

Forest School Site Survey

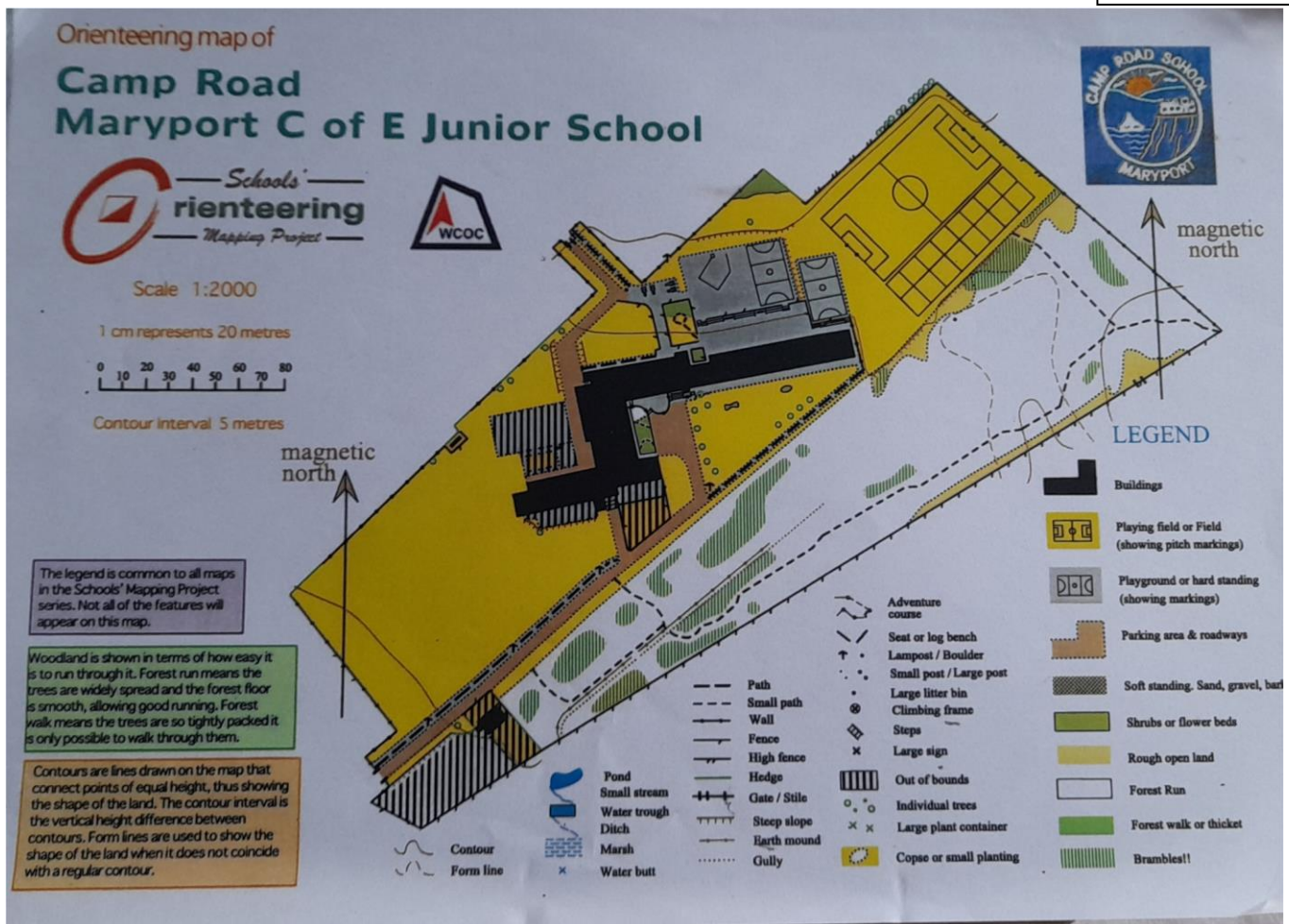
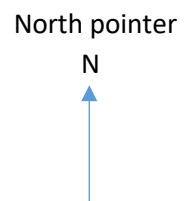


Name of woodland or school grounds: Maryport C of E Junior School Woodland Post code: CA15 6JN

Owner of woodland or school grounds: Maryport C of E Junior School and the Parish

OS reference: NY04084 37038 Number/frequency of users of the woodland: 280 pupils. Used by the school for Forest Schools sessions.

Sketch map of your site including the boundary, access points, habitats, water, areas of specific activity e.g. fire pit, shelter, climbing trees, and any other ecological impacts.



Forest School Site Survey

Species List



Trees, Plants, Fungi, Insects, Mammals, Birds, Insects etc.

<p>Trees: The site has Rowan, Ash, Sycamore, Maple, Larch, Horse Chestnut, Silver Birch, Beech, Oak and Cherry.</p> <p>Hawthorn bushes</p>	<p>Plants: Snowdrops, Daffodils and Bluebells.</p> <p>Nettles</p> <p>Fern</p> <p>Moss</p> <p>Ivy</p>	<p>Invertebrates:</p> <p>Ants, spiders, slugs, snails.</p> <p>Beetles</p> <p>Butterflies</p> <p>Bumblebees</p> <p>Wasps</p>
<p>Fungi:</p> <p>Jelly fungus</p>	<p>Amphibians:</p>	<p>Birds:</p> <p>Blue tit, Chaffinch and Pheasant</p>
<p>Mammals:</p> <p>Red/ Grey squirrel</p>		

Highlight those species on your site that are listed on your Local (County or district) Biodiversity Action Plan (LBAP) for those species most at risk.

Assessing ecological impacts on your site					
Forest School Activities	Impacts and actions for each layer.				
	Indicate if impact is high/low, long term/ short term, positive or negative.				
E.g. fire, mini beast hunting, running games etc.	Ground layer: (above and below soil)	Field Layer: (Plants to knee height)	Under storey Layer (Shrubs/small trees)	Canopy Layer: (Tree tops, branches, trunks)	Actions (Note any actions you can take to reduce negative impacts)
Games	-3ve MT Direct Temp	2-ve MT Direct Temp	1-ve MT Indirect Perm	0	<p>Ensure that games are played in different areas of the woodland to allow things to recover.</p> <p>Encourage to tread carefully and ensure that they are knowledgeable about the plants and animals so that if they are rare, they can avoid them.</p> <p>Make sure they don't disturb nests.</p>
Making Fires	1-ve MT Indirect Temp	1-ve MT Indirect Temp	1-ve MT Indirect Temp	0	<p>Make sure fire is off the ground and takes place in the designated fire pit area.</p> <p>Don't take the wood from areas where they are forming a habitat. Make sure you check the wood for insects etc. before burning.</p>

					<p>Bring in firewood from outside of the forest.</p> <p>Ensure the fire pit area is maintained properly and checked before sessions.</p>
Tool Work	<p>1-ve</p> <p>MT</p> <p>Direct</p> <p>Temp</p>	<p>1-ve</p> <p>MT</p> <p>Direct</p> <p>Temp</p>	<p>1-ve</p> <p>MT</p> <p>Direct</p> <p>Temp</p>	0	<p>Provide pupils with tree stumps or wooden discs to do tool work on.</p> <p>Dedicate an area for tool work which can be rotated when necessary.</p>
Den making	<p>1-ve</p> <p>MT</p> <p>Direct</p> <p>Temp</p>	<p>1-ve</p> <p>MT</p> <p>Direct</p> <p>Temp</p>	<p>1-ve</p> <p>MT</p> <p>Direct</p> <p>Temp</p>	<p>1-ve</p> <p>MT</p> <p>Direct</p> <p>Temp</p>	<p>Once the den has been built, dismantle it and distribute any of the deadwood used, back into the forest ground.</p> <p>Check the wood for any insects before it is used to build dens.</p> <p>Only create dens in the designated area.</p>
Collecting natural material	<p>1-ve</p> <p>MT</p> <p>Direct</p> <p>Temp</p>	<p>1-ve</p> <p>MT</p> <p>Direct</p> <p>Temp</p>	0	0	<p>Ensure that pupils know that they do not use materials from living things unless instructed to by the leader. The leader must limit harvesting</p>

					<p>from living plants.</p> <p>The leader must monitor species to ensure that it grows back. The leader must ensure that pupils only use species that are abundant.</p>
Participants moving through the woods	<p>2-ve</p> <p>MT</p> <p>Direct</p> <p>Temp</p>	<p>2-ve</p> <p>MT</p> <p>Direct</p> <p>Temp</p>	0	0	<p>Ensure that different areas of the woodland are used in each sessions to allow it to recover.</p> <p>Encourage to tread carefully and ensure that they are knowledgeable about the plants and animals so that if they are rare, they can avoid them.</p> <p>Make sure they don't disturb nests.</p> <p>Use different paths in the woods.</p>
Cooking and eating	<p>3-ve</p> <p>ST</p> <p>Direct</p> <p>Temp</p>	<p>3-ve</p> <p>ST</p> <p>Direct</p> <p>Temp</p>	0	0	<p>Carry out a litter pick at the end of each session. Complete one before the session too.</p> <p>Make sure bin bags are taken to the site and</p>

					<p>rubbish is correctly disposed of.</p> <p>Make sure all pupils are aware of the negative effect that litter has on the environment.</p>

Three year management plan for the sustainable use of Forest School area based on the ecological impact

Short term actions – immediate and/or ongoing.	Medium term planned actions	Long term planned actions
<p>Deadwood:</p> <ul style="list-style-type: none"> - Some needs to be maintained as it provides a habitat for some species. - Wood will be brought onto the site for fire use. Collecting deadwood will be limited. - The woodland must be checked before and after storms/high wind and findings must be reported to Country Wise. 	<p>Deadwood:</p> <ul style="list-style-type: none"> - Work with teachers at the school and Country Wise to create dead wood habitats to encourage further species to develop in the area. 	<p>Deadwood:</p> <p>Ongoing</p>

<p>Wildlife:</p> <ul style="list-style-type: none"> - Locate any bird's nests and ensure that they are not disturbed. Highlight where they are to pupils. - Check any area for wildlife before doing any clearing. - Avoid using large pieces of deadwood as they are often habitats. - The top area of the Forest remains out of bounds as this is the area for wildlife and so it shouldn't be disturbed. - Fires should be kept small and in the designated fire pit area. - A litter pick is conducted before and after every session. 	<p>Wildlife:</p> <ul style="list-style-type: none"> - Work with teachers at the school and Country Wise to create dead wood habitats to encourage further species to develop in the area. - Work with Country Wise to create habitat for invertebrates and amphibians. - Record and report wildlife sightings for RSPB and Country Wise. - Monitor species 	<p>Wildlife:</p> <ul style="list-style-type: none"> - Surveys of species are ongoing.
<p>Collecting natural materials:</p> <ul style="list-style-type: none"> - Don't overuse an area, limit activities to specific areas - Stay on paths. - Ensure pupils only collect small non-living things. - Ensure materials are returned to the wood afterwards. - Only use plants that are abundant. - Ensure that litter is picked up before and after sessions. 	<p>Collecting natural materials:</p> <ul style="list-style-type: none"> - Monitor species and abundance. 	<p>Collecting natural materials:</p> <ul style="list-style-type: none"> - Ongoing monitoring
<p>Saplings and coppice:</p> <ul style="list-style-type: none"> - Limit coppicing to copse area on the map. 	<p>Saplings and coppice:</p>	<p>Saplings and coppice:</p> <ul style="list-style-type: none"> - Ongoing

	<ul style="list-style-type: none"> - Work with Country Wise to coppice or thin areas for regeneration 	
<p>Invasive species-</p> <ul style="list-style-type: none"> - Clear bracken around the fire pit and the walkways. Get pupils involved. 	<p>Invasive species:</p> <ul style="list-style-type: none"> - Clear bracken from the fire pit and walkways - Monitor abundance and continue to clear 	<p>Invasive species:</p> <ul style="list-style-type: none"> - Monitoring and clearing is ongoing.
<p>Trees:</p> <ul style="list-style-type: none"> - Ensure that there is a litter pick before and after every sessions. - Do not take wood/bark away from trees which are alive. - Do not start a fire close to the trees, ensure that a big enough area has been cleared. - Try to avoid breaking tree limbs hen putting up tarpaulin and building shelters. - Avoid rubbing bark with hammocks and slack lines. - Unhealthy trees are to be reported to Country Wise. 	<p>Trees:</p> <ul style="list-style-type: none"> - Work with Country Wise to coppice or thin areas for regeneration. 	<p>Trees:</p> <ul style="list-style-type: none"> - Ongoing
<p>Pathways:</p> <ul style="list-style-type: none"> - Ensure that pupils and staff keep to the pathways. - Avoid walking over the other areas. - Avoid the uphill path when wet as it is slippery and may cause an injury. - Only lead sessions in designated areas. 	<p>Pathways:</p> <ul style="list-style-type: none"> - Maintain pathways along with Country Wise. 	<p>Pathways:</p> <ul style="list-style-type: none"> - Ongoing

<p>Choosing sites for activities:</p> <ul style="list-style-type: none"> - Limit activities to specific areas. - Ensure that some areas stay out of bounds e.g. top of the forest where the gap in the wall is and which is left for the wildlife. - Avoid the slopes in wet weather. - Do a litter pick before and after the activities. - Walk in single file on the tracks. - Use footpaths. - Highlight boundaries prior to session. 	<p>Choosing sites for activities:</p> <ul style="list-style-type: none"> - Monitor site and leave for regeneration if necessary. 	<p>Choosing sites for activities:</p> <ul style="list-style-type: none"> - Ongoing monitoring
<p>Ground cover:</p> <ul style="list-style-type: none"> - Limit activities to specific areas - Stay on paths - Make sure pupils only collect small non-living things. - Make sure they return things to the woods afterwards. - Do not forage or harvest plants that are not abundant. - Don't pick any flowers - 	<p>Ground cover:</p> <ul style="list-style-type: none"> - Survey species and monitor area. Leave for regeneration if necessary. 	<p>Ground cover:</p> <ul style="list-style-type: none"> - Ongoing monitoring.