer first-hand evidence of **social and technological changes**. This readily promotes the skills of **handling and assessing**. Pupils can **investigate and debate** a wide range of **complex issues** and begin to understand the **environmental, social and economic** implications.

At Key Stage 4 Park visits can be used to deliver examination subjects both academic and vocational. Contact with your guide will help to focus on the real life **application of skills within a heritage site and workplace**, engaging pupils with **contemporary issues** and focusing on their role as users and consumers.

Free Online Education Resources:

Parks and Gardens UK School Zone

<http://www.parksandgardens.org/school-zone> (NB. This resource is recommended by us as your first stop for the best on-line resource specialising in our area of the heritage industry.

Countryside Learning

Lesson plans:

<http://www.countrysidelearning.org/category/in-the-classroom/lesson-plans>

Childrens Activities:

<http://www.countrysidelearning.org/category/in-the-classroom/childrens-activities>

Countryside Investigators

<http://www.countrysideinvestigators.org.uk/>

Woodland Specific:

<http://www.countrysideinvestigators.org.uk/woodland/index.html>

Country Estate Specific:

<http://www.countrysideinvestigators.org.uk/estate/index.html>

Farm and Countryside Education

<http://www.face-online.org.uk/resources-all>

Learning Days Ltd

<http://www.learningdays.co.uk/>

Royal Forestry Society

<http://www.rfs.org.uk/learning/downloadable-resources>

Teaching Trees

<http://www.teachingtrees.org.uk/resources/resourcesintro.htm>

Environmental and Land Based Studies Resources

<http://www.elbsdiplomaresources.org.uk/>

Outdoor learning activities help make core subjects rich and relevant and get students excited about learning.

Some Subject Study Suggestions:

Art and Design

- Practical - drawing, painting projects.
- Theoretical - The global reach of art, illustrating how art inspires art through cross-cultural exchanges - Temples - Urns
- Movements in Art: rococo, neo-classical, Gothic, romanticism.
- Architecture -Temples, Obelisks, Style, Symbolism and Association

History

- Reading heritage through landforms and archaeology, human interventions in the landscape, ancient Iron Age Hill fort, Hollow Way, mediaeval fishponds, The Ruined Castle, Tumulus, Discovery of our own antiquity, Druids, Gothic, emblems.
- International influences: Greek, Roman, Egyptian - Rotunda, Palladian Bridge, Temple of Theseus, Obelisk
- Industry: Resources - Harnessing water power– Scythe making – The arrival of the Huguenots through religious persecution- expertise in glass making utilising resources. The Enlightenment
- Forestry practice - John Evelyn's Sylva – patriotic oaks - ship building - Empire, Patronage, Gardens through history and cross cultural influences.

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Science

- The Enlightenment and advances in science and scientific understanding.
- Natural science, eco systems, pastureland, woodland, watercourses, wildlife, biodiversity, life-cycles, Seasons, adaptation .
- Environmental issues, conservation.

Geography

- Mapping, terrain, landform, vegetation
- weather systems, micro-climates and micro-ecologies
- connecting the urban and rural environments.

English

- The explosion of literature in the Enlightenment.
- The influence of literature on the development of the English Landscape through the words of Milton, Thomson, Pope, Lyttelton can be given a physical reality.

We hope you are as excited about the opportunities we offer to enrich the curriculum as much as we look forward to welcoming you and your class to experience the parks delights and witness our exciting restoration project unfold. However, if you feel we can improve the content of this Teacher's Information Pack please do not hesitate to get in touch. We will regularly update this Teachers Information Pack. It would be greatly appreciated if following your visit you pass to us any lesson plans, activity ideas or worksheets that have been successfully used in our park so that they can be incorporated into future packs if appropriate. Please list any equipment needed for the activities.

Remember all visits, including preliminary and subsequent school visits are **free of charge** as part of our Natural England educational access programme.

Section 4: Visiting Hagley Park

Contact details:

Hagley Hall
Hagley
Stourbridge
West Midlands

Post code: *DY9 9LG*

Tel no: *01562 885823*

Fax: *01562 882632*

Email: info@hagleypark.com

Website address: *www.hagleypark.com*

Booking a visit:

We recommend that all groups make a pre-visit to undertake their risk assessment. This visit is free of charge as with any subsequent school visit but you will need to organise and pay for transport. A confirmation letter will be sent if required once a date has been agreed.

Please telephone the Tour Co-ordinator on 01562 885823 to book a preliminary visit

If you choose to make a preliminary visit please call before setting off (01562-885823), particularly if you are making a long journey. When you visit we will advise you of important points to consider to assist you in your planning. It is recommended that you conduct your final risk assessment on the day you visit taking local weather conditions, watercourse conditions and footpath conditions into account.

Cancellation arrangements:

If you are unable to carry out your visit, please let us know as soon as possible so that we can make alternative arrangements. Tel no: *01562 885823*

How to get here:



Grid reference: SO9207580769

Below are directions for reaching Hagley Hall from various parts of the country.

Satellite Navigation Postcode: DY9 9LG

National Exhibition Centre

1. Join M42 (signpost London/M40)
2. Keep right at the junction with M40 and then follow the signs for Redditch and Worcester
3. Immediately after junction 1 (A38 Bromsgrove) follow signs for Stourbridge, Birmingham, M5 North West and take the left hand filter lane. This joins the M5
4. Leave at the next exit – junction 4 (A491) following signs for Stourbridge
5. At the second roundabout (A456) turn right as though going back the way you've come but then turn left into Park Road
6. Over the staggered crossroads by the Lyttelton pub, into Hall Lane
7. Go past the main gates to Hagley Hall 200 metres on the right
8. Continue ahead on Hall Drive running parallel to the Hall's private drive, past the Mews units on the left, to St John's Church and the car park.

From Birmingham City Centre

1. Take the A456 (signpost Kidderminster) out of the city
2. At the junction of the M5 go underneath the motorway still following the signs for Kidderminster
3. After the fourth roundabout descend the steep hill past the traffic light junction with the A491 (Stourbridge) and turn almost immediately left (car show room on corner)
4. After 200 metres turn left into Hall Lane
5. Go past the main gates to Hagley Hall 200 metres on the right
6. Continue ahead on Hall Drive running parallel to the Hall's private drive, past the Mews units on the left, to St John's Church and the car park.

From London

There are two ways of getting to Hagley Hall from London:

Via M1/M6

1. Take the M1 North then the M6 North West past Birmingham
2. Immediately after junction 7 (A34) take the left hand filter on to the M5 South West
3. Exit from the M5 at junction 3 (A456), following the signs for Kidderminster
4. After the fourth roundabout descend the steep hill past the traffic light junction with the A491 (Stourbridge) and turn almost immediately left (car show room on corner)
5. After 200 metres turn left into Hall Lane
6. Go past the main gates to Hagley Hall 200 metres on the right
7. Continue ahead on Hall Drive running parallel to the Hall's private drive, past the Mews units on the left, to St John's Church and the car park.

Via M40/M42

1. Take the A40/M40 onto the M42 South West signposted Redditch and Worcester
2. Immediately after junction 1 (A38 Bromsgrove) follow signs for Stourbridge, Birmingham, M5 North West and take the left hand filter lane
3. This joins the M5. Leave at the next exit – junction 4 (A491) following signs for Stourbridge
4. At the second roundabout (A456) turn right as though going back the way you've come but then turn left into Park Road
5. Over the staggered crossroads by the Lyttelton pub, into Hall Lane
6. Go past the main gates to Hagley Hall 200 metres on the right
7. Continue ahead on Hall Drive running parallel to the Hall's private drive, past the Mews units on the left, to St John's Church and the car park.

From the North

1. Take the M6, past junction 8 and then filter left to join the M5 South West
2. Exit from the M5 at junction 3 (A456), following the signs for Kidderminster
3. After the fourth roundabout descend the steep hill past the traffic light junction with the A491 (Stourbridge) and turn almost immediately left (car show room on corner)
4. After 200 metres turn left into Hall Lane
5. Go past the main gates to Hagley Hall 200 metres on the right
6. Continue ahead on Hall Drive running parallel to the Hall's private drive, past the Mews units on the left, to St John's Church and the car park.

From the South

1. Join the M5 North West and leave at junction 4 (A491), turning left following the signs for Stourbridge

2. At the second roundabout (A456) turn right as though going back the way you've come but then turn left into Park Road
3. Over the staggered crossroads by the Lyttelton pub, into Hall Lane
4. Go past the main gates to Hagley Hall 200 metres on the right
5. Continue ahead on Hall Drive running parallel to the Hall's private drive, past the Mews units on the left, to St John's Church and the car park.

On arrival:

A new purpose-built visitor centre with car park is planned, until then, there is a dedicated area outside St John's parish church for minibuses and cars. Coach spaces are available, but please advise Hagley Park staff in advance if you wish to park a coach on-site. Please be aware of other vehicles entering and leaving the car park. Picnicking is allowed in the designated area only.

Facilities:

Toilets

A new purpose-built visitor centre is planned, until then, toilet facilities with hot and cold running water, soap and towels are situated at the Hall. A comfort break will be provided upon the schools arrival, and again on their leaving the Park.

Disabled Access

Hagley Park is not wholly suitable for people with mobility problems or the infirm elderly. The variety of steep paths and sloping hills makes it impossible to provide access for wheel chairs and unless you are reasonably fit you will find sloping terrain challenging. Guide and Hearing dogs are welcomed but must remain on a short lead at all times.

Planning the Future:

It is hoped in the future Garden buggies will travel a limited route taking less mobile visitors to view the scenery from the more accessible points of the site. Drivers will be trained to drive at low speed whilst watching for pedestrians.

Evaluation Form:

This visit is provided free of charge. In order for us to be able to claim a payment as part of our *Environmental Stewardship Agreement* we require that you complete an evaluation form which we will provide. Please take a few moments to complete the evaluation form following your visit giving as much detail as possible, then hand it back to us before you leave. Any additional feedback regarding the visit would be most welcome and very much appreciated.

Thank you.

Complaints procedure

If you have any complaints regarding your visit please inform us so that we are able to improve our service.

Tel: 03000603787

You may also write to:

Darren Braine
Natural England
Access Team
Eastbrook
Shaftesbury Road
Cambridge
CB2 8DR

Section 5: Health & Safety Information for Visiting Groups

Risk assessment

We recommend and encourage a pre-visit to the Park, during which you can carry out a risk assessment and become familiar with the site. Any specific requirements or needs of the visiting group can be discussed. A copy of the Park's risk assessment is available on request.

It is the responsibility of teachers and group leaders to complete a risk assessment prior to any site visit being made. This is a requirement of most local education authorities. The following information is intended as a preparatory tool and does not replace your own risk assessment. Please be aware that conditions at historic sites can change rapidly, and that you will need to remain alert at all times during your visit.

Please do not ask our staff to fill in, check, or sign any sections of your risk assessment, as they have no responsibility to do so.

Uneven Surfaces

Hagley Park's significantly rural nature means there are uneven surfaces, unprotected steep slopes and banks, and trip hazards such as potholes, projecting roots, and animal burrows throughout the site. There are no prescribed routes or set pathways and the terrain can be both muddy and slippery, particularly during and after wet weather. As the majority of your visit will be outdoors, and there is little shelter from inclement weather, we advise that all visitors wear sensible footwear and dress appropriately.

Group Working

The diverse nature of the terrain can weaken supervision where pupils are asked to work independently or in small groups. We recommend groups should be closely supervised, a ratio of 1 adult to every 6 children for Years 1, 2 & 3, and 1 adult to every 10 children for Years 4 onwards, is the minimum requirement for groups of school children. And we ask that during the visit unless instructed otherwise please ensure pupils stay with their supervisor or guide. This recommended ratio also provides an opportunity for more teachers to be involved in the visit, allowing them to re-engage with the great outdoors in a teaching experience which is sure to enrich the delights of what today is a largely classroom based curriculum.

Livestock

A deer herd grazes the park and pupils should be reminded not to approach these animals. Deer droppings may present a zoonotic hazard as well as a risk of slipping.

Children should be reminded to wash their hands prior to eating and adults should include wipes in their kits.

Trees

All of the trees on site are inspected annually. However, storm damage can sometimes affect the stability of apparently healthy trees and branches. Group leaders should be particularly aware of this when undertaking their own risk assessment prior to visiting.

Watercourses

There are a number of water features throughout the site and these include deep pools and ponds, some have indeterminate edges which may be slippery or muddy. Streams also run through the site and these can be fast moving, particularly during and after heavy rain.

Other Access Issues

Ongoing conservation, maintenance and restoration work on site may cause additional temporary hazards. A member of Hagley Park staff will advise you of these when you make your planning visit.

Health & safety

We comply with Health and Safety Regulations. However it is important that all pupils and supervising adults are aware of the correct Health and Safety guidelines.

The risk of infection is very small, but disease caused by an infection could be serious. By following simple guidelines, similar to everyday basic hygiene recommendations, the risk can be easily minimised.

The Health & Safety Executive has produced guidelines, HSE sheet AIS23 – Avoiding ill health at open farms – Advice to farmers. The supplement to AIS23 advises teachers and others who organise farm visits on controlling the risk of infection from animals which the pupils may have contact with during their visit.

All animals naturally carry a range of micro-organisms, some of which can be transmitted to humans, causing ill health. Some, such as the bacterium *Escherichia coli O157* (*E coli O157*) cause infections which can potentially cause disease, which may be particularly acute in young pupils.

While the hazard from infection resulting from a farm visit is real, the risk can be readily controlled by following sensible steps which will help make your visit safe, healthy and enjoyable.

- read and understand the advice in AIS23, and discuss visit arrangements with the farm management. Assure yourself that the facilities provided match the recommendations in AIS23
- decide what the ratio of pupils to teachers/assistants/parents should be, using advice from your local authority. As a general rule, the ratio of supervisors to pupils should be 1:1 for pupils under 1 year old, 1:2 for pupils between 1 and 2 years old, 1:3 for pupils between 2 and 3 years old, 1:4 for pupils between 3 and 5 years old, and 1:8 for those between 5 and 8 years old. If supervision levels are less than this, you should not allow direct contact with any animal for pupils under eight. The ratio of supervisors for pupils between 9 and 11 years old should be 1:10-15, and 1:15-20 for pupils from 12 years old and above. These are examples only and group leaders should assess the risks and consider an appropriate safe supervision level for their particular group.
- discuss with the supervisors, who may be parents or staff of the school, creche, etc. their role during the visit. They must understand the need to make sure that pupils wash, or are helped to wash, their hands thoroughly after contact with animals, and follow the other rules suggested below.
- discuss with pupils the rules for the visit, stressing that they must not eat or chew outside the areas in which you permit them to do so.
- check that cuts, grazes, etc. on pupil's hands are covered with a waterproof dressing.

Clothing

As the majority of your visit will be outdoors, and there is little shelter from inclement weather, please ensure that pupils wear appropriate clothing, including sturdy outdoor shoes (not sandals) or wellington boots if possible.

Behaviour

Teachers/group leaders are responsible for the pupil's behaviour throughout the visit. Pupils' should understand how to behave in the park and always follow the Countryside Code (see overleaf).

During and after the visit, make sure that the pupils:

- always wash their hands thoroughly before and after eating, after any contact with animals, and again before leaving the park.
- eat only food that they have brought with them, or food for human consumption that they have bought to the park, in designated areas, and never eat food which has fallen to the ground, or taste animal foods.
- do not suck fingers or put hands, pens, pencils or crayons, etc. in their mouths.
- clean or change their footwear before leaving, remembering to wash their hands after any contact with animal faeces on their footwear.
- allow plenty of time before eating or leaving so that they do not have to rush.

Check that pupils stay in their allocated groups during the visit, and that they:

- do not use or pick up tools (e.g. spades and forks) unless permitted by Park staff.
- do not climb on to walls or animal pens, machinery, etc.
- listen carefully, and follow the instructions and information given by the Park staff.
- approach animals quietly and gently
- do not chase, frighten or torment the animals.

You should supervise them during the visit, especially during hand washing, to make sure that each pupil washes thoroughly. park staff may be able to help with this supervision.

If a member of your group shows signs of illness (e.g. sickness or diarrhoea) after a visit, advise them or their parent/guardian to visit the doctor and explain that they have had recent contact with animals.

Further information:

Copies of the AIS23 information sheet and supplement and other useful Health and Safety leaflets are available free from
HSE Books,
PO Box 1999,
Sudbury,
Suffolk
CO10 2WA

Tel: 01787 881165

Fax: 01787 313995

Website: www.hsebooks.co.uk

©HSEThe Countryside Code:

- Be safe – plan ahead and follow any signs
- Leave gates and property as you find them
- Protect plants and animals and take your litter home
- Keep dogs under close control
- Consider other people

www.countrysideaccess.gov.uk

Education packs are available from countrysidecode@face-online.org.uk

How to behave in Hagley Park

If you walk with your group leader, it is safer and will not frighten the animals.



Climbing on walls, fences or animal pens can be dangerous. Please stay on the footpaths unless otherwise instructed.



The animals have a balanced diet so avoid feeding them, unless asked to.



Eating animal feed could make you ill.



Do not handle farm equipment or machinery unless permitted to do so by farm staff.

