

Social Forestry Good Practice Guide

2010



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The West Midlands Social Forestry Task Group

This document has been written from the collected experience of the West Midlands Woodland & Forestry Forum’s Social Forestry Task Group. The Group was set up to develop social forestry within the region, as part of the Forestry Commission’s work in overseeing the delivery of the Regional Forestry Framework. The sector has the potential to be a significant contributor to the social, environmental and economic wellbeing of the region, with particular relevance for disadvantaged groups.

The work of the group, supported by the Forestry Framework’s Annual Monitoring Reports has shown that more support and help is needed for wood based community projects, and those who work with groups of disadvantaged people. The Social Forestry Task group included stakeholders from the woodland and forestry industry, and also from the wider community. The group has completed the initial tasks set for it by the West Midlands Forestry Framework.

Disclaimer

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A1 Introduction and Definition of Social Forestry

Woodlands are widely used for physical leisure activities, ranging from walks and cycle rides through to bird watching and volunteering for woodland management and conservation tasks. Woodlands also provide a base for more structured leisure activities such as Go-Ape, orienteering, mountain biking, shooting, and paint balling. All these can be included in the widest definition of social forestry, as they are social uses of woodland but for the purposes of this document are considered as woodland leisure pastimes.

Social Forestry can be defined as a forestry intervention which has a social outcome: participation in structured and achievable tasks and activities in a woodland environment with trained supervision which enables individuals to develop motivation, emotional and social skills, and improves their health and employability. These can be developed over time to help achieve personal potential.

Social forestry projects work with target groups to meet their specific needs; the projects can improve health, social interaction, self esteem and confidence, the ability to concentrate, and can help with employment prospects.

Audience

Social forestry offers benefits to those with physical or mental health problems, young people with behavioural difficulties or with disabilities such as Aspergers Syndrome, disadvantaged and alienated groups and some groups of offenders.

Long term unemployed people can benefit from engagement in these projects, in that activities provide the opportunity to socialise, working with a mixed team on a shared problem which may be overcome with hard work, enthusiasm and strong guidance. The impacts of this type of woodland based activity have been captured in some significant research studies. The target age group includes anyone over 16.

Introduction to the Good Practice Guide to Social Forestry

This guide sets out the policy framework and range of social forestry projects in Section A, considers the development of an activity programme from the aspect of a woodland owner or project manager in section B, and in Section C describes how an agency might start to connect with a local programme, including a full list of social forestry projects in the West Midlands.

Section D includes a range of case studies of Social Forestry projects which work with different audiences.

The guide includes a comprehensive list of the research (Section E) which provides information about the benefits for mental and physical health, social skills and employability resulting from regular visits to woodland.

A2 Policy framework for social forestry

Implications for policy

There seems to be an increasing awareness by health and social care providers, policy makers and the general public, of a broader concept of health, one that includes wellbeing and quality of life. As part of this, the links between 'nature' and 'health' are also becoming more widely recognised. In the UK, a number of government departments and nongovernment organisations have already recognised the importance of green spaces for public health, including the DTLR, National Urban Forestry Unit, Natural England, Scottish Wildlife Trust, Department of Health, National Trust, Groundwork, RSPB, and MIND.

The concept of a broader definition for health also goes hand in hand with the government's priorities for England's trees, woods and forests, mapping out the degree to which forests are multifunctional and can provide a multitude of different benefits and services. In addition to timber production, biodiversity, recreation, storm water retention and climate change offsets and landscape aesthetics, our woodlands can also provide health and social care services. The Regional Forestry Frameworks also provide evidence of a shift of emphasis towards multifunctional forestry.

Social forestry has policy implications for a wide range of sectors and evidence from Europe and the UK has shown that social forestry produces a myriad of different benefits for woodland owners, participants and referring bodies alike, in addition to the wider benefits to local communities and for public health. Therefore social forestry is relevant for a range of different government departments, NGOs and the private and voluntary sectors.

Increasing support for and access to a wide range of green care and social forestry activities for vulnerable and excluded groups in society should produce substantial economic and public health benefits as well as reducing individual human suffering. However, for this promotion to be successful, the key challenges (such as a lack of: awareness, recognition of legitimacy, policy support and funding) need to be addressed.

The implications and framework for policy from social forestry have been organised into the following categories:

- Forestry
- Health and social care
- Education and training
- Employment
- Police, probation and offender management
- Rural development
- Social exclusion
- Partnership working
- Funding

1 Forestry

1.1. Social forestry has the potential to provide many benefits for forestry in the UK, by increasing incomes and providing opportunities for multifunctionality and business diversification. Social forestry offers a potential solution to the low income generated from forests, and may therefore go some way to help uneconomic woodlands to diversify into a more profitable area of work, whilst at the same time continuing with timber production.

1.2. In the process of providing health, social rehabilitation and educational services in woodlands for groups often excluded in society, social forestry has the potential to reconnect woodlands and

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woodland owners with their local communities, to engender a positive image of forestry and to raise the self-esteem of woodland owners as they see the changes in the lives of participants and their families as a result of participating in their woodlands.

1.3. Evidence has shown the importance of the 'forester' on woodland projects, as an skilled expert in forestry, one who is strongly linked with the woodland, as this gives the participants feelings of safety and clarity because they recognise the knowledge and expertise of the forester. This relationship sets a framework for project delivery, as participants must attend to the forester's guidance.

These two factors suggest that social forestry could be a realistic option for smaller, Privately-run woodlands in the UK and implies that in order to be successful, woodlands do not necessarily need to make huge changes to woodland infrastructure or to alter production systems. Currently in the UK, the numbers of privately run, timber focused social forestry projects are small, but there is clearly much potential for growth.

1.4. However, woodland owners need a scientific basis for offering care and rehabilitation services, and they need supportive health policies and economic systems that make such services a predictable income. Social forestry projects in the UK could be ameliorated by policy support, such as funding and organisational structures, health and safety and insurance regimes and a recognised referral procedure.

1.5. Forestry managers and policy makers need to encourage the social forestry industry to promote the concept of woodlands as a multifunctional resource which can provide not only food, environment and landscape features but also opportunities for health, social rehabilitation and education services through social forestry.

1.6. Full recognition of the multifunctionality of forestry by woodland owners, land managers and policy-makers is crucial and should be reflected in integrated policy and practice. Agencies with responsibility for supporting social forestry and maintaining our natural environment such as Defra, Forestry Commission, Natural England and woodland owners' organisations such as Small Woods Association, ConFor, the NFU and CLA should be encouraged to take a lead role in promoting such an integrated and holistic approach.

1.7. In addition the timber sector needs to take lead role in the education of stakeholders and the general public on the range of health, education and social care services that woodlands can provide.

2 Health and Social Care

2.1 Social forestry has great potential in the health and social care sector. A growing body of evidence shows the health and well-being benefits to many different groups of people derived from social forestry activities. In these times of great pressure on health and social care services; the drive to provide care in the local community; and with the growing concern for the health of our nation, social forestry can offer an additional option for healthcare. A wide range of people have been shown to derive health and well-being benefits from participating in a social forestry project, including those with defined medical or social needs (psychiatric patients, those suffering from mild to moderate depression, people with a drug or alcohol history, people with learning difficulties and elderly people with dementia, for example) as well as those suffering from work-related stress or social exclusion.

However, there is still limited acceptance of the role that social forestry can play in health, from

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healthcare and social service providers. Whilst the full extent of the range of different health benefits needs to be better understood, researched and more effectively communicated, the health sector needs to consider the contribution that social forestry can make to both individual health and public well-being, and stress the therapeutic value of the outdoors (both rural and urban) for delivering physical and mental health and well-being. Healthcare professionals generally should be encouraged to take the idea of 'social forestry' more seriously and GPs should be encouraged to consider and recognise the value of 'green prescriptions'.

2.2 The idea of 'personalised medicine' rather than the 'one size fits all' approach (i.e. "*remedies that are appropriate for sub-populations suffering from a condition or illness rather than all of those with the condition*"²¹⁸) is a growing one here in the UK. Indeed in a recent report outlining the proposed way forward for adult social services, the Department of Health aims for "*person-centred planning and self directed support to become mainstream and define individually tailored support packages*"²¹⁹. As part of this strategy, personal budgets for everyone eligible for publicly-funded adult social care support are being introduced, and Lord Darzi in his October 2007 NHS next stage review suggested that in the future personal budgets (paid for by the NHS) for people with long-term conditions would be key.

The introduction of healthcare personal budgets is likely to enable more clients to choose to participate at social forestry projects, and the Department of Health, DCLG and the voluntary sector should therefore encourage and facilitate the development of personal budgets and the direct payments scheme for health and social care services in the UK.

2.3 Social forestry represents an additional option or an alternative choice for health and social care in the UK. Successful social forestry initiatives rely on an ethos of tailor-making the treatment options to the individual rather than one programme of care for all clients, thus fitting in to the concept of personalised healthcare advocated by the NHS. Participation at a social forestry project whilst being excellent opportunity for many vulnerable or excluded people may not of course be suitable for everyone (in the same way as every other intervention). However policy-makers in health and social care should recognise the benefits of a UK wide network of social forestry projects delivering health and social care options and incorporate social forestry into mainstream healthcare policy in the future.

2.4 Just as woodland owners, woodland managers and forestry policy-makers should consider and advertise the health implications of their resources; health agencies should also advertise the mental health and well-being benefits of green care initiatives such as social forestry.

In the same way, it is important that the general public is made aware of the benefits of contact with nature. A major problem in encouraging more 'green prescriptions' is to overcome the patient's perception of whether green care is as an effective treatment response. Sometimes, patients subconsciously believe that taking a pill will automatically make them feel better, whereas leaving their doctor's surgery with a recommendation to engage in activities at a care woodland or another form of green care initiative may not be deemed as an effective or even a satisfactory treatment. Health and social care professionals and policy-makers are therefore urged to promote the idea that nature can help people feel better. Local authorities and other agencies responsible for providing social care services would also benefit from recognising the potential of social forestry activities to increasing the health and mental well-being of patients and clients.

3 Education, Training and Employment

3.1 Social forestry has many implications for the education, training and employment of people who are marginalised from society. Social forestry initiatives in the UK have highlighted the value of being

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engaged in meaningful activity on social forestry projects which are engaged in timber production and in making wood products. This has had a particular effect on disaffected young people, those who are excluded from school, display challenging behaviour or who have become involved in drugs or alcohol misuse and this study has shown that many participants on existing UK social forestry projects are referred by local education authorities, the LSC and pupil referral units. The Department for Education and Skills (DfES), the Learning and Skills Council, DCLG and local education authorities (LEAs) should therefore i) support and promote the work of social forestry projects and ii) investigate funding regimes for participants referred by the education sector.

3.2 In addition to disaffected young people, social forestry projects also provide education, skills and training opportunities for a multitude of other people: for adults with drug and alcohol addiction problems; those who are either unemployed or have been deemed 'unemployable'; offenders and ex-offenders and many more. Many people from all of these vulnerable groups have increased their skills base, gained qualifications, been reintroduced to the 'work ethic', increased their employability or have found even employment or returned to the education system as a result of spending time on a care woodland. The benefits of meaningful work on social forestry projects should be highlighted, supported with resources and actively promoted by all those involved in the education and employment sectors (including DfES, DWP, LSC, LEAs, DCLG and the private and voluntary sectors).

3.3 There have been concerns recently about the impact of a culture of safety and low risk that has constrained children's access to outdoor environments, (both urban and natural spaces) and the increasing disconnection of children from the natural world. Social forestry, forest schools and general access to open woodlands could go some way in redressing these issues and should be encouraged.

4 Police, Probation and Offender Management Services

4.1 As has been shown in this report, probation services in some areas of the UK are already recognising the potential in social forestry to provide natural, green environments to deliver both mental health and employment dividends to ex-offenders.

In times with increasing prison populations, a prevalence of prisoners with mental health problems and concerns over the effectiveness of current probation services, there is great potential for social forestry to be used as an option in the rehabilitation of offenders into society. The Home Office, the Ministry of Justice, Police, offender management services (such as NOMS, youth offending teams etc.) and Probation Services should therefore recognise the potential of social forestry for offenders and ex-offenders and support the growth of social forestry projects across the UK.

4.2 The economic advantages of social forestry in terms of cost-effectiveness in the management and social rehabilitation of offenders also need to be addressed. Although further research in this area undoubtedly needs to be initiated, initial results from a pilot project with West Mercia Probation Trust suggests that great savings can be made to offender management budgets and to the tax-payer from adopting social forestry as a way of reducing re-offending and reintegrating offenders into society. Offender management agencies are therefore urged to consider social forestry projects as an option in offender and probation management.

4.3 In the same way, the prison service, once well-renowned for recognising the benefits to inmates of working on a prison woodland or garden, should look into increasing this potential for a happier, calmer and more socially adjusted prison population.

4.4 Crime and social service agencies of all types should consider the therapeutic value of social forestry as part of strategies to address anti-social behaviour amongst adolescents.

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Rural Development and Social Inclusion

4.5 Social forestry has major implications for rural development in the UK. Social forestry projects generate additional income for woodland owners and the rural economy; create additional jobs in rural areas; enhance the development of social capital in rural areas and foster reconnections both between i) the rural and urban populations and ii) social forestry and wider society.

Agencies responsible for economies and communities in rural areas should therefore welcome the concept of social forestry and support and actively promote social forestry as an option for woodland owners and rural communities.

4.6 Social forestry will support the objectives for the new Local Enterprise Partnerships: to further economic development and regeneration and to promote employment. LEPs will support enterprise and new businesses to provide jobs and stimulate the economy. Social forestry projects have been shown to strengthen the economic viability of rural communities and many are social enterprises so also contribute socially as well as financially to the wider society. LEPs should therefore take a lead role in the promotion of social forestry for the benefit of rural areas and contribute to supporting the development of social forestry initiatives.

4.7 Social forestry also addresses social exclusion issues. Social forestry by its very nature provides healthcare, social rehabilitation and/or education opportunities for some of the most vulnerable groups and excluded people in society. Evidence from Europe and from this study in the UK has shown that social forestry has been instrumental in reintegrating participants back into education, employment and society and as therefore contributes to social inclusion.

In addition, social forestry also helps woodland owners to become more integrated into their local communities. The economic viability of many woodlands has weakened over the last 20 years, woodland teams have been reduced, and many woodland owners are employed in other industries and work only part time in their woodlands. Social forestry offers opportunities for woodland owners to make their woodland into their main source of income, delivering timber for UK wood using businesses, and at the same time providing an important service to their local communities by welcoming people into the woodland.

All agencies with responsibility for the reduction of social exclusion should recognize the potential for and support the growth of social forestry in the UK.

5 Partnership working

5.1 Successful examples of social forestry show the importance of good partnership working between the provider, the forester and the client in order to match the client to the right woodland and to tailor-make the woodland experience. Engagement of *all* stakeholders will therefore be of crucial importance in the development of social forestry initiatives across the UK.

5.2 Social forestry has implications for many sectors, suggesting the need for cross disciplinary and sectoral strategies and action. The importance of partnership working between government departments including Defra and the Department of Health with input from DfES, DWP, The Home Office and the Ministry of Justice is therefore paramount. Social forestry in the UK needs a lead department and requires the identification of a champion department charged with promotion and support. This champion should facilitate woodland owners, referral agencies and clients to initiate innovative social forestry projects.

6 Funding

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6.1 The funding of social forestry has been highlighted by social forestry projects, woodland owners and referral agencies as the biggest challenge facing the existence and spread of social forestry in the UK. Recognised and sustainable funding structures and systems are crucial for woodland owners to continue to offer health, social rehabilitation and educational opportunities to participants on social forestry projects. The development of funding regimes for social forestry projects should be considered a priority.

6.2. Many social forestry clients have serious health, social, law and order and educational problems simultaneously and so it would seem unreasonable for any one government department or sector to foot the bill in isolation. It has been suggested by many woodland owners that funding structures should be centralised and standardised as a solution to this issue.

A3 Types of social forestry activities

Social forestry projects for disadvantaged groups are growing in popularity with employment agencies and local authorities as a means of re-engaging alienated groups with their community. Other types of woodland projects to engage communities with woodlands for health and well being include volunteering, health projects, exercise classes, training and social enterprises.

Much of the philosophy and research driving social forestry originates from the Forest School movement. In this country most Forest Schools are aimed at young people aged under 16, so are excluded from this guide, which describes opportunities for those over 16 and adults. However, some background on Forest Schools is provided here to help set social forestry in context. The impact of working and learning in a different environment is very similar in social forestry as in Forest schools.

The philosophy of Forest School is to encourage and inspire individuals of any age through positive outdoor experiences. Forest School has demonstrated success with children of all ages who visit the same local woodlands on a regular basis and through play have the opportunity to learn about the natural environment, how to handle risks and to use their own initiative to solve problems and co-operate with others. Children use full sized tools, play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self motivated. Increased concentration span is also found in those suffering from Attention Deficit Hyperactivity Disorder (ADHD), and Asperger Syndrome.

“Forest School encourages an appreciation of the natural world and builds self esteem and confidence. This is achieved through regular visits to special woodland sites. Individuals can master tasks of increasing complexity and learn the associated social skills.”

Massey (2004) has written that, “practitioners reflected that the children while in the woodland had gained in confidence in adapting to new situations and in trying new experiences. This also impacted on their ability to choose activities independently and their confidence in self-initiating tasks was seen to develop dramatically.”

A3.a Physical exercise

Physical exercise in a woodland setting can improve the wellbeing of adults and children. Walking and cycling are the main forms of physical exercise undertaken in woodland; woodlands such as Kinver Edge have special cycle routes; “Go Ape!” physical assault courses are found at Cannock Chase Forest in Staffordshire, and at the Wyre Forest, Worcestershire. These projects help to popularise woodland based physical activities, making exercise enjoyable, however, they fall outside

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the scope of this guide, as most do not involve a formal intervention, and people can access these activities without assistance. There are many walking guides in book or leaflet format, or available on the internet. The Forestry Commission website gives details of bike hire shops and Go Ape courses at its forests around the country.

Some woodlands are the site for exercise activities which boost physical and mental health. Some GPs refer patients to participate in these activities to help treat depression, prevent obesity and the diseases associated with it. Natural England's Natural Health Service has been recently launched to encourage the 'Walking your Way to Health' programme of walks with leaders which are proving very popular around the country. The Small Woods Association's project *Wye Wood* in Hereford operates a programme of walks funded by the local Primary Care Trusts to target isolated rural communities with help and support to engage in woodland based walking activities.

BTCV have created a 'Green Gym', designed to improve physical health. Sessions run for half a day generally on a week day or weekend morning, and comprise warming up exercises, followed by environmental conservation work. Green Gyms are found in many parts of England and Wales. The Small Woods Association's project '*Venture Out*' offers a programme in Telford's green spaces funded by the Telford Primary Care Trust, targeting those with unhealthy lifestyles, who may be storing up problems for the future. The objective is to provide easily accessible activities in Telford's open spaces which are enjoyable, help to change lifestyles, and give some feelings of ownership which help to motivate people to get involved in their local open space.

A3.b Volunteering

Opportunities for volunteering in woodlands are offered by many environmental NGOs to help with their work to protect and improve the natural environment, to protect flora and fauna, and to enhance people's appreciation for wildlife and habitats. Much of this work is carried out in woodlands.

Hedgelaying, wild flower planting (such as the bluebell planting at the Forest of Mercia), landscape improvements, woodland creation and management, heathland restoration, clearing waterways and improving pathways are all regular conservation tasks undertaken by volunteers. Group leaders are well trained, and the groups offer social activities as well as opportunities for physical exercise. The Worcestershire Wildlife Trust offers opportunities for volunteering in several woodlands in the county, including Horn Hill wood, which is one of the best preserved hazel coppice habitats in the West Midlands.

A3.c Social Forestry projects

There are many specialised social forestry projects developing in the West Midlands to respond to the demand from training agencies, local authorities, police, probation, young offender units, schools, the PCTs and prisons. The concept is to remove people with problems of alienation, or ill health, or stress, or behavioural difficulties, from their normal environment often ruled by peer pressure and take them to a completely different environment, where they have to learn new rules from a strong role model in order to be accepted, to receive praise and to win credit. They can demonstrate success at practical tasks, they are praised and rewarded for hard work and achievement, and can relearn how to socialise, how to work in teams and rely on each other. The tasks they undertake are important, as the effects can be magnified where the task benefits society or helps wildlife.

Ingredients for a successful project:

- Working as a group
- hard physical work

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- strong role model as leader
- good food at regular intervals
- success at making something
- praise for good work and appropriate behaviour
- exclusion from the group if behaviour is not acceptable
- socialising, chatting and exchanging information

Most of the project placements last for three months, but it can take longer than this to have permanent effects. Projects with local involvement are offered at the Glede Wood project to teenagers aged 16 – 18, at the Wye Wood Project near Hereford for people with mental health problems, and at Tick Wood near Much Wenlock for prolific offenders. All three projects offer opportunities for coppicing and green wood crafts include charcoal making, pole lathing, stool and bench construction, hurdle and continuous fencing, making besoms, rakes and gate hurdles

A3.d Training and social enterprises

Various training opportunities are available in woodlands, and these can help people to learn new skills and even gain qualifications, potentially leading to employment. Training can be provided at various levels, and in many different fields. Qualifications can be gained in subjects such as forestry, green wood crafts and horticulture. At the Wye Wood Project, first level training is accredited with the Open College Network and courses offered include green woodworking, coppicing and first aid. The Basic Expedition Leaders Award can be gained from woodland projects, and scouts and guides can work towards their Duke of Edinburgh Award. Many volunteering projects offer training in woodland skills.

The Bishops Wood Centre near Worcester also offers a range of courses in environmental training. The Forest Of Mercia offers an NVQ in Land Based Operations, and also the Certificate of Personal Effectiveness (CoPE) and other ASDAN qualifications. The Forest of Mercia also offers pole lathe skills training, and an introduction to basketry course.

The Green Wood Centre, in Ironbridge offers a range of courses in green wood crafts, coppicing, coppice products and sustainable woodland management, all with Open College Network accreditation. The Wye Wood Project and the Green Wood Centre are developing a progression route into employment from its social forestry projects, including a combination of volunteering, social enterprise and co-operative working. Coppice crafts are very popular and provide a means of introducing people to woodland employment.



B. How to develop a social forestry project

This section covers the development of a woodland activity programme, including site selection, consultation, planning and set up, operation and transport, funding, marketing, records and evaluation.

B1 Selecting an appropriate woodland

You may have no choice of woodland, in which case you will design a range of activities appropriate to the site available. You may also be able to develop a programme in woodland owned by a friendly and supportive woodland owner.

Select a site that is easy to access, with good parking and well fenced. Private woodland may be ideal for work with sensitive groups, other activities such as walking and exercise classes will be more appropriate for woodland with public access. Distance from a centre of population is important: you may need to be close or far away depending on your programme.

The wood should contain a variety of habitat and management types. A conifer plantation will have little diversity and will restrict the activities on offer. Mixed broadleaved, containing some coppice and some continuous cover, will provide more opportunities for activity, more material for making products and greater biodiversity.

Many woodland owners are pleased to see their woods used for social forestry; organisations or individuals delivering projects need to have due regard to Health and Safety, insurance, careful use and management and constant communication over times, level of usage and activities. A management plan and work plan must be agreed with the owner. When you have selected your wood you need to ensure it is safe. Carry out a thorough Risk Assessment and employ an arborist or qualified forester to assess tree safety. Ensure any recommended work is carried out.

B2 Consultation

Consultation should be undertaken to assess the activities required in the area and the level of demand. Consultation with local agencies such as the local Primary Care Trust, Probation Service, mental health units, schools, young offenders teams, police, councillors and local authority officers, will not only provide a means of letting them know the benefits of a programme and how they can access it, but their responses will give you information about the needs within the local area, whether there is greater justification for a health related project, or education and training for excluded young people, or whether a prolific offender project would stand a better chance of success.

B3 Planning Activities

There are several aspects to planning your project:

- an activity work plan may be based on a woodland management plan will include a map of the site, work areas and operations, a time scale and indicate hazards, areas of ecological or archaeological importance. The plan may include improvements to access routes for leisure use, and work to fences and boundaries, or may be silvicultural works such as thinning, clearance, or habitat enhancements. Some activities will be based in woodland but not include physical works to the woodland, such as a programme of craft training, forest schools, etc. Associated with the activity plan is the list of necessary tools and equipment required to deliver the operations, including mobile phone, copy of the risk assessment, protective equipment and first aid box.
- There are significant risks associated with the delivery of social forestry activities, such as prolific offenders or alienated young people using sharp tools in areas with trip hazards,

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dangerous trees, and the risks to staff of working with young or vulnerable people, and making sure they are never in a one to one position on their own with their charges.

- Risk assessments are required for the site and for each activity. Risk assessments may also be required for each individual, and this should be discussed with the referring agency. A risk assessment template is given in the appendices, and see also www.hse.gov.uk/agriculture/forestry.htm for useful information on Managing Health and Safety in Forestry
- Increasingly referring agencies will require a full set of organisational policies to demonstrate that the project managers have an understanding of the issues and that staff are trained appropriately. A list of these policies is given in the appendices
- Staffing levels must be adequate to ensure participants will be well supervised and trained. An average ratio for work with alienated or special needs groups can vary from 1:1 to 1:6, whereas a family group, or mixed group for a walk would only require a ratio of one supervisor to around 15 participants. The selection of the lead person on site should be based on their knowledge of woodland management and their confidence in the woodland, with support staff providing necessary skills in conflict resolution and working with excluded groups. Where the project leader provides a role model for impressionable young people, it is essential that they demonstrate and inspire absolute confidence in the tasks undertaken.
- Staff must receive training in work with socially excluded groups, health and safety, first aid, risk assessment, use and care of tools, plus any woodland management and craft skills required. SWA offers an OCN level 3 in social forestry, and some elements of forest school training will also be relevant. It may be worth liaising with the referring agency for any specialist training that may be required for work with specific groups. They must go through the Criminal records bureau check for the specific post you are offering, and/or be accredited by Independent Safeguarding authority's Vetting and Barring scheme
- Planning the work base: most activities require the establishment of some kind of base in the woods, for shelter, for siting a compost toilet, and for cooking meals over a safe fireplace, and possibly for burial of a secure metal store for tools. This may be a simple tarpaulin strung between 2 trees, a pole structure, or a timber framed shelter. The fire hearth should be dug into the ground and surrounded by stones.



B4 Costings and budget

Example budget for a 12 months project.

Expenditure	Example costs	Comments
Salaries +NI	36,000	Project supervisor + support worker (p-t)
Project management	8,000	Overheads and governance costs
Transport	9,000	Purchase of second hand vehicle and running costs
Food, materials, tools	5,000	
Office and admin costs	6,000	Taking bookings, printing, stationery, postage, office overheads
Evaluation	2000	Use of laptop and additional staff time to record evaluation
Financial management, insurance, audit	3000	
Contingency	3000	
Total expenditure	72,000	
Income		
180 days project delivery for average 8 participants @ £50/hd/dy	72,000	

B5 Marketing

The most effective marketing is to engage with the agencies you wish to involve (presentations or face to face meetings). These are the organisations that will commission places on your project, or design a specific scheme with you to meet their needs. Taster days for agency staff are a very effective means of communicating the project benefits.

Some projects will reach out to a wider audience, such as walks and craft days, so marketing directly to the target communities will be necessary, using simple fliers, produced in colour and using appropriate language. Be sure to focus on the positive benefits in such a leaflet, such as Healthy Living, Woodland Skills, rather than calling the project a negative name such as 'Fighting obesity' or 'activities for deprived communities and offenders'

B6 Records, evaluation, feedback and permissions.

Before taking part in a given activity, participants will need to provide information on their health and medication history, with an emergency contact number and doctor's name and address. It is absolutely vital that the project has good quality secure storage for these records to ensure confidentiality.

An induction should be given prior to starting the sessions so each participant is aware of what to

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expect, and the project leader has an understanding of the needs of each participant. This induction can be more structured through the use of an assessment scheme such as Qualitative Benefit Analysis (QBA) which tracks progress made by an individual under each of the four main themes of mental health, employability, social skills and physical health. QBA is described in more detail in the appendices, where some templates for the necessary permission and health forms are also provided.

Feedback from participants should be encouraged and evaluation should provide a more structured format for this to happen. Parents' or guardians' permission will be required in some cases where participants are under 18.

Permission also needs to be granted by participants before photographs are taken.

B7 Set up and operation

Starting your project with taster days for agency staff such as Connexions and employment training companies, teachers, tutors from the local college and members of the probation service, police and young offenders groups will help to test the operation of the site, such as transport, parking, access, the shelter, fire hearth and compost toilet, tools and equipment, and will give the staff a run through of their daily programme. Finding the best route from the base camp to the correct management compartment for the day's work, setting out the area and marking trees for felling or thinning must all be organised before taking participants on site. Keeping a supply of shavings for the compost toilet, and dry kindling for the fire, supplies of tea, milk, and a supply of healthy food prepared for lunch must all be planned. Some of these can be participants' duties, adding responsibility and team working to their training.

There will be some occasions when there are problems and conflicts to be resolved, such as drug taking or drinking on site or just before attending, disruptive or aggressive behaviour. In most cases the disruptive person should be removed from the site as quickly as possible, where this is safe for the project leader.

B8 Legal matters

B8.a Safeguarding Children and Vulnerable adults

The Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Order (Northern Ireland) 2007 set up a new Vetting and Barring scheme. This new Scheme will affect everyone who works with children aged under 18 or vulnerable adults. The Home Office is responsible for delivering this scheme, in partnership with the Department of Health and the Department for Children, Schools and families.

The scheme recognises the need for a single agency to vet and register all individuals who want to work or volunteer with vulnerable people, and to bar unsuitable people. The Independent Safeguarding Authority (ISA) was created to fulfil this role. The Criminal Records Bureau will be responsible for managing the system that will support the Vetting & Barring Scheme and process the applications for ISA registration. The Scheme provides significant safeguards but does not remove the need for employers to have robust recruitment procedures, involving interviews and references, and a Safeguarding Children and Vulnerable Adults Policy.

The Children Act 2004 places a new duty on local authorities to promote the educational achievement of looked after children. Section 10 of the Act is entitled "co-operation to improve well-being." It states that, "the arrangements are to be made with a view to improving the well-being of

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children in the authority's area so far as relating to – a). Physical and mental health and well-being; b). Protection from harm and neglect; c). Education, training and recreation; d). The contribution made by them to society; e). Social and economic well-being.”

B8.b Health and Safety

Argyropulo, A. (2005) has written that, “BTCV has estimated that 5% of running costs of a typical well run organisation in our sector is taken up in costs of accidents.”

All those delivering social forestry projects are required to comply with Health and Safety legislation. This is not intended to be a complete guide, but gives some indication of what is required to be able to demonstrate that you have minimised the risk of injury and accidents.

The main pieces of health and safety legislation are The Management of Health and Safety at Work Regulations 1999, and the Health and Safety at Work etc Act 1974. The legislation can also cover situations that occur in woodland to staff, volunteers and members of the public.

The Health and Safety at Work etc Act 1974 sets out the general duties which employers have towards employees and members of the public, and that employees have to themselves and to one another.

These duties are qualified in the Act by the idea of ‘so far as is reasonably practicable.’ An employer does not therefore have to take precautions to avoid or reduce the risk if they are technically impossible, or if the time, trouble or cost of the measures would be disproportionate to the risk. The law should examine what the risks are and to take sensible measures to tackle them.

The Management of Health and Safety at Work Regulations 1999 imply explicitly what employers need to do in order to manage health and safety under the Health and Safety at Work Act; these regulations apply to every work activity.

Employers must carry out a risk assessment, and any employers with five or more employees need to record the significant findings of the risk assessment. Risk assessment is easy in an office, but woodland can present a complex series of hazards. People visiting the woodland must be given a health and safety briefing, and warned about any forestry work being undertaken. A full hazard and risk assessment must be undertaken of the site, and a template for a suitable risk assessment is given in the appendices.

A Health and Safety Policy should be in place, outlining the rules and regulations that should be adhered to in any situation. Woodland staff should be trained, and assessed to ensure that they can cope in the event of an accident or emergency situation. An accident book should be easily accessible. Particulates released into the air are covered under the Integrated Pollution Prevention and Control (IPPC) Directive.

B.8.c Insurance

It is strongly recommended that all woodland owners take out public liability insurance. Woodland may be included on any existing property insurance. The Small Woods Association recommends a Woodland Owners scheme; other woodland schemes are available from the National Farmers' Union (NFU) and the Country Land and Business Association (CLA.)

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Most insurers consider woodlands to be fairly low risk, and premiums are not expensive. It can be worth obtaining cover for public liability for woodland if the woodland adjoins a road or public right of way where a tree might fall onto a road or path, or if the trees could damage a BT cable, electricity line or neighbouring property. If there is public access to any part of the wood public liability cover should be taken out, although trespassers can also submit a claim if they are injured in woodland.

Working in woodlands with chain saws is rightly considered a high risk, and premiums can be prohibitive for this type of work.

Insurance can also be taken out against wind, fire and storm damage, most broadleaf woodlands do not burn, but young conifers can be subject to fire risks at certain times of the year.

The authorities control planning permission regarding the building of structures and other activities quite strictly.

B.8.d Planning Permission

Currently, the owner of small woodland is able to build a small shed, as long as it is used solely for forestry purposes and not for recreation equipment, storage or regular overnight stays. Isolated residential development may be built in woodland if it is to enable forestry workers to live at, or if it is in the immediate locality of their place of work, but each permission has to be negotiated and evidenced with your local planning authority.

The government is committed to develop and maintain markets for woodland produce and to encourage woodland based businesses which add to rural diversification. Woodlands are seen as especially suitable for commercial recreation as they can cater for relatively large numbers of people that might be intrusive in open countryside.

Planning permission will normally be needed for using woodland for non-forestry purposes, and for other work such as upgrading current vehicle access onto a public road.

B.8.e Waste

People entering the woodland with food wrapping and other types of waste will need to be provided with recycling facilities in order to comply with the environmental waste legislation.

The Integrated Pollution Prevention and Control (IPPC) Directive requires the avoidance of the production of waste and where waste is produced, it must be recovered or, where that is technically or economically impossible, it must be disposed of avoiding or reducing any impact on the environment.

B.8.f Wildlife

There are three main legislation acts affecting British wildlife, these are the Wildlife and Countryside Act 1981, the Forestry Act 1967, the Countryside and Rights Of Way Act 2000, and the Site of Special Scientific Interest (SSSI) Wildlife and Countryside Act 1981.

The Wildlife and Countryside Act 1981 makes it an offence (with exceptions) to knowingly take, possess, trade, injure or kill any wild bird listed in Schedule 5, and prohibits interference with places

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used for protection or shelter, or intentionally disturbing animals occupying such places. The Act also forbids some methods of taking, injuring or killing wild animals.

Wild plants are also protected by the Act, which makes it an offence to pick, uproot, possess or trade any wild plant listed in Schedule 8, and forbids the unauthorised knowing uprooting of such plants. There are measures to prevent the establishment of non-native species that may be damaging the native wildlife, stopping the release of animals and planting of plants listed in Schedule 9. It also provides a way for making any of these offences legal through granting licences by appropriate authorities.

The EU habitats directive will also be relevant for projects where woodland management is carried out. The legal protection given to protected species has been increased. Several of these species are found in woodland, and it therefore has implications for how woodlands are managed and forestry operations carried out. The amended Regulations require changes to the management of woodlands and forestry operations in areas where protected species are found. The species that can occur in England's woodland are:

- all 17 species of bat
- dormouse
- great crested newt
- otter
- sand lizard
- smooth snake

Guidance for each of these species and the action woodland managers must take is provided on the Forestry Commission website at <http://www.forestry.gov.uk/england-protectedspecies> Note: it is no longer an acceptable defence to say that the damage caused was 'the incidental result of a lawful operation'

A series of tools have been developed by the Forestry Commission to help support and advise woodland owners and managers on how to manage woodland where there are protected species present. This guidance is in compliance with sustainable forestry management practices and the Habitats Regulations, and more information can be found at the web address given above.

B.8.g Tree Protection

The Forestry Act 1967 states that in most circumstances a felling licence is needed for the felling of trees greater than 8cm in diameter (and 15 cm in coppices) measured 1.3m from the ground; exemptions apply. It is an offence to fell without a valid licence, and fines of up to £2,000 or twice the value of the trees when they were felled can be imposed.

The SSSI Wildlife and Countryside Act 1981 and the Countryside and Rights Of Way Act 2000 protect a number of woodlands through designation and Tree Preservation Orders. Hedgerows are covered in their own legislation.

B.8.h Hedgerows

Bell and McGillivray (2006) have written that, "an owner (or in certain cases a relevant utility operator) must notify the local planning authority before removing any hedgerow, or stretch of

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hedgerow. The local planning authority then has 42 days in which to serve a retention notice, failing which consent is deemed to have been given. Consent can only be refused if the hedgerow is important. The 'unimportant' hedgerows can be removed after that period."

The Environment Act 1995 provided for the protection of special categories of hedgerow in England and Wales. Under this, the Secretary of State has power to make regulations allowing the damage, destruction or removal of 'important hedgerows.'

An 'important' hedgerow must be no less than 30 years old, and must comply with certain detailed criteria laid down with the legislation relating to topics such as the number and type of species contained within the hedgerow. The number of potentially protected species is therefore quite narrow.

The Hedgerows Regulations 1997 generally apply to a wide type of hedgerow, especially hedgerows which are 20 metres long or greater, or those which meet another hedgerow at either end and which are adjacent land used for a specific reason. Domestic hedgerows are excluded.



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B9 Actions required to set up a social forestry project

Action	Notes
Plan the project	<ul style="list-style-type: none"> • Define target audience, activity and event participants. • Identify partners and their roles. • Identify suitable site • Decide and record aims and outcomes of the project, and the ways in which these aims can be achieved. • Prepare project budget, to include transport, food, tools, PPE, training costs, CRB checks.
Develop a woodland management plan	<ul style="list-style-type: none"> • A detailed woodland management plan should be developed with the landowner, clarifying work programmes and supervision. Also plan staffing levels, site base, tools and equipment and project budget
Secure funding	<ul style="list-style-type: none"> • Funding should be secured; this may be sourced from local grant funds, or from the agencies placing individuals onto the project, such as the Primary Care Trust, Police, Probation, Connexions, local authorities.
Appoint staff/volunteers	<ul style="list-style-type: none"> • Appoint staff and identify appropriate volunteers, to ensure appropriate skills are available and correct staff/client ratios are followed.
Brief and train staff, including on policy content	<ul style="list-style-type: none"> • Staff should be briefed on health and safety procedures, and receive proper training, especially in woodland management, green wood crafts, health and safety and in handling emergencies. Appropriate policies should be in place with training to ensure staff adherence • All staff should be CRB checked. • During activities, a trained member of staff must carry a first aid kit to use in case of injury or accident.
Site preparation	<ul style="list-style-type: none"> • A suitable site should be identified with permission for the woodland to be used from the landowner. • The management plan must also be agreed with the owner. • The site must be risk assessed and tree safety assessed by a professional arboriculturalist. • Any mitigation works highlighted in the risk assessment and tree safety check must be carried out before starting the project.
Prepare site for visitors	<ul style="list-style-type: none"> • The woodland should be prepared for visitors, including provision of shelter, composting toilet and washing / hand cleaning facilities.
Prepare equipment	<ul style="list-style-type: none"> • Equipment needed in the woodland should be purchased and prepared for use. • All hand tools must be well maintained, edge tools kept sharp and all tools stored off site, or in lockable chests sunk in the ground.
Insurance cover	<ul style="list-style-type: none"> • Woodland owners must have the necessary public liability insurance and project managers must have appropriate employers liability insurance with volunteer cover.

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Plan activities & events	<ul style="list-style-type: none">• Plan a detailed programme of activities and make sure participants, the woodland owner and project office staff are aware of the plan.• Consider offering accredited (e.g. OCN) training as part of the programme.
Advertise the social forestry project, activities & events	<ul style="list-style-type: none">• The social forestry project needs to be embedded into local agencies and healthcare systems, and will require significant development work to raise awareness and to 'sell' the project to local agencies. Taster days for agency officers (such as Connexions staff, probation officers, local police) are very effective.• Free editorial coverage in local papers is also useful.
Health & Safety	<ul style="list-style-type: none">• Everyone taking part in activities must be briefed, know the emergency procedures and who is responsible for what.• A member of staff must be responsible for health and safety that people can report to.• An adequate risk assessment should be prepared by an appropriately trained member of staff.• Protective equipment and first aid box must be provided
Participants	<ul style="list-style-type: none">• Participants should be engaged, trained for each task, and involved in social group discussions, most important is to get the group focused on a task and working together• A good relationship must be maintained with any referring agency so that appropriate supervision can be provided for any participants who might provide challenges.
Gather feedback from participants	<ul style="list-style-type: none">• Feedback should be gathered from participants to find out parts of the activity which were most enjoyed; this information can then be used to plan future activities.

C. Finding and taking part in woodland activities (for referring agencies, schools and individuals)

This section sets out how a referring agency might identify a woodland activity project and be sure it is well run, safe and effective.

C1 Finding an activity near you

A list of projects in the West Midlands is included in this document and is also placed on the West Midlands Forestry Framework website <http://www.growingourfuture.org>. However, it is not possible to capture all local projects, and although the list will be kept updated it is likely to happen only once a year.

In other regions it may be useful to contact your Forestry Commission office; <http://www.forestry.gov.uk/> or your local woodland initiative: <http://initiatives.smallwoods.org.uk/?link=about.php> and for your nearest community forest <http://www.communityforest.org.uk/yourlocalforest.htm>

Your local authority may know of projects, and it may be helpful to contact your local CVS, a nearby community forest or woodland project.

C2 Ensuring projects are well run and effective

Before booking an activity you should ensure that the project is well run and safe. You should ask to see the risk assessment, insurances, staff qualifications, CRB checks if necessary and any accredited qualifications. You should ask who accredits the training, and ask for their latest report on the training provider. You should ask to see organisational policies, which should include health and safety, diversity, incident and accident reporting, CRB Disclosure, comments and complaints, confidentiality, environmental and lone working policies, Recruitment of Ex-Offenders and Safeguarding Children and Vulnerable Adults and possibly Service User Involvement if relevant

There is no recognized accreditation system yet in place for a social forestry programme, but this may be developed in the future.

Group type and size will be influenced by the type of activity, and the ratio of supervisor to participants will be crucial to the quality of experience your group has. The specialist knowledge of the supervisor should be relevant to your group.

C3 Supervision levels

Woodland activities requiring training in the use of sharp tools such as coppicing and greenwood crafts need appropriate levels of supervision. You should agree jointly with the project manager the ratio of supervisors or tutors to participants, as this is determined not only by group size and ability levels, but also by the supervisor's experience and capacity. The level of supervision will be higher for a group of school children or young offenders compared to a group of adults. If a group of young offenders are working at a site, someone trained should be on hand who can deal with aggressive or abusive behavior. This is to protect both the staff at the site, and the other participants from potentially violent behaviour. A first aid box and person trained in administering first aid should be present at all activities

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C4 Duration, frequency and continuity

Current healthy living guidelines suggest that adults should ideally take 30 minutes of moderate exercise five times a week to maintain a healthy lifestyle. Woodland activities can help them to achieve this, and makes exercising more fun and enjoyable. Some structured projects are for a set period, such as 12 weeks, for 2 days per week, or six months full time, and participants must make a commitment, usually with their referring agency for the full programme to gain full benefits.

C5 Evaluation and evidence gathering

Everyone who takes part in an activity should provide feedback in some format. Additionally, agencies should seek a project that uses some form of process evaluation. Evaluation systems should be able to adapt to the individual participant's starting point, and capture how far that individual progresses on each of perhaps several areas requiring improvement. For longer term projects, QBA or SF36 health and wellbeing on line questionnaire can provide an opportunity to capture this progress more formally.

C6 What to consider when choosing a woodland venue

- Transport: can your training provider supply transport? From where? At what cost? Is public transport available as an alternative?
- Catering: is the food prepared on site suitable for your client's diets, can they learn to cook it themselves, or do they have to bring sandwiches? Are hot drinks available? Is there a cost?
- What is the procedure in the case of bad weather? Woodland work should be cancelled in the event of high winds, and shelter must be available for rain, or good quality waterproofs.
- Protective equipment: is there adequate protective equipment available for all participants? Do they need to provide their own waterproofs? Boots with steel toe caps?
- An emergency phone should always be available (especially if there is no mobile phone reception) in the event of an accident, injury or people getting lost.
- A first aid kit should be made available in case of injury or accident, and there should be somebody at all times who is trained in carrying out first aid.
- Toilet facilities should be made available for the comfort and convenience of visitors, along with cleanser or soap and water so that participants can wash their hands before eating or drinking.
- Directions that are easy to follow to the meeting point or to the woodland should be provided for all participants in activities.

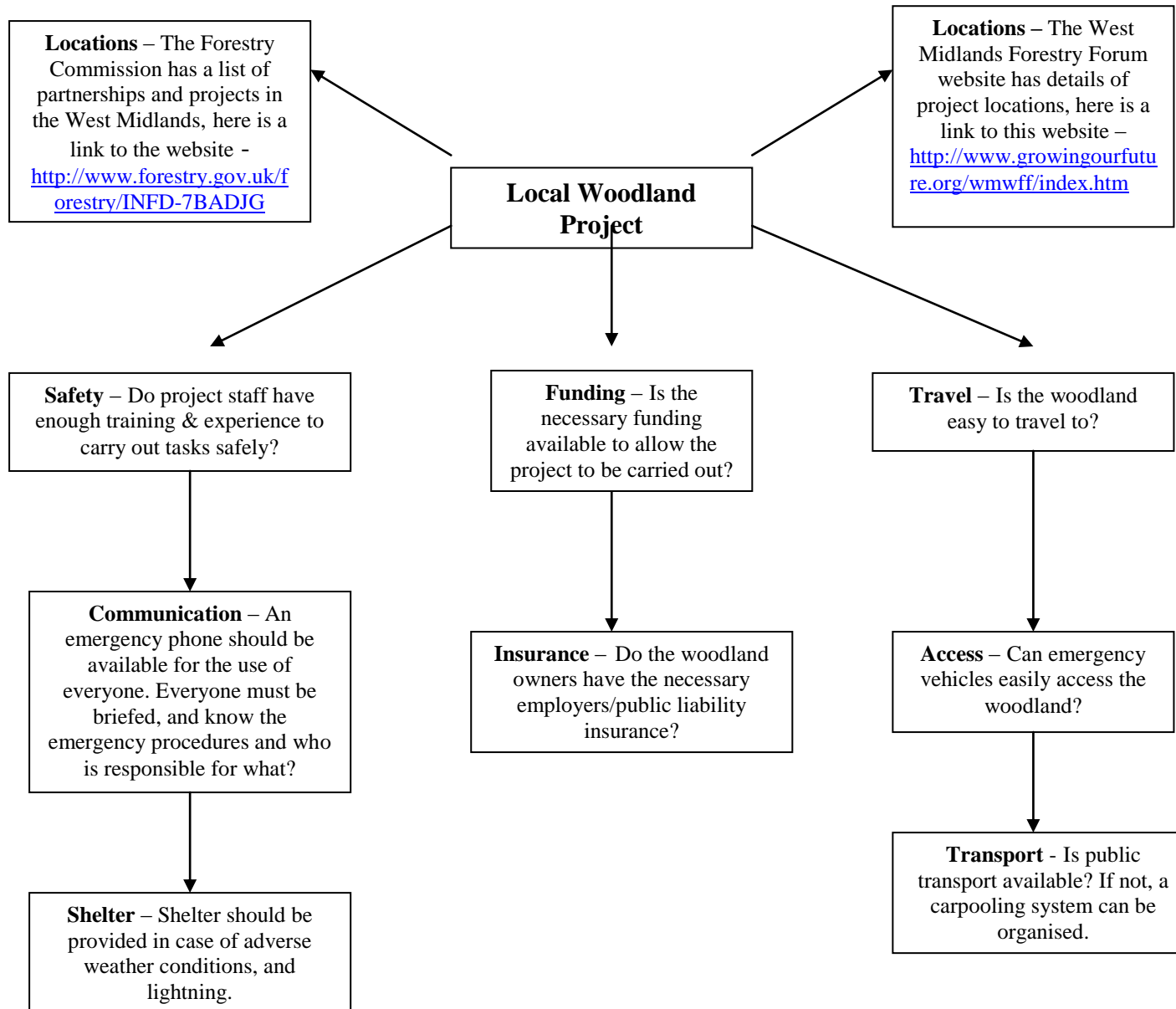
C7 Establishing a partnership project

If you are unable to find a suitable project sufficiently near to you, then it may be possible to work in partnership with a local woodland owner or a woodland project to initiate a project to meet your needs. Use the section on finding a project near to you, and also contact the Small Woods Association for local information on projects or interested owners in your area. Your partnership may be strengthened by inviting your local authority, parish council, PCT or GP surgery or other local agency to join, which may enable you to share the set up costs and make the project more sustainable.

C9 Trainers/service providers

This flow chart on page 24 below is for agencies seeking a local woodland project to work with. The table on page 25 below provides details of local trainers and service providers in the West Midlands.

Flow chart for agencies trying to find a local woodland project



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West Midlands Service Provider	Activity
Bishops Wood Centre	Forest schools and woodland education services
Black Country Living Landscape	1.Community Involvement: Plans for access improvements on 20 LNRs for local hard to reach groups. 2. Health & Wellbeing Case Study on Barrow Hill LNR and Russells Hall Hospital "Action Heart" in Dudley
Burwarton Estate with The Country Trust	Visiting farms and estates looking at wide variety of rural matters.
Butterfly Conservation	2 funded projects: 1.Conserving distinctive butterflies & moths of the Herefordshire Woods. 2.Conserving Butterflies & Moths at Landscape level in the Midlands. 3. Activities from Butterfly ID workshops to a family fun day at Haugh Wood and National Moth Night at Queenswood Country Park
Country Parks For All	Accessing Birmingham's Country Parks for black and ethnic minority communities.
Forestry Education Initiative (FEI) & Forest Schools	6 active FEI cluster groups in Shropshire, Herefordshire, Staffordshire, Worcestershire, Birmingham, Black Country. Various forest education projects, including Forest Schools.
Forest Of Mercia	An understanding of woodland management opens up opportunities for young people on the programme, further training or employment opportunities after their placement ends. 3 long-term volunteers have been given opportunity to raise their skills and knowledge in woodland management. Woodland walks planned to encourage local people to get healthy using the natural environment, and looking at encouraging groups, schools and individuals to become a Friend of the Forest.
Forestry Commission	Route to Health sculpture trail, & Health walking at Wyre and Cannock. Wyre seed gathering event, seeds collected being grown in Delamere nursery, and memorial plot planting on Cannock Chase. New cycling trails constructed on Cannock Chase. Wyre seed gathering event, seeds collected being grown in Delamere nursery, and memorial plot planting on Cannock Chase. Forest School activity at Wyre with disaffected youths from Baxter College. Woodland work at Wyre Forest for prisons/ probation at HMP Hewell Grange. The Grow with Wyre Project will provide places for 3 apprentices and 6 student placements over next 3 years. Short-term opportunities at Cannock for New Start applicants
Fordhall Community Land Initiative	Forest School site; area is accessible for the Farm Trail for public visits, developing social enterprise.
Forest Of Mercia	An understanding of woodland management opens up opportunities for young people on the programme, further training or employment opportunities after their placement ends. 3 long-term volunteers have been given opportunity to improve skills and knowledge in woodland management. Woodland walks planned to encourage local people to get healthy using the natural environment, and looking at encouraging groups, schools and individuals to become a Friend of the Forest.
Groundwork Black Country	Re-establishing woodland paths, woodland management exercises – coppicing for adults (19+) at the WEC. Formal qualifications using woodland for students 14-19, accredited to MPTC standards eg land based operations, and NVQ Level 2 in environment and conservation sustainable development L1 & L2. Machinery courses at Timber Station (WEC) - brush cuttings, hedge cutting for adults. Nature education & Forest Schools for Primary School pupils (WEC).
Groundwork Stoke-on-Trent & Staffordshire	Ball Green Primary School 8 week Forest schools programme for year 4 pupils in a wooded area within the school grounds.
Groundwork Coventry & Warwickshire	Woodland Survival Skills OCN Level 1 6-10 weeks, 2-day a week programme via Connexions referrals. Includes employment/ employability and life skills for NEETS (16-19) and Pre-NEETS (14-16).
Kieran Terry	Forest Schools and Social Forestry Projects.

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Malvern Hills AONB	Working with local archaeologists & geologists to survey Frith Wood and produce a new guide and interpreted recreational wood trail. Creation of volunteer arm to Malvern Hills Coppice Network. Purchase tools and insurance for volunteers, support training initiatives and promote the Malvern Hills; managing woodlands on four different sites. Full time Coppice Craft Apprentice in the Malvern Hills AONB.
Mind The Gap	Forestry, social forestry, training and variety of environmental and partnership based activities in the UK and worldwide.
National Forest	Healthy Walks Get Active Programme, and woodland / forestry related physical activity. Talks and walks - Illustrated talks in the West Midlands, around 10-guided walks take place in East Staffs each year. Education - Children visit Environmental Education Centres in The National Forest each year. National Forest Education visits, guide produced and promoted to all schools in Staffordshire & Birmingham. Practical Conservation - Free Tree Scheme in East Staffs, planting trees and bluebells in their own gardens. The NFC's Plant A Tree gift scheme. Practical conservation projects.
National Trust	Brought to property to work on specific projects, such as creating herb rich meadow, Wildlife Hide, bird boxes and Nursery Rhyme Trail. One day/week of fairly basic standard work on skills development. They start a skills table at a suitable, generally low level and progress upwards. They are visited by an NT warden but are self sufficient with own leader.
RSPB	Training volunteers in woodland management. Successful progression into conservation careers.
Severn Gorge Countryside Trust	Days for those with special needs with the Telford Green Gym and a major volunteering project funded by HLF with Green Wood Centre (GEC). Plans to build 'Healthy Countryside Centre' in 2008/09 to be a focus for its volunteer action and develop new access for those with special needs.
Staffordshire County Council	Work with Forest of Mercia to deliver a programme where young people excluded, or near to exclusion, gain practical experience and qualifications.
Small Woods Association	A variety of NOCN accredited courses such as coppice products and coppicing. Forest Schools Training Centre and development of new forest school site within Telford & Wrekin. Wye Wood project : woodland skills training and volunteering in coppicing and green wood skills; developing social enterprise Glede Wood: Every NEET participant over the 12 weeks will gain an OCN at level 1 or 2, and gain confidence and self-esteem.
Telford & Wrekin Council	Site management activities with the Telford Green Gym like coppicing and step construction through GP referrals. Supplying free roundwood for woodturning and furniture making workshops, as part of their rehabilitation. Walkabout Wrekin, Telford Green Gym.
Werndee Woods	Farm woodland management skills; green woodworking for excluded groups and young offenders.
Wildlife Trusts	Volunteering in woodlands
Woodland Trust	'Tree for All' educational woodland creation project across WM. Also Pepper Wood Community Group at Pepper Wood ancient woodland site, Bromsgrove. Biodiversity management. 25 volunteers meet twice a month for approx 120 hours of volunteer time.
Worcestershire Countryside Service	Volunteers can carry out a range of woodland management works, including coppicing and thinning of ancient semi-natural woodland. Courses on woodland related subjects and programme of guided walks for the general public and industry professionals. Carrying out survey work, care of trees, hedgerows and woodlands and participating in training courses. Partnership project with the Probation Trust will run for two years initially, linking up countryside management with opportunities for unpaid work. Referred individuals and groups can enjoy regular use of the ancient woodland there as a walking route.

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C10 Funding

There are a number of organisations which can provide funding for various projects, and here is a summary of some of them along with their web address for further information. For further information on funding the NCVO runs a valuable web site called Funding Central

Awards For All – <http://www.awardsforall.org.uk/index.html>

This company gives grants to not-for-profit groups, and between £300 and £10,000 can be applied for to fund a specific activity or project. Organisations can only receive up to no more than £10,000 from Awards for All in any period of two years. Grants can be provided to the whole of the UK, there are specific web pages dedicated to England, Northern Ireland, Scotland and Wales.

Carnegie UK Trust – <http://www.carnegieuktrust.org.uk/>

Their work focuses on Britain and Ireland, but also work in European and International partnerships, and address global issues which impact upon Britain and Ireland.

Coalfields Regeneration Trust - <http://www.coalfields-regen.org.uk/default.asp>

This charity welcomes applications from new and existing groups, agencies and organisations over Britain who contributes to the regeneration of coalfield areas and their communities.

The charity has three special funding themes; Access to Employment, Education and Skills; and Health and Wellbeing. Social Forestry is concerned with all these themes.

Community Foundation - <http://www.communityfoundation.org.uk/home/>

The Community Foundation aims to build stronger communities and improve lives by presenting grants to charities and community groups. In the year 2008, they gave £7 million in grants to local groups.

The Esmée Fairbairn Foundation - <http://www.esmeefairbairn.org.uk/>

This charity aims to improve people's quality of life all throughout the UK; they give grants to organisations which aim to improve the quality of life for people and communities in the UK. They award around £25 million every year to a range of different works, but they are especially interested in the UK's cultural life, education, natural environment and the social inclusion of disadvantaged people.

Heart Of England Community Foundation - <http://www.heartofenglandcf.co.uk>

This foundation works with people in Warwickshire and Coventry affected by isolation, financial hardship and social exclusion, who are then linked with companies, groups and people who can help create a fairer society by funding, or running schemes which break the barriers down.

Learning And Skills Council – <http://www.lsc.gov.uk/>

This non-departmental public body is responsible for planning and funding high quality education and training for everyone in England.

Milton Keynes Community Fund - <http://www.mkcommunityfoundation.co.uk/Home>

This charity supports a wide range of projects that benefit local people, including disabled people, children and youth groups, older people and projects developing the City's artistic and cultural life. The organization applying for a grant must be based in the Milton Keynes Unitary Authority Area.

Northern Rock Foundation - http://www.nr-foundation.org.uk/tn_home.html

This independent charity is aiming to tackle disadvantage and to improve quality of life in North East England and Cumbria.

South Yorkshire Community Foundation – <http://www.sycf.org.uk>

This Foundation uses funds raised from individuals, businesses, trusts and statutory bodies to meet the needs of local people who face economic hardship and other difficulties, so improving lives in the local communities. It is designed to help the people of Barnsley, Sheffield, Doncaster and Rotherham.

D The benefits of social forestry and the research based evidence

Access to and work in woodlands has been seen to improve aspects of health, social skills and engagement. This section of the guide explains the sociological, psychological and physiological effects of work in the woods, and the research that supports these effects.

The main benefits fall into four groups, which have been listed here as the benefits to mental health, physical health, social skills and employability.

D1.a Mental health

The Health Education Authority has defined mental health in 1997 as “the emotional and spiritual resilience which allows us to enjoy life and survive pain, disappointment and sadness. It is a positive sense of well-being and an underlying belief in our own, and others’ dignity and worth.”

Mental health can be improved in a woodland setting by encouraging social interaction within a group, as talking through problems can make them seem smaller and more manageable. This is especially important for people who live on their own or who cannot get out because of mobility and transport problems.

Physical exercise also helps to raise the brain’s beta-endorphins and serotonin levels. Beta-endorphins are actually brain chemicals, which help to manage moods; they can decrease pain levels and help to create a sense of euphoria. Serotonin is a mood stabilizer and can help to establish a healthy sleep pattern.

Exercising and taking part in activities can also create a diversion for their worries, and can help to boost self-confidence through successful completion of tasks.

Woodlands are peaceful environments, and this can help to alleviate stress and anxiety in ways that could benefit mental health. O’Brien (2004) has said that mental health could be stimulated by exercise and fresh air. A walk through the forest can help to reduce anger and stress and travelling to work along tree lined routes can reduce commuter stress (Ulrich, R).

Trees can help to reduce noise pollution, helping to create a much more peaceful and less stressful environment. Leaves can help to absorb noise, and the gentle rustling of leaves and branches creates a peaceful and relaxing sound.

Training and education can help to keep the mind occupied, helping to relieve the mind of problems and can boost self-confidence when an exercise routine has been successfully completed.

Emotional wellbeing helps to protect physical health and improves illness recovery rates, especially for coronary heart disease, stroke and diabetes.

D1.b Physical Health

Physical health is boosted through visiting woodland, walking and taking part in organised activities and exercise classes. Exercise is an essential part of a healthy lifestyle, and it is hoped that more people will be able to lead healthier lives with easy access to woodland.

Childhood obesity is increasing. Children’s participation in Forest Schools can help to alleviate the problem; it will help them to appreciate nature, and encourage them to play and learn in a natural environment. Exercise burns calories, which helps to keep weight under control.

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Walking in woodlands can help to reduce the risk of some serious diseases such as heart disease, diabetes and certain types of cancer. It is also thought that walking can help to build and maintain healthy bones, a benefit for children and the elderly, and could lead to fewer cases of osteoporosis and broken bones.

Taking part in nature conservation tasks can help to boost physical health, being out in the fresh air and undertaking physical activities such as planting trees, building bird boxes and also tree pruning.

Woodlands provide shade, and help to protect skin from the damaging exposure to ultra violet radiation, which is emitted through exposure to sunlight. This can help provide protection against skin cancer, sunstroke, sunburn and premature skin aging. Especially relevant to school grounds, in which some schools are putting up canvas screens to protect young skins – how much more beneficial to provide shade from trees!

Families often go to woodlands together, which may encourage family discussion of worries and concerns - these can boost mental health, allowing people to regain confidence and improve social skills.

D1.c Social skills

Local communities can benefit from woodland programmes through increased social skill levels. Children can gain social skills through participating in Forest Schools programmes.

Alienated young people can all too easily turn through disaffection to offending; working in the woodlands can reverse this drift, by providing a strong role model and training for a direction that lies outside the young peoples' normal experience, and therefore outside their desire to reject it. There is enough of a macho culture still surviving in the woods to attract young people who see themselves as tough, yet in many woodland and forestry workers the macho culture is combined with a dedication to nature and sustainability that runs counter to most young peoples' expectations. This combination of toughness and commitment to sustainability is why the most successful role models and project leaders are working foresters.

Local communities can also develop better social networks through activities such as volunteering, and working together on environmental conservation projects. This could help to reintegrate people back into society, and into education or employment.

D1.d Employability

Employability can be boosted through involvement in woodland activities. Social skills may be improved through meeting other people in a stress free environment, away from an individual's usual area, in an atmosphere of support and with a strong role model as group leader. Some people feel unable to mix with others due to confidence or anxiety issues.

Practical skills can be developed through participation in training exercises such as coppicing and horticulture. These can help people to progress into employment in the relevant sectors, which are difficult to get into without practical experience, and the work can also increase self-confidence, an essential quality when applying for any work. Gaining qualifications and practical skills will help to build self confidence, and NVQs and similar vocational qualifications are available in coppicing, hedge laying and woodland management. These courses can lead to certification and possible further training leading to relevant employment.

Section E: APPENDICES

Appendix E1 Health & safety procedural form and risk assessment

Small Woods Association: Activity and Events Safety Plan		
Activity/Event: Prolific and Priority Offenders project	Emergency contact/s on site: Larry JONES	
Date: 2009	Mobile number/s on site: Larry-	Mobile reception: Orange - Good
Location: Arboretum/ whale back/ Cinder Hill	Description of Location: Open access woodland / muddy tracks through wooded area. Sited adjacent to Darby road and the bottom of Sunnyside, follow path into woods and bear right.	
Nearest A&E Unit: Princes Royal hospital	Directions to A&E: Down Darby road – turns left and go up Jiggers Bank. Straight over the roundabout at the top of Jiggers Bank and straight over 3 small roundabouts through the districts of Horsehay and Lawley, following the A5223. Go over the M54 and proceed along the A5223 dual carriageway, straight over the Ketley and one smaller roundabout. At the Wellington roundabout take the 3 rd exit into the hospital.	
Grid reference: SJ 666040 GB	Access for emergency vehicles and meeting point: Access at station road up to Cinder Hill open area/ picnic area. Then via steep steps into woodland . Meet point at open area Cinder Hill.	
Utilities: over-head cable nearby	Description of Activity: installation of Arbour building at Arboretum	
Site Safety Coordinator: L.Jones N.B. The site safety coordinator is the person who is responsible for coordinating out the activity. They must: complete the first aid information, sign to confirm that safety plan and risk assessment has been read and understood, and ensure that all relevant persons are informed of their responsibilities.		
First Aider/Appointed Person	Name: L.Jones	Qualification: First Aid at Work
	Name:	Qualification: Appointed person, First aid
	Signature of Site Safety Coordinator: _____	

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Activity and Events Risk Assessment						
Activity/Event: Arboretum work				Date: 2009		
Description of Activity: Maintenance and care for Arboretum						
N.B. Fill in severity and likelihood of risk as Low, Medium or High						
Hazard	Potential Outcome	Severity of outcome (L,M,H)	Likelihood of occurrence (L,M,H)	Actions taken to reduce or eliminate risk	Responsible Person	Check list ✓
Unsuitable clothing	Hypothermia Fall over due to unsuitable foot wear	M M	L L	All participants are advised to bring sufficient warm clothing and waterproofs. Sturdy footwear is essential. Extreme care should be taken if conditions are snowy or icy. The tutor should use his/her judgement to decide whether the course should take place.	Larry Probation	
Use of tools	Cuts bruises grazes	M	M	Care to be taken when moving about the site. Tool safety talk to be given by tutor prior to each event.	Probation Larry	
Brash and tree stumps on site	Tripping Hazard	M	M	Loose brash to be cleared when possible, care to be taken by participants when moving about the site	Probation Larry	
Paths un clear and or slippy	Tripping/ slipping	M	M	.Chose a route that is as safe as possible. Pre walk route before event	Larry	
Muddy paths and banks	Slips and trips	M M	M/H M/H	People encouraged to be walking in sensible clothes and wearing sensible shoes and clothing.	Larry	
Manual handling	Back injury	M	M	Use of proper lifting techniques will be used. Including sharing heavy loads, not overloading, frequent rest breaks, bending from the knees not with the back.	Rob	
Is lone working expected? No			If yes refer to lone working procedures document			
Are there any special groups at risk? No						

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Are there any environmental/wildlife considerations? No	If yes fill in the environmental risk assessment					
PPE Needed (please tick)	Safety boots X	Safety Wellingtons	Goggles	Gloves X	PVC/rubber gloves	Hard hat X
	Dust mask	Waterproofs X	Ear defenders	Other	Other	Other
Activity/Event: installation of Arbour building at Arboretum			Date. April 2009			
Organisation	Roles and responsibilities			Responsible Person	Signature	
Lead organisation: Green Wood Centre	Completing and monitoring risk assessment and first aid provision Stay in contact with tutor and carry mobile at all times			Greenwood centre		
Landowner/Manager: Ironbridge Gorge Museums Trust	Allowing activity to take place on land Maintenance of site to usual public access standards.			John Challen		
Tutor/craftsperson: Larry Jones	First Aider. Maintaining and monitoring safe working practices with reference to risk assessment and safety plan			L.Jones		

Appendix E2: Policies required for local authority or health service contracts

- 1 CRB Disclosure**
- 2 Comments and complaints**
- 3 Confidentiality**
- 4 Environmental**
- 5 Equal Opportunities**
- 6 Financial Guiding Principles**
- 7 Health & Safety**
- 8 Induction**
- 9 Lone Worker**
- 10 Recruitment**
- 11 Recruitment of Ex-Offenders**
- 12 Reporting of Accident and Incidents**
- 13 Safeguarding Children and Vulnerable Adults**
- 14 Service User Involvement**
- 15 Conflict of Interest Policy**

For more details on policies please see NCVO website or contact Small Woods Association

Appendix E3: useful links and websites

There are also a number of websites providing information on Social Forestry, and some of these are detailed below;

Alice Holt Forest - <http://www.aliceholt.org/>

This website details information on the Alice Holt Forest in Hampshire. There is a nearby “Go Ape!” centre that encourages people to become more active which is beneficial to physical health. Go Ape is an aerial assault course set up in the tree canopy, involving zip wire slides and rope bridges.

Coed Lleol - <http://www.coedlleol.org.uk/>

This is a partnership project with the Small Woods Association, and is designed to help more people to enjoy and protect woodlands in Wales. The website provides relevant information and contacts to anyone that is interested.

Forest of Mercia - <http://www.forestofmerciamerica.org.uk/>

This website provides information on the Forest of Mercia, and the events and activities that are organised there for the public. There is also a section on how people can get involved, and information on the different themes of work, including community, education and forestry. There is also a newsletter, which is regularly updated and posted on the news part of the website.

Forestry Commission - <http://www.forestry.gov.uk/>

This website has details of the nation’s woodlands, educational resources, contact details, and also a library of research publications covering all sorts of different topics on forestry.

Forest Education Initiative – www.foresteducation.org/

This provides learning resources for young people including information on Forest Schools, how to set up a Forest School, and how to train to become a Forest School Leader.

Forest Fact: Forest Management, Monitoring & Management Planning

<http://www.forest-fact.co.uk/index.html>

This website gives useful information on commercial forestry, community woodlands, woodland conservation, estate forestry, small woodlands and ongoing and completed projects.

Green Wood Centre - <http://www.greenwoodcentre.org.uk/>

The Green Wood Centre website gives details of training courses such as Coppicing, Introduction to Small Woodland Management, Tree Identification and craft workshops such as Longbow Making and Sussex Trugs. It also gives directions to the Centre, and wood products are for sale on the online shop, such as benches, picnic tables and marker posts.

Royal Forestry Society of England, Wales and Northern Ireland - <http://www.rfs.org.uk/>

This website is a source of information on forestry careers, training and qualifications, society membership details, tree species and identification, tree legislation, woodland wildlife and wood products.

Small Woods Association - <http://www.smallwoods.org.uk/>

The Small Woods Association website provides information on; tree planting, woodland products and activities, wildlife, buying a woodland and group ownership, tree species and identification, owning a woodland, planning permission, visiting woodlands, walking in woodland and coppicing. Various publications can be viewed and downloaded, details of courses and events, and contact details are available on the website.

Small Woodland Owner's Group – <http://www.swog.org.uk/news-events/>

This group is sponsored by woodlands.co.uk so there is no yearly fee for members, and events are free of charge unless it is stated otherwise. Anybody can join, but most events and contacts have been in the South-East of England, but that support is being extended into other areas. The group website has a forum for the discussion of woodland matters, and links for relevant training courses and other websites.

West Midlands Woodland & Forestry Forum –

<http://www.growingourfuture.org/wmwff/index.htm>

This website provides information on the Forum members and notes from their meetings and information on the various woodland task groups.

Woodlands - <http://www.woodlands.co.uk/index.php>

This website provides information on buying, owning and selling a wood, there is also a step by step guide to the legal processes and a map of woodlands on sale in England by region. There is also an online blog containing interesting articles on topics such as coppicing, a bluebell survey undertaken in 2007, Beewatch 2007, and notes on practical activities such as making a bird box and how to sharpen a knife.

Woods4sale - <http://www.woods4sale.co.uk/>

This website gives information on buying, managing and selling a wood, planning permission, woodland investment and taxation.

Woodland Trust - www.woodlandtrust.org.uk

This website provides general information on the full range of Woodland Trust activities including its Community Woodland Network (www.yourwoods.co.uk), an interactive network for community woodland groups to share information and resources. It provides online information and a discussion area to allow groups and individuals to interact and share common interests".

Appendix E4 Research reports and Publications

Publications and research projects which contain relevant findings on wellbeing and woodlands;

1. Anderson, L.M., Mulligan, B. E. & Goodman, L.S. (1984). *Effects of Vegetation On Human Response To Sound*. Journal of Arboriculture, **10**. Trees and shrubs not only look lovely, but they can also minimise unwanted sounds from traffic and various other sources in residential areas, workplaces and schools. This is important as environmental noise can have an effect on the quality of life.
2. Bradshaw, A. D., Hunt, B. & Walmsley, T. (1995). *Trees In The Urban Landscape; Principles And Practice*. E & F Spon. This book provides essential data and an analysis of all the factors affecting trees in towns and cities, and is designed to ensure success for practitioners.
3. Broadmeadow, M.S.J & Freer-Smith, P.H. (1996). *Urban Woodland and the Benefits for Local Air Quality*. Research for Amenity Trees, **5**, HMSO, London. In this report, the authors write that trees can absorb pollutants in the air, and how they can improve wellbeing and the local environment. In conclusion, "current pollutant depositions to Britain's urban and suburban areas do not appear to damage trees or limit growth to a degree which is sufficient to restrict their ability to take up pollutants or to provide other benefits."
4. Carter, C. (2008). *Offenders and Nature-Policy into Practice*. Forest Research, Farnham, Surrey. These details schemes helping ex-offenders to secure full time employment in the land-based sector, and the schemes bring benefits to the community and environment aswell. The schemes could take place across the UK with funding and help to reduce re-offending rates.
5. Church, A., Ravenscroft, N. & Rogers, G. (2005). *Woodland Owners' Attitudes To Public Access Provision In South East England*. Forestry Commission, Edinburgh. This study suggests that there is generally a positive attitude towards public access to woodlands with only a few private owners actively seeking to prevent it, often for privacy and security reasons.
6. Department Of The Environment. (1996). *Greening the City: A Guide To Good Practice, A Report To The Department Of The Environment*. HMSO, London. This examines the range of benefits that the greening of urban developments can provide, in addition to improving site appearance.
7. Forestry Commission, Scotland. (2007). *Woods For Health*. This Strategy illustrates Forestry Commission Scotland's commitment to improving people's health. It focuses on improving access to woodland and making it welcoming and on helping people to take more exercise in their daily lives. It also promotes constant improvement through pilot runs, research and communication of the health benefits of woodland to people of disadvantaged communities and to health practitioners.
8. Kaplan, R. & Kaplan, S. (Undated). *The Experience of Nature – A Psychological Perspective*. Cambridge University Press. The authors discuss the essential role that nature plays in our lives. Over a timespan of 20 years, they have attempted to understand how people see nature and which types of natural environments they prefer, what psychological benefits they can gain from experiences in the wilderness, and why gardens are so important to some people. The book looks at the advantages that natural settings can bring to humans.
9. Leonard, R. E. & Parr, S.B. (1970). *Trees as A Sound Barrier*. Journal of Forestry, **68**, pp. 282-283. Trees can reduce sound by both the reflection and absorption of its energy, and they also make sounds with the rustling of leaves and branches in the wind, and "a 100-foot wide tree buffer has been shown to be capable of reducing noise levels by 6 to 8 dBa."
10. Martin, S. & O'Brien, E. (2005). *'Proving It!' Evidence Gathering For Forest Managers*. Forestry Commission, Edinburgh. Introduction to social forestry, examining how knowledge from research can contribute to decision-making. It introduces key approaches and practical aspects of gathering and using research information, and then considers how management problems can be framed as research questions and explores ways of collecting and analysing information

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to inform practical management.

11. Morales, D.J. (1980). *The Contribution of Trees to Residential Property Value*. Journal Of Arboriculture, **6**. Morales writes that community and urban forests can directly increase values of property, and make communities more attractive to industry and tourists, thereby bringing more money to the area.
12. Morales, D.J., Micha, F.R. & Weber, R.C. (1983). *Two Methods of Evaluating Trees On Residential Sites*. Journal of Arboriculture, **9**. This article examines the important contribution of trees on the increasing sales price of residential property. Two studies were undertaken to establish tree values, and the conclusion was that trees did add to property values.
13. Natural England. (2008). *Enjoying The Natural Environment in The State Of The Natural Environment*. Natural England. This document is a chapter of the *The State Of The Natural Environment* document, and outlines; how people enjoy the natural environment, places people can enjoy the natural environment, any future issues and challenges, tips on managing the environment for enjoyment and also ways in which the environment can inspire people.
14. O'Brien, E. (2004). *A Sort Of Magical Place: People's Experiences Of Woodlands In The Northwest And Southeast England*. Forest Research, Farnham, Surrey. This document aims to provide knowledge of the values and meanings people associate with trees and woodlands in both urban and rural England, to examine the similarities and differences between urban and rural viewpoints and explore the implications of the research findings. It also focuses on exploring the views of forestry and environmental organisations about people's interactions with woodlands.
15. O'Brien, E. (2003). *Health and Well-Being: Trees, Woodlands and Natural Spaces*. This report presents synopses and workshop discussions from three expert consultations that were held on *Health and Well-Being: Trees, Woodlands and Natural Spaces* during 2002.
16. O'Brien, E. (2004). *Feeling Good In The Woods in Green Places, 2004*. This article discusses the contributions of woodlands and natural spaces to health, urban and rural issues, health and green space initiatives and new opportunities and challenges.
17. O'Brien, E. (2001). *Social Forestry: Questions and Issues*. Forestry Commission, Farnham, Surrey. This document displays the presentations given by Forest Enterprise, Forest Research and Forestry Commission speakers and contributions given by all delegates in workshop discussion groups that concentrated on life issues, stakeholders and their importance and social sustainability.
18. O'Brien, E. (2006). *"Strengthening Heart and Mind": Using Woodlands To Improve Mental And Physical Wellbeing*. Unasylva 224. Food and Agriculture Organisation of the United Nations. This article highlights ways in which woodlands and green spaces can contribute to benefiting people's health and wellbeing, providing examples of some current projects. Focusing on Great Britain, the examples given are mainly from England; similar work is being carried out in several other European countries.
19. O'Brien, E. (2005). *Trees and Woodlands: Nature's Health Service*. Forestry Commission, Farnham, Surrey. Information and evidence is provided, supporting the use and enjoyment of green space and woodland, benefiting people's general health and wellbeing. It describes current practical projects and research, and it is hoped that it will create ideas for future work and new partnerships.
20. O'Brien, E. & Claridge, J. (2002). *Trees Are Company: Social Science Research Into Woodlands And The Natural Environment*. Forestry Commission, Edinburgh. This publication provides the presentation papers, discussion and questions and answers from the conference.
21. Pakenham, T. (1996). *Meetings with Remarkable Trees*. Weidenfeld & Nicholson, London. This is essentially a catalogue of around 60 trees of Great Britain; the author has also included a map of the locations of the trees.
22. Powe, N. A. & Willis, K. G. (2004). *Mortality and Morbidity Benefits Of Air Pollution (SO₂ and PM₁₀) Absorption Attributable To Woodland In Britain*. Journal of Environmental Management, **70** (2).

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23. Powe and Willis (2004) have suggested that particulate matter is captured through deposition on the surfaces of tree bark and leaves. The process of deposition is dependent upon the type of tree and meteorological conditions. It can differ depending on the foliage thickness and Leaf Air Index, tree spacing and surface topography.
24. Rohde, C.L.E. & Kendle, A.D. (1994). *Human Well-Being, Natural Landscapes and Wildlife In Urban Areas: A Review*. Series Report **22** 1994, English Nature Science, Peterborough. This documents the benefits to people of regular contact with wild plants and animals and their habitats.
25. Tabbush P. & O'Brien, E. (2002). *Health and Well-Being: Trees, Woodlands and Natural Spaces*. Forest Research, Farnham, Surrey. This report resulted from the seminars which were held in Dumfries, Cardiff and London. Dr. Ruth Hall, Chief Medical Officer For Wales highlights in the foreword some of the key themes from the seminars; the role that leisure environment can play in promoting health and wellbeing, an emphasis on the importance of social inclusion and community engagement, and the need for organisations to work together.
26. Tabbush, P., O'Brien, E., Hislop, M. & Martin, S. (2002-2003). *Social Science In Forestry*. Forest Research Annual Report and Accounts. This is an introductory paper to the concept of social forestry. It says that forestry development is not properly positioned in its social context, and is unlikely to reach its full potential regarding economic or environmental benefits. The paper attempts to understand the social contexts and to make recommendations for good practice.
27. Trees For Cities. (2005). *Trees Matter! Bringing Lasting Benefits To People In Towns*. London, UK. This publication details the ways in which trees can have a positive contribution to sustainable urban living. Trees in towns and cities can boost public health, moderate the impact of climate change locally, boost wildlife and highlights the unique character of a place.
28. Ulrich, R.S. (1984). *View Through A Window May Influence Recovery From Surgery*. Science Journal, **224**. This article looks at the recovery of cholecystectomy of patients between 1972 and 1981. It examines whether patients given a room with a view through the window of a natural setting might have healing influences. Twenty-three patients with the view of a natural setting had shorter hospital stays and took fewer strong analgesics, than the 23 patients given a room overlooking a brick wall.
29. Ulrich R S, Simons R F, Losito B D, Fiorito E, Miles M A and Zelson M (1991) *Stress recovery during exposure to natural and urban environments*. Journal of Environmental Psychology 11: 201-30. This research compared travel to work along a tree lined route and through a built up route and showed that recovery from stress and ability to solve problems was increased when travel to work was along a 'green' route.
30. Weldon, S., Bailey, C. & O'Brien, E. (2007). *New Pathways for Health and Wellbeing: Summary Of Research To Understand And Overcome Barriers To Accessing Woodland*. Forestry Commission, Scotland. This study investigated the factors affecting people's access, aiming to open up new pathways, and to identify new approaches to people's use of Scotland's woodlands and forests to benefit their health and wellbeing.

Appendix E5. References

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2. Bell, S. & McGillivray, D. (2006). *Environmental Law*. Oxford University Press, 6th Ed, 2006.
3. Coed Lleol. (2008). *Woodlands for Health and Wellbeing: Why and How*. Coed Lleol, Aberystwyth, Wales.

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4. Coles, R. W. and Bussey, S. C. (2000). *Urban Forest Landscapes In The UK – Progressing The Social Agenda*. *Landscapes and Urban Planning*, **52**, pp. 181 – 188.
5. Davis, B. & Waite, S. (2005). *Forest Schools: An evaluation of the opportunities and challenges in early years*. University Of Plymouth.
6. De Vries, S., Verheij, R. A., Groenewegen, P. P. & Spreeuwenberg, O. (2003). *Natural Environments – Healthy Environments? An Exploratory Analysis Of The Relationship Between Greenspace And Health*. *Environment and Planning A*, **35**, pp. 1717 – 1731.
7. Fjortoft, I. (2004). *Landscape As Playscape: The effects of natural environments on children’s play and motor development*. *Journal of Children, Youth and Environments*, **14**, pp 23-44.
8. Howie, F., Aldridge, V. & Parrott, E. (2007). *Wye Wood: The Wider Wood-A Project Description & Evaluation*. *Forest Research* (2007), Farnham, Surrey.
9. Mason, B. (2006) *Managing Mixed Stands Of Conifers And Broadleaves In Upland Forests In Britain*. *Forest Research* (2006), Farnham, Surrey.
10. Massey, S. (2004). *The Benefits Of A Forest School Experience For Children In Their Early Years*. *Journal of Primary Practice*, **37**, pp 31-35.
11. Morris, J. & Urry, J. (2006). *Growing Places: A study of social change in The National Forest. A Lancaster University Research Project with the National Forest Company and the Forestry Commission*. *Forest Research* (2006), Farnham, Surrey.
12. O’Brien, E. (2004). *Feeling Good In The Woods*. Green Places, Social Research Unit, Forest Research.
13. O’Brien, E. & Murray, R. (2006). *A Marvellous Opportunity for Children To Learn: A participatory evaluation of Forest School in England and Wales*. *Forest Research* (2006), Farnham, Surrey.
14. Rhode, C. L. E. & Kendle, A. D. (1994). *Human Well-Being, Natural Landscapes And Wildlife In Urban Areas. A Review*. *English Nature Science*, **22**, English Nature, Peterborough.
15. Taylor, J. H. (2008). *Woodlands For Health And Wellbeing: Why And How*. Coed Lleol Partnership.
16. The Research Agency Of The Forestry Commission (2008). *An Evaluation Of Cydcoed: The social and economic benefits of using trees and woodlands for community development in Wales*. Great Britain.
17. Trees For Cities. (2005). *Trees Matter! Bringing Lasting Benefits To People In Towns*. London, UK.
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19. *Envirotech*. (Online). Version. Available from: <http://www.envtech.co.uk/> [accessed: 11/-3/09]
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21. *Forestry Commission*. (Online). Available from: <http://www.forestry.gov.uk/> [accessed: 25/02/09]
22. *Get A Map*. (Online). Available from: <http://www.getamap.ordnancesurvey.co.uk/> [accessed 04/03/09]
23. *Green Wood Centre*. (Online). Available from: <http://www.greenwoodcentre.org.uk/> [accessed 25/02/09]
24. *West Midlands Forestry Framework and West Midlands Forestry Forum*. (Online). Available from: <http://growingourfuture.org/> [accessed 25/02/09]
25. *Health And Safety Executive*. (Online). Available from: <http://www.hse.go.uk/> [accessed 03/03/09]
26. *Joint Nature Conservation Committee*. (Online). Available from: <http://www.jncc.gov.uk/> [accessed 11/03/09]
27. *Secret Shropshire*. (Online). Available from: <http://secretshropshire.org.uk/> [accessed 03/03/09]
28. *Herefordshire Nature Trust – Woolhope Dome Project*. (Online). Available from: <http://www.wildlifetrust.org.uk/hereford/woolhope.htm> [accessed 12/03/09]

E6: Social Forestry Case Studies

This appendix in hard copies of the report provides case studies of social forestry projects in the West Midlands, including:

Forestry Commission West Midlands: Forest schools woodland improvement grant
Forestry Commission West Midlands: Woodland and Health woodland improvement grant
Forest of Mercia: Education Inclusion project
Forest of Mercia: Common Care project
Small Woods: Wye Wood
Small Woods: Tick Wood

In the online version, case studies are available for downloading separately.