



Introduction

There is a long tradition of keeping livestock in UK schools. From keeping a few chickens to a large working farm, practical animal care sessions are a wonderful way to deliver academic, vocational, and wellbeing outcomes. Hands-on animal care:

- brings lessons to life; it can enhance the whole curriculum through experiential learning.
- offers opportunities to teach about the environment and where our food comes from, linking to conservation and healthy lifestyles.
- builds empathy, resilience, self-esteem, and a sense of responsibility. It is effectively used to deliver social, emotional and mental health support.
- engages students with each other, with the school community, and can strengthen community links.

Keeping any animal in school can be a highly rewarding and impactful undertaking. It is, of course, a commitment that requires time, funds, expertise and support from the wider school community. The aim should always be to demonstrate the highest welfare standards and promote respect for life. We advocate for animal husbandry methods that ensure all animals can thrive and students can become responsible and informed animal carers.

For settings unable to fulfil these requirements, there is guidance from OAEP on planning off-site trips to farms. [LEAF](#) also has extensive resources for engaging with farming.

Who This Document is For

This guide is for anyone who wishes to keep livestock at their school or as a useful review for those already doing so. It offers guidance on planning a school farm or livestock-keeping project, and outlines the practicalities of keeping livestock in a school setting.



It covers the following species:

- poultry (chickens, ducks, geese, quail, turkeys)
- sheep
- goats
- pigs
- cattle

These are all defined as livestock by Defra, along with deer, bison, buffalo, and several other avian species. UK livestock legislation applies whether they are kept as farmed animals or as pets.

This guide is suitable for all key stages and for both permanent and fixed-term livestock keeping. It can be applied to any scale of project from a few chickens to a herd of cows!

Useful links are provided at the end of this document.

Permissions

It is essential to obtain approval from management, usually your Head teacher. Keeping livestock has implications for the whole school and wider community, so it is also beneficial to consult with anyone you think will be involved or affected. This may include governors, financial managers, parent representatives, or site staff. This is a great opportunity to engage stakeholders with the benefits of the project, too!

Usually, livestock can be kept on any suitable site in the UK, but occasionally a piece of land has a restrictive covenant that prevents it. It is worth checking land deeds if you are not sure.

You should contact your school insurer to add animal activities to the policy if they are not already included.

Basic Site Requirements

Adding livestock to your school site should not cause a nuisance to neighbours. Consider noise, smell and activities when positioning enclosures and housing.

Your site needs to be secure to ensure that animals can't escape and no one can enter enclosures without permission.

You should be able to observe and access your animals easily (including weekends and holidays) to perform husbandry tasks, dispose of waste and move animals when required.

You will need access to a reliable, clean water supply. Do consider if you will need electricity as well.

Your enclosures should be free from flooding and provide shade and shelter from harsh weather.

Waste must be stored and disposed of properly. Muck heaps cannot be within 10 metres of any open water or sited where there is a risk of run-off. You can compost muck and bedding.



There are legal minimum enclosure sizes for each species. Space is also subject to stocking density, size of animal, the type of ground and pasture, and the housing you are using.

Housing and enclosures must be compliant with mandatory disease prevention, such as avian flu.

Deciding where to house your livestock will be influenced by whether you want them to be integrated into the main school campus or housed in a separate area away from everyday school life. Both have their merits.

Legislation

Legislation sometimes differs across England, Wales, Scotland and Northern Ireland. This guide uses guidance for England as a default but mentions wherever possible where there is separate guidance for other regions.

You are required to meet the standards of the Animal Welfare Act (2006) at all times, including the Five Welfare Needs.

Just a Few Hens

If you are only keeping a few poultry (any species from the Defra list) and no other livestock you must register with the Animal and Plant Health Agency (APHA), who will issue your County Parish Holding (CPH) number. This was introduced in October 2024. You must register within one month of getting your birds. There are different requirements for keeping 50-plus birds and again for 350 birds. It's alarmingly easy to get to 50 birds once your interest is sparked!

Recording movement of poultry is only required within a disease restriction zone or for numbers over 50. However, it is best practice to note sources of your birds, journey times and welfare protocols for any movement. Templates are available for this.

Your poultry housing must be compliant with avian flu prevention rules for your area.

Bigger Livestock:

To move sheep, goats, pigs or cattle on to any piece of land, you first apply for your CPH through the Rural Payments Agency. This can be done a maximum of six weeks before the arrival of your first animals. There is no cost. This holding number registers the land you are keeping livestock on and allows the government to trace and prevent disease outbreaks. It is a legal requirement.

Once you have your CPH, you then apply to APHA for your flock and/ or herd numbers before you move livestock on to your land. Goats and sheep have a flock number; pigs and cattle have a herd number. You will need these numbers, along with your CPH, for record keeping, breeding, moving animals on or off your site, and purchasing certain medications.



Livestock identification is mostly done by ear tagging. This is a legal requirement. Stock you acquire should have ear tags with the CPH and flock/ herd number of origin. Animals you breed yourself are your responsibility to tag.

Keeping Livestock in Schools



Any livestock **movement** must be reported within a strict timeframe, with slightly different requirements for [cattle](#), [sheep](#), [goats](#) and [pigs](#). This is now mostly done online. There are helplines for all the systems and they are always happy to assist.

Keeping a **herd book** (cattle and pigs) and a **flock book** (sheep and goats) is a legal requirement. You must record all new animals (including births) and rehoming or deaths. There is also an [annual inventory](#) for sheep and goats, completed online.

You must keep **medication records** in accordance with Defra requirements and Veterinary Medicines Regulations (2013). The AHDB explains it well [here](#).

Notifiable diseases such as bird flu, bluetongue and foot and mouth have specific protocols, such as restriction zones and mandatory reporting. You should plan your protocols if you suspect one is present, using the Defra guidance available. Avian influenza (bird flu) has resulted in mandatory restrictions across the UK. These are regularly updated, with restriction zones changing. You can register for updates by text and email and check the status of your region on a national map (see 'Useful Links').

It is illegal to **feed** any kitchen scraps to any livestock in the UK, regardless of whether they are farm or pet animals. Animal feed may not be prepared in a kitchen used for human food. No food containing animal derivatives can be given to livestock, unless it is from a certified, registered animal feed manufacturer. Fruit and vegetables from a garden or supermarket may be fed as long as it has not passed through a kitchen or been in contact with food containing animal derivatives.

All **deceased livestock** must be disposed of according to Defra regulations.

You must make these records available during a Defra inspection:

Movement

Medications

Herd/ flock book

Other Licencing

You usually do not need an Animal Activities Licence under The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018, unless you are running an animal activities business through your school farm/ animal project that makes more than £1000 a year. Examples of this are:

- Public open days that charge a fee
- Animal encounters/ experiences (both on or off-site)
- Use of the farm by other schools or community groups

If you are unsure, talk to your local authority licensing officer. You can still opt in to apply (through your local authority website) or simply use its guidance as a template for your own welfare protocols.

Farm Produce

Farm produce legislation all hinges on traceability. Supplying restaurants or food manufacturers is a more involved registration process than selling directly to the consumer. Hygiene practices should always be followed.

You can consume and sell your eggs and even use them for cooking in school (lessons or lunches). Again, traceability and good hygiene are key.

You do not need to register at all if:	You need to register as an egg producer if:
<p>The eggs are for you and your family or community, including staff, parents and neighbours.</p> <p>You sell eggs directly to consumers at the farm gate or locally door-to-door.</p> <p>You have up to 50 hens and sell eggs at a local public market (or school fair)*</p>	<p>You sell eggs for resale or to commercial producers, such as restaurants, bakers, egg packing centres.</p> <p>You have more than 50 hens and sell eggs at a local public market (e.g., a farmers' market).</p> <p>You have more than 350 hens.</p>

**you simply add a label with the name of the food, your name and address, best before date, and a note that the eggs should be kept chilled.*

Raising your own meat for personal use is absolutely possible, following Defra guidelines. Selling this meat requires added licencing requirements.

Using milk/ raw milk for consumption means registering as a Milk/ Raw Milk Production Holding with the Food Standards Agency in England and Wales or Food Standards Scotland, and adhering to strict hygiene and testing protocols. Raw milk sales are prohibited in Scotland.

Health and Safety

Risk assessments should be completed in line with your school's policies. We recommend one per species to set out protocols clearly. An overall farm or animal collection RA should cover general activities around the animals and equipment, such as PPE, entering enclosures, site security, machinery, biosecurity measures, etc. Risk assessments for specific activities, such as tractor driving, lambing or moving animals should be completed where appropriate. Including a risk/ benefit section in risk assessments offers a balanced representation of animal-assisted activities.

Animal welfare considerations can be included in risk assessments. We recommend doing so as this highlights the importance of animal wellbeing and the role of good welfare in reducing risk.

Signage is a key part of health and safety. Reminders to wear PPE, wash hands, close gates, etc should be clearly placed in optimal positions. Signage giving information on the animals, such as handling, temperament and feeding, or to communicate safety and welfare measures. For example, applying a RAG rating to individual animal signage is a clear way of communicating handling permissions. QR codes are great on signs to link to record-keeping software or information websites, too.

Handwashing facilities should be available. Eating and drinking should not be permitted within animal areas.

Personal Protective Equipment should be available to anybody working with the animals. Overalls, boots and gloves are a minimum, with steel toe-capped boots for larger animals.

Medications and cleaning products should be stored securely and included in COSHH records where necessary. A sharps box will be needed if you are vaccinating or treating animals via injection.

Biosecurity is a vital part of health and safety and welfare. Foot dips or mats are required at enclosure entry points during periods of restriction (such as avian flu) and are good practice generally. Defra has a list of approved disinfectants for different pathogens to ensure you are using an effective one.

Zoonoses (diseases that can be transferred between animals and humans) are controlled through the use of PPE and good hygiene practices. HSE has guidance on each [here](#). Pregnant women should not be in contact with pregnant or nursing sheep or goats.

Allergies should be included in risk assessments and protocols followed to reduce risk. Students may have an allergy to animal bedding rather than the animal themselves.

Quarantining new animals before introducing them will require separate housing, as will **isolation** for convalescing animals.

Record Keeping

In addition to the mandatory records required by law, it is best practice to keep ongoing records for all your livestock. This can include age, sourcing, health, veterinary care, diet, etc. A spreadsheet works fine, but there is some excellent software available for this, with some offering it free to educational settings.

We also recommend recording feeding, cleaning, health checks and handling as daily practice, to ensure welfare and avoid over-handling or missed health issues. This can simply be done on a whiteboard, a shared notebook or e-calendar.

Policies

You may wish to have a separate animal health and safety policy or add them to the main school one.

An animal welfare policy enables you to plan husbandry protocols in advance and communicate your duty of care to all stakeholders. It is an easy way to set out your ethos, aims and objectives, relevant legislation and procedures, and can include useful contacts such as veterinarians, feed suppliers or emergency numbers. Templates are available.

Code of Practice/ Standards

Defra has a wide range of livestock codes of practice available. These are aimed at commercial keepers and go beyond the basic Five Welfare Needs. They are a useful resource, no matter the scale of your project. You can also create your own guides bespoke to your setup. Using images of freshly cleaned enclosures or handling techniques is a great way to communicate standards to your staff and students.

Staffing

All livestock require care every day of the year. We recommend training several members of staff (and/or volunteers) in animal care and emergency protocols to ensure coverage during holidays and sickness. There should be contactable people for out-of-hours situations. All animal carers should have full access to the animals and resources. All carers should have training on the care of any species kept so that they have a working knowledge of maintaining the Five Welfare Needs for that species and are confident in dealing with an emergency.

Farm learning sessions and animal care responsibilities both require a realistic assigned number of hours. It can become overwhelming if there is never enough time to fit it all in, and this can affect staff wellbeing and animal welfare over time. A well-planned schedule will maintain the benefits of having animals in school and ensure it is always a positive experience.

Staff supervision of practical animal care sessions is ideally a ratio of one teacher to a maximum of ten students. This depends on student age and ability, of course. It also depends on how many animals you are working with and the space available for activities.

Knowledge and Training

There is no legal requirement for animal care staff to hold an animal care qualification. However, most roles in the sector ask for a minimum Level 2 in a relevant animal subject.

It is important to ensure that knowledge and practices are up-to-date. The best way to do this is engage regularly with relevant CPD, join breed associations and sign up for updates and newsletters from trustworthy organisations. There are a few suggestions at the end of this guide. A shadowing day on a nearby farm can be a great way to develop staff knowledge and experience with skills such as handling and hoof trimming.

Having an experienced animal care advisor, such as a local chicken keeper or sheep farmer, is a wonderful thing and also builds community links. Established school farms are also happy to help with ideas and advice. We recommend visiting as many as you can. **The School Farms Network** is a great place to start, and membership is free.

Find a suitable veterinarian for your species. Not all vet clinics cover livestock; you may have to search for the right one. More vets are chicken-savvy nowadays, but it is worth checking. Most livestock vets will show you how to deliver procedures such as vaccinations and worming so that you can keep call-out costs down.

Planning and Design

A good design will consider facilitating the highest quality of life for the animals and the most positive experience for staff and students. Refer to the Five Welfare Needs throughout your planning.

Thinking about the farm as both a teaching space and a home for your animals can be tricky. We offer advice and courses on all aspects of keeping livestock. Our top tips are:

- Always allow the maximum enclosure sizes you can; remember that the minimum space required by law is not generous and is based on commercial farming.
- Create the most efficient routes connecting enclosures to resources such as water supply, muck heaps and feed storage. This allows for easier student supervision and security as well as less hard work.

- Include lots of opportunities for enrichment in your design to allow animals to participate in natural behaviours and provide interest for those observing them. Designing and building enrichment is a great activity for students.

Consider these basics for any livestock species when planning your farm, animal zone, or just a chicken coop:

- Accessibility and inclusivity
- Animal welfare to an exemplary, high, progressive standard
- Biosecurity and cleaning
- Contingency planning (evacuation, isolation, separation of groups or individuals)
- Enrichment
- Environmental impact
- Feed and bedding storage
- Ground quality and pasture management
- Housing and shelter
- Pest control and predator prevention
- Safeguarding and supervision
- Security and access (species-appropriate fencing, double gate systems)
- Space and stocking density
- Teaching areas
- Temperature and light
- Ventilation
- Waste disposal
- Water supply

Choosing and Sourcing your Stock

Humans have selectively bred livestock over hundreds of years to perfectly suit a range of purposes and environments. Researching breeds to select the ones that will do well for you is a fascinating activity and can involve the whole school. Different breeds aren't just different in size, shape and colour: they have different temperaments, dietary requirements, disease resilience, growth rates and grooming needs. They interact with their environment in different ways, too, and will impact the landscape in a range of ways (for example, some pig breeds root the ground up more; some sheep do better on sparse pasture than others).



Research your breeds thoroughly. If your ground gets muddy, avoid breeds with feathered feet or hooves that are more susceptible to foot rot. If you want a supply of fresh eggs, avoid breeds that go broody.

You can support native and rare breeds very easily, and can usually locate a breed that is associated with your region for added educational value. There are lots of breed societies and farming associations that will happily advise and support you, even loaning animals to get you started. Going to agricultural shows is a great way to meet some of the different breeds and they are very welcoming of school groups. They usually have young handler categories that your

students can enter. There are also online shows, such as the Great British Quail Show. Have a look at the [Rare Breeds Survival Trust](#) and the [Poultry Club of Great Britain](#) to start.

Who and How Many?

None of the species included here are suited to a life alone. They must all have companions of the same species to meet their welfare needs. The male/ female ratio has a big impact on behaviour and health, too, and should be carefully planned and managed. It can be difficult to rehome excess males.

As well as space and resources, it is important to consider how much human/animal interaction will take place when planning your stocking numbers. Ensure numbers are manageable so that you can keep up with tasks and have time to give attention to each individual animal. Ensure you have enough animals to deliver the activities you wish to without causing stress; all animals should have sufficient breaks from activities and choice in interactions. A handling rota is a great way to track this.



Decide what life stage you want to acquire your animals at. Rearing youngsters is more involved but incredibly rewarding. Make sure you plan for the size of the fully mature adult. Adult animals should be selected carefully for temperament and health. Some schools work in partnership with local farmers, rearing young animals for part of the year and then returning them. This is a great option if you don't wish to commit fully at first or want to try a few different breeds.

It is routinely the males in livestock that are neutered. This can have a calming effect on cattle, pigs, goats and sheep and makes them much more charming as companions. Neutering is not an option for poultry.

Breeding your livestock is an incredible experience for students and, when planned responsibly, can support rare breeds, bring in income or offer partnership opportunities with the farming community. Options such as buying in fertile eggs, stud loan or artificial insemination make breeding easier. Birthing enclosures, extra cost, staffing and training must be carefully planned. There should always be a clear plan for any offspring you produce, before you start the process. If you are raising animals for the table, locate a suitable abattoir beforehand.

Livestock are very commonly kept as companion animals in schools. They become valued and loved members of the community and often attract a huge following. Whether they are rescued animals, bought as 'pets' or are retired farming stock, they all contribute to educating the next generation about animal welfare and compassionate farming methods. These animals will require extra care as they become elderly so that they can live out their lives in comfort. If they become the sole animal of that species, they will need new companions, either with you or in a new home.

Euthanasia as a means of ensuring welfare should be planned for in advance. It must be performed humanely and by a qualified person. Monitoring quality of life can be done using the Five Needs and what is normal for that individual animal; making the decision as a team and including your vet can be very helpful.

Cost

Funding considerations should include your initial investment for housing, fencing and equipment. Fundraising and sponsorship are common ways to cover initial costs.

The cost of the animals will vary, depending on breed, age, etc. A pedigree animal is not necessarily a registered one, so check this if you are intending on keeping purebred animals for showing or breeding. Make sure you have calculated the cost of transport, vaccinations, neutering, and any vet checks.

Ongoing costs are mainly feed and bedding. They also include preventative medications, grooming requirements and housing maintenance. Always have a contingency fund for veterinary care and treatments, and the agreement from budget holders that these will be covered.

Considerations for Each Species

All Poultry

All poultry housing needs to be compliant with Defra guidance on avian flu. This means that it is designed to prevent wild birds or their droppings from entering the enclosure.

Ensure that rodents cannot access housing or feed.

Make all housing predator-proof. Lots of our wildlife will take a bird, including foxes, badgers, mink and stoats. Most schools have visiting foxes, even in the most urban areas. Rats, crows or sparrowhawks may take young or very small birds.

Site housing out of direct sun and sheltered from wind.

If you are raising young birds, you will need to provide them with heat until they are old enough to do without. POL (point of lay) poultry are young females about to start laying eggs for the first time. This is an ideal age to start your flock with as they are easier to sex and don't require heat. Start with a minimum of three birds as they are all social creatures. The more space and activity they have, the happier, healthier and more entertaining they will be.

Chickens

There is a great variety of breeds available, as well as hybrids. Eggs come in a variety of colours, too. These breeds have different requirements, so be sure to do your research. All chickens need secure housing, perches, nest boxes, ground they can scratch about in, and a sand bath. Give them as much space as you can. The UK legal requirement is only 600cm² of usable space per caged bird. Free-range hens are given 4m² of outdoor space per bird. We recommend that a coop should offer 15-35 cm of perch per bird (depending on the size of the bird), with a ceiling height at least five centimetres above their head, a nestbox for every four hens and as much outdoor space as possible, with plenty of enrichment.



Cockerels aren't necessary, but can be a great addition to a flock. They are noisy, so be thoughtful of neighbours (and nearby classrooms!).

Ducks

Ducks are great characters. Again, there is a wonderful variety of breeds available. Many are better layers than most chickens. Housing should be spacious and dry, no need for perches. All ducks need water, by law at least enough to dip their whole heads in, but it is pure joy for them to have enough to dabble, bathe and swim in. Females are the noisy ones; males don't quack. They can be kept in single sex groups. In mixed groups, make sure there are more females than males and watch out for aggressive behaviour during breeding. Ducks can be messy, plan your setup carefully to accommodate their desire to spread water everywhere!

Geese

Geese need lots of grass for grazing and preferably a pond to swim in, taking the weight off their feet for a while. Housing is the same as for ducks, but much bigger. They are great guardians but can be quite full-on in their duties.

Quail



Coturnix quail are the most commonly kept species and come in a lovely range of colours. They are a good option if you have less space and love lots of enrichment. Eggs hatch in 18 days and POL is only 6 weeks after hatching, enabling a life cycle demonstration in half a term! They live for 3-5 years and will lay an egg every day, year-round. They can be kept indoors or in a rodent-proof, sheltered aviary. They can't be kept with other poultry. Males can be aggressive with each other and with females; their call is a delightful trill. They can be flighty, but with lots of handling and treats, they can be very friendly.

Turkeys

Turkeys require secure housing with perches and a large run. They are great characters and are typically kept in juvenile groups or one male to three or four females. They should not be kept with other poultry as they are more susceptible to blackhead disease, which other poultry species can carry. They love to roost really high in trees and on roofs, so it can be difficult to catch them if they get out. Males can be a handful.

Sheep

Keeping Livestock in Schools

Sheep are grazers and require access to good pasture throughout the year, as well as hay and pelleted feed when required. Some breeds are harder than others, but they all appreciate a shelter. Choose a breed that is easy to handle. With handling and training, they become just as friendly as goats. Bucket and halter training your animals will make life so much easier. Annual shearing is a must for all but the most primitive breeds, and you have to be vigilant against flystrike in the warmer months. Raising caid (orphaned) lambs is rewarding if you have the capacity. Choose healthy, vaccinated stock. Wethers (castrated males) and ewes can be kept together.

Sheep must have a tag in each ear: one yellow, electronic tag and one visual tag in any colour except yellow, red or black. You can order tags with your CPH and flock numbers online. You do not change the tags when buying animals, but you do need to replace lost tags (replacements are always red).



Goats



Goats are enormous fun and very friendly. They are browsers, not grazers: they need access to quality hay, a mineral lick and a goat-specific concentrated feed. A vitamin supplement is also a good idea. They do well on harder, dry ground. Hooves grow fast and will need regular trimming, which is easy to learn. Their coats are not waterproof: they need sufficient shelter to keep out of the cold, wind and rain. Fencing should be very secure and high enough to prevent jumping. Never tether a goat. They thrive with enrichment such as climbing platforms and respond well to training. Wethers and does can be kept together in any combination. There are lots of breeds available,

including some rare native breeds. Source healthy, vaccinated stock.

Ear tagging requirements are the same as for sheep, but the electronic tag is not required.

Pigs

Pigs are wonderful, charismatic creatures: they respond well to training and love human interaction. From the smaller Kune Kune to the iconic Large White, breeds vary in appearance and temperament. Pigs need shelter, bedding, ample space, and strong fencing (designed to prevent them from digging underneath). It is easy to train them to electric fencing. They appreciate a wallow but should have plenty of access to dry ground all year. Females and castrated males can be kept together in any combination. Some schools buy weaners and raise them for a few months for the breeder, while others keep them permanently. Breeding is usually done by AI and requires a planned farrowing setup. The British Pig Association enjoys working with schools to promote and conserve rare breeds.



Keeping Livestock in Schools



Pigs are identified using ear tags, slap marks or tattoos. Pigs under 12 months can be identified during movement with a temporary mark. Pigs going to slaughter must have ear tags.

Cattle

Keeping cows is definitely the most ambitious school livestock project, but plenty of schools do it. The UK has strict rules on the registration and management of all cattle, including annual TB testing. Cattle must have two ear tags, one primary yellow and one of any colour. Electronic tags are currently voluntary, and will be mandatory for all new calves from summer 2027. They must also have an official government-issued passport that accompanies them throughout their life. All record-keeping for cattle is done through the [Cattle Tracing System \(CTS\)](#).

The Rare Breeds Survival Trust is a great place to start looking at breeds. The most docile are not necessarily the smallest ones! Work closely with an experienced keeper to ensure that your cattle project is compliant and suited to your setting.

Useful Links

Registration

County Parish Holding Number: <https://www.gov.uk/guidance/apply-for-a-county-parish-holding-cph-number>

Animal and Plant Health Agency: <https://www.gov.uk/government/organisations/animal-and-plant-health-agency>

Rural Payments Agency: <https://www.gov.uk/government/organisations/rural-payments-agency>

Register as a keeper of up to 49 birds: <https://www.gov.uk/guidance/register-as-a-keeper-of-less-than-50-poultry-or-other-captive-birds>

Register 50 or more birds: <https://www.gov.uk/government/publications/poultry-including-game-birds-registration-rules-and-forms>

Sheep and Goat Movement: <https://cla.livestockinformation.org.uk/>

Pig Movement: <https://www.eaml2.org.uk/ami/home.eb>

Cattle Registration: <https://www.gov.uk/cattle-tracing-online>

Medications Recording for Livestock: <https://ahdb.org.uk/knowledge-library/recording-medicine-use-in-livestock#:~:text=keeper%20must%20record:-,Name%20of%20the%20product,enter%20it%20in%20their%20records.>

Avian Flu Rules: <https://www.gov.uk/guidance/avian-influenza-bird-flu-cases-and-disease-control-zones-in-england>



Keeping Livestock in Schools



Avian Flu Zone Map:

<https://defra.maps.arcgis.com/apps/webappviewer/index.html?id=8cb1883eda5547c6b91b5d5e6aeba90d>

The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018: see your local authority website

Health and Safety

Preventing or Controlling Ill Health from Animal Contact at Visitor Attractions:

<https://visitmyfarm.org/resources/code-of-practice>

HSE Farm Safety 'Farmwise': <https://www.hse.gov.uk/pubns/books/hsg270.htm>

Food Standards Agency: <https://www.food.gov.uk/business-guidance/industry-guidance/dairy-and-farming>

<https://www.foodstandards.gov.scot/business-and-industry/industry-specific-advice/farming-and-primary-production/reigstration-and-approval-of-feed-businesses>

Raw Drinking Milk Guidance: <https://www.food.gov.uk/business-guidance/raw-drinking-milk-guidance>

The Association of Advisers for Outdoor Learning and Educational Visits: <https://oeapng.info/>

Welfare

Animal Welfare Act (2006): <https://www.legislation.gov.uk/ukpga/2006/45/contents>

Defra Codes of Practice for Farmed Animals: <https://www.gov.uk/guidance/farm-animals-looking-after-their-welfare>

Compassion in World Farming: <https://www.ciwf.org.uk/about-us/strategic-plan>

Really Helpful Organisations

Growing Connections (CPD for schools and community projects on growing and animal keeping): <https://www.growingconnections.org.uk/>

School Farms Network: <https://www.growingconnections.org.uk/school-farms-network/>

UKACT (All members of the School Farms Network receive access to the UK Animal College Technicians' resources, which cover livestock, small animals and exotics): <https://www.ukact.org/>

Poultry Club of Great Britain: <https://www.poultryclub.org/breeds/>

Quail Keepers (The Virtual British Quail Show): <https://www.facebook.com/groups/784090030226529>

Rare Breeds Survival Trust: <https://www.rbst.org.uk/watchlist-overview>

British Pig Association: <https://www.britishpigs.org.uk/about/junior-pig-club>

LEAF (Linking Education and Farming): <https://leaf.eco/education/leaf-education>

Shaping Behaviour (CPD for education settings on training animals): <https://shapingbehaviour.com/education>

Keeping Livestock in Schools

