Cambois Primary School

Ecological Impact Assessment

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| Activity | Ground layer | Field layer | Shrub layer | Dead wood | Wildlife | Planted saplings | footpaths |
| Cooking | The ground layer underneath the fire pit will be burned. A paving slab will be used here to protect the ground. Ensure the site is clear of twig and leaves before lighting fire. | Soil in the field layer will be affected as the leader will dig to investigate the soil type to ensure it is non- flammable. |  | Stock of dead wood will decrease. Ensure plenty is available for the fire- bring from other sites when necessary. | Habitats may be disturbed. Ensure children are aware of careful wood selection. Rocks may need to be moved away from the area and this may also disturb some habitats. |  |  |
| Eating | Crumbs may drop into the ground layer and disturb the natural habitats. Ensure all debris is collected and taken off site at the end of the session. | Crumbs may drop into the field layer and disturb the soil and its nutrients. Ensure all debris is collected and taken off site at the end of the session. | Blackberries in the forest may become sparse. Teach children about seasons for the growth. |  | Scraps of food may attract the wrong kinds of wildlife. i.e vermin. Ensure children are aware of the policy of clearing up after eating. |  |  |
| Digging | The ground layer will be disturbed when finding a suitable spot for digging. | Roots of trees can be disturbed by digging. Endure careful selection of digging areas. |  |  | Habitats may be disturbed when digging. Ensure children are aware of selecting suitable spots for digging. | New roots could be disturbed. Ensure children are aware of the new trees and the new boundaries. |  |
| Walking | The ground layer will be disturbed by people in the forest. Ensure all children are aware of designed pathways and using their eyes when walking. | Care should be taken to ensure tree roots are not disturbed by walkers. Some may need to be removed to prevent trip hazards- always consider how removal may affect a tree or plant. | Care should be taken when moving through the forest not to disturb too many shrubs. Children will be aware of caring for the wildlife in the forest. |  | If the ground layer is disturbed some wildlife may lose their food and shelter. Ensure all children are aware of designated pathways and using their eyes when walking | Small sapling could be disturbed. Trees have tree guards. Ensure children are aware of their location in the forest | Footpaths will become worn and the grass underfoot may die. Ensure careful selection of pathways. |
| Tool work | The ground layer may be disturbed when choosing a site for tool work. Train children in safe site selection. |  |  | Stock f dead wood will decrease. Ensure plenty is available for the fire- bring from other sites when necessary. | Habitats may be disturbed of the wood has been dead for a long period of time. Ensure children are aware of careful wood selection. |  |  |
| Getting wood | The ground layer will be disturbed when collecting small twigs and leaves. |  |  | Stock of dead wood will decrease. Ensure plenty is available for the fire- bring from other sites when necessary. | Habitats may be disturbed of the wood has been dead for a long period of time. Ensure children are aware of careful wood selection. Teach children about differences between green wood and dead wood. |  |  |
| Building dens | The ground layer will be disturbed when collecting small twigs and leaves. |  | Children may build around or on top of shrubs. Ensure they take care of the established shrubs in the forest ensuring light can still get to the shrubs. Leaves used for dens should be taken from the ground layer not from the shrub layer. | Stock of dead wood will decrease. Ensure plenty is available for the fire- bring from other sites when necessary. | Habitats may be disturbed of the wood has been dead for a long period of time. Ensure children are aware of careful wood selection. | Dens may be built on top of the new trees. Trees have tree guards. Ensure children are aware of their location in the forest. |  |

Three year sustainability Management Plan

Cambois Primary School

Aims: to establish, use and maintain a woodland site within the school grounds.

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| Factor | Location | Current situation | Target situation | Preventative measures | Monitoring | Method of management | Timescales |
| Pathways | 1 main path around the site. | Children have identified paths to use. | Access to forest site without damage to trees. Preservation of grass. | Reinforcing the use of the pathways. Laying of stepping stones in more used areas. | Evaluate pathways and identify if further preventative measures need to be put in place e.g bark chippings. | Children to assist evaluating pathways and laying stepping stones. | Yr1-6 maintaining and monitoring site. |
| Deadwood | Apart from a small number of established trees and shrubs on the perimeter of the site, the areas is grassed with no deadwood. | Small amounts of dead wood around fenced areas. | Growing trees. Collecting dead wood from other sites to use for activities. | Majority of deadwood stored in wood containers for the use of activities. Selection of wood placed around the site to encourage wildlife. | Ongoing evaluation of stock of deadwood. Monitoring position and degeneration of deadwood on site each term. | Links with the nurseries to gather resources. | R/ Yr 1- collection of resources.  Yr2- setting up animal habitats.  Yr3- use of deadwood produced on site. |
| Ground cover | Grass cover the whole site. | Grass can become soggy in some areas. | Preservation of grass. Safer access. | Reinforcing the use of pathways. Laying of stepping stones. Plant appropriate wild flowers. | Monitor the safe use of the wet grassed areas. | Children to assist with the laying of stones in some areas. Children to review the effectiveness of the stepping stones. | Yr1- positioning the stepping stones.  Yr2- 6- monitoring and maintain the use of the stepping stones. |
| Trees | There is a small number of established trees on the site. | Approximately 10 saplings have been planted on the site. | Trees to grow without damage to form established woodland area. | Sapling covers in the place to protect tree growth. Clear identified pathways. | Review each term with the help of children. | Children assist with putting sapling covers in places. | Yr1-6- trees planted, covered and monitored. |
| Wildlife | Wildlife present around the perimeter of the site. | Wildlife present around the perimeter of the site | Increased insect habitats. A welcoming environment is created for bird and animal population. | Sufficient decaying matter for insect habitat. Children given guidance for appropriate way to study and preserve wildlife. | Children to assist with termly study of current wildlife in the area. | Regular assessment to ensure sufficient decaying matter. | Yr1-2- proving habitats for wildlife and birds.  Yr 3-6- maintaining site for wildlife. |
| Structures | No structures for storage or activities in place. | No structures for storage or activities in place. | To have safe and secure stores for wood and tools. Available structures to facilitate large den making. | Suitable position identified for stores following site review. Secure structures on a stable base. Structure to be water tight and made from ethically sourced timber. | Termly evaluation and assessment of structures. | Children to design basic wood/ tool store structure. Adults to model safe use of both storage area. | Yr1- erect structures.  Year 2- 6- use and maintain structures. |