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| **FACTOR** | **Area** | **Current Situation** | **Target Situation** | **Preventative Measures** | **Check /Manage**  **by:** | **Timescale** |
| **Pathways** | Running track | Paths littered with rubbish | Clean safe paths | Carry bags and gloves to pick up litter. Improve signage and encourage SLT to add a bin that  gets emptied | Review with children  Children to choose how, when where they want to work to maintain paths. | **Year 1** Set up forest school signs to discourage people and leaving litter. Lay grass / hay on muddy bits.  **Year 2** Add stones to muddy bits if no improvement.  **Year 3** Review litter and drainage |
| Paths in some areas very muddy and  slippery | Minimal slip hazard | Lay dryed grass / hay in worst spots and add stones (and bark if we can fund or find) |
| **Wild- flowers** |  | In spring many bulb flowers emerge that are easily trampled (bluebells, crocus, primrose etc) | Bulbs not disturbed when actively growing and flowers not damaged when emerged | During Spring the running track to be used for gathering sticks / resources from the edge of the  woodland so spring flower bulbs / bluebell disturbance is minimal | Review with children  Children to choose how, to maintain wild flowers during sessions | **Year 1** Teach children about bulb care, not picking flowers, spotting species / pollination. **Year 2** Replant bulbs in areas damage has occurred. Create suitable flower habitats Coppice  / prune shrub to help light penetrate.  **Year 3** Remove any shading shrubs. |
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| **FACTOR** | **Area** | **Current Situation** | **Target**  **Situation** | **Preventative Measures** | **Check by /**  **Manage by:** | **Timescale** |
| **Wildlife Diversity** | Esp. Near look- out and site 2 | Areas of woods too dark for undergrowth, reducing diversity | Seasonally rich woodland- adundant and diverse species | Remove brambles / over-spreading plants  in some areas of the site. | Review with children  Children to choose how, when where they want to work to maintain wildlife during sessions | **Year 1** Make and put up some bird boxes.  **Year 2** Maintain health of native trees – remove dead / diseased branches.  **Year 3** Add new species to increase diversity. |
| Animal feaces and litter can poison wildlife | Clean, safe woodland | Take away animal waste found (bag) Pick up litter we pass (with gloves /bags) |
| Leftover food can encourage wildlife to  become pests – alter their natural feeding habits | Take all food away with us to avoid apples seeding. | Only native fruits taken to the woods, minimal plastic. Nothing left that can affect biodiversity. |
| Over-collection may lead to reduction of leaf-litter and decomposition cycle | Enough to find, collect with enough left to rot down and support nutrient cycle mini  beasts. | **From December to February**: Whole wood within boundary area suitable for use for gathering sticks / resources for activities. **From March-June** resources from the edge of the woodland |

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| **FACTOR** | **Area** | **Current Situation** | **Target**  **Situation** | **Preventative Measures** | **Check by /**  **Manage by:** | **Timescale** |
| **Ground Cover** | All over | Over-collection of leaves may lead to reduction of leaf-litter and affects water retention and recycling / decomposition  cycle | Even natural minimal disturbance | Collection of resources and walking through woods seasonally variable | Review with children  A.Hunter | **Year 1** Work out a mini-beast trail.  **Year 2**. Move minibeast trail to minimize overall disturbance.  **Year 3** Develop reading area. |
| Walking through leaf litter area when wet increases compaction and when dry disturbs worms / mini- beasts / decomposers making them vunerable to  birds etc. | Avoid high mud / clay muddy areas when wet | Trample in the same spots so compaction is limited or lay stones to step on. |
| **Trees** | All over | Group preferrence for one species when collecting materials – leaves etc. | More vunerable species protected, commoner  targeted | Choose to use dead leaves for sessions or if using live leaves then only one leaf per plant to be taken and none from very young plants or from vunerable / weaker species | Review with children  A.Hunter | **Year 1**  Plant willow. Try to grow living willow arch. Plant new trees and hedgerows from the WT.  **Year 2**  Harvest some willow for basket weaving and re-planting.  **Year 3**  Harvest some willow for sculptures / fencing / hula hoops. |
|  | Species specific Pest  /diseases can cause die-back | Healthy trees | Remove diseased branches on trees and regularly check health of all large standing trees |  |
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| **FACTOR** | **Area** | **Current Situation** | **Target**  **Situation** | **Preventative Measures** | **Check by /**  **Manage by:** | **Timescale** |
| **Nettles** | Hedgrows at the back on the field | Not many stinging nettles, some patches with blackberry bushes. | Have some for harvesting with gloves to make soup in spring but not so many they are a hazard to the children | Nettles are a sign of high soil fertility in areas where they are old, too established and over-bearing making access difficult they could be dug up  / out and flower bulbs planted instead.  Teach children to identify dock leaves to use to treat the nettle stings. Wear long trousers and suitable footwear. | Review with children  Children to choose how, when where they want to work to maintain paths during sessions | **Year 1.** Old nettles cut back **Year 2** Old nettles cut back and dug up in areas access required. Use the nettle branches to make natural twine/ string. In spring harvest young shoots / leaves.  **Year 3** As above |