

A watercolor illustration of a garden scene. In the center is a large, textured blue globe. Surrounding it are various plants: green leaves, red berries, purple flowers, and blue flowers. Several insects are depicted: a ladybug on a green leaf in the top left, a butterfly with black and white wings and a yellow patch on the bottom right, a bumblebee on a blue flower in the top right, a ladybug on a green leaf in the middle right, and a wasp on a blue flower in the bottom right. A golden crown is positioned on the globe. The background is a light green wash.

**THREE YEAR
ENVIRONMENTAL
REVIEW**
OF THE COPPICE AREA AT
CHANDLER'S FORD INFANT SCHOOL



CREATED BY EMMA CLODE



**A Three Year Sustainable Woodland Plan:
Created by Combining the Sustainability Matrix of Ecological Effects of Forest School Activities
and Sustainable Management Plans**

Name of wood:

Hazel Coppice at Chandler's Ford Infant School

Aims:

- 1.To produce a wildlife rich and resilient landscape that engages and benefits people
- 2.To prioritise native trees and shrubs
- 3.To put the children at the heart of the conservation work

Aim 1. To produce a wildlife rich and resilient landscape that engages and benefits people

Factor	Area	Current Situation	What we want it to look like? Target	What actions will you take?	Any Ecological Considerations?	Checked by/ Managed by:	Timescale
1. Fires	In the centre of the woodland circle in Forest School site	*There is no fire pit yet but there are plans to create one in the future in the woodland circle.	*A clear area for gathering the class together. Seating for the class. A focal point of a defined fire pit.	*Use a sustainable source for buying in wood, rather than using the woodlands resources *Ensure that all fires are fully extinguished before leaving the site *All fires should be lit in the fire pit, or on trays and not in or on the ground. *Designate a fixed location for fires, leaving other areas free to grow as normal.	*Using wood from our woodland would destroy habitats and diminish our supplies. * Lighting a fire on the ground will damage the soil and its chemistry, changing the way it behaves. *Risk of setting woodland on fire. *Soil compaction from regular use. *Fire can travel underground to roots even after extinguished	Monitored by Forest Leader ensuring all fires are fully extinguished.	Year 1: To set up and create a fire pit in the middle of woodland circle-all safety checks to be conducted first. Year 2: To maintain area Year 3: To maintain area

2. Cooking	Cooking will take place in the woodland circle on the fire pit	*There is no fire pit yet but there are plans to create one in the future in the woodland circle.	*A clear area for gathering the class together. Seating for the class. A focal point of a defined fire pit.	*Make sure left-over food goes back into school and placed in the bin. *Minimal plastic and packaging-use as many natural products as possible	*Waste may attract animals to the site or increase the numbers of certain species, leading to adverse changes in biodiversity	Monitored by Forest Leader and children using the site	Year 1: To set up and create a fire pit in the middle of woodland circle-all safety checks to be conducted first. Year 2: To maintain area Year 3: To maintain area
3. Tree Climbing/Den building	Stronger Hazel Trees within the Forest School Area	*Limited number of stronger trees	*For a more realistic woodland experience resources for children to use i.e. Den building will need to be brought in.	*Designate a fixed location for den building, leaving other areas free to grow as normal. *Have a selection of resources available for the children to use each time, rather than creating new ones	*Trampling of Flora/Fauna as site is used. *Wearing of soil, soil compaction from regular use *Breaking leaves and sticks off Flora for building use would deplete resources and could destroy habitats. * Damage to plants that are more sensitive to losing leaves or flowers.	Monitored by Forest Leader and children using the site	Year 1: Allocate areas for den building and tree climbing. Bring in woodland materials to use. Year 2: Monitor and assess if more tree planting can take place Year 3: Monitoring trees and areas
4. Collecting wood	To use wood across the Forest School site especially coppiced hazel	*Limited number of trees and wood to collect	*Using wood/sticks collected to make products/arts and crafts.	*Limit the frequency and evaluate the amount of dry, dead wood around the woodland before removing any. *Collect only the minimum amount needed. *Reserve specific areas for deadwood conservation * For a more realistic woodland experience bring in sustainable wood to use for example willow, alder, silver birch to whittle.	*Movement of ground layer for cutting area. *Damage to shrub layer and canopy layer *When collecting wood for cutting some branches, trees maybe felled. Although this is negative ground layer will receive more sunlight	Monitored by Forest Leader and children using the site	Year 1: Limit wood collected from coppicing-store for use for future activities. Bring some sustainable wood into use for crafts Year 2: Monitor and access trees for coppicing Year 3: Monitor and access trees for coppicing

					allowing new plants to thrive.		
5. Collecting natural materials	To use natural materials collected across the Forest School site	*Limited number of trees and shrubs	*Using wood/sticks/ plants and leaves collected to make products/arts and crafts.	*Limit the frequency and evaluate the number of natural objects collected around the woodland before removing any. *Collect only the minimum amount needed. *Reserve specific areas for deadwood conservation * For a more realistic woodland experience bring in sustainable natural materials i.e. acorns, conkers to use but ensure taken away afterwards so not to upset the natural ecosystem.	*Movement of ground layer *Breaking leaves and sticks off Flora for building use would deplete resources and could destroy habitats. * Damage to plants that are more sensitive to losing leaves or flowers.	Monitored by Forest Leader and the children using the site	Year 1: Monitor the natural materials that are being taken away and used- limit this if needed. Bring in sustainably sourced natural materials to use. Year 2: Monitor the natural materials that are being taken away and used- limit this if needed. Bring in sustainably sourced natural materials to use. Year 3: As above
6. Woodland Circle seating area	To establish a woodland circle in the Forest school site with the fire pit in the centre.	*A woodland circle has been present on the site, but seating is often moved and area needs defining so it is a clear gathering site.	*A clear area for gathering the class together. Seating for the class. A focal point of a defined fire area.	*Allocated area *Collect stumps for seating and create a defined woodland circle.	*Trampling of Flora/Fauna as site is used. *Wearing of soil, soil compaction from regular use	Monitored by Forest Leader and the children using the site.	Year 1: Collect stumps to create the woodland circle area Year 2: Monitor the stumps and if they need replacing Year 3: As above
7. Pathways	To establish a well-defined path through the Forest School site	*Pathway present through the Forest School site but more definition of these is needed.	*A clear pathway runs through the trees leading away from the woodland circle and fire pit.	*Create a clear pathway through the trees that lead away from the woodland circle and fire pit. Children to help assist with laying of bark.	*Plants may be lost. However, some wild growing areas will be left.	Monitored by Forest Leader	Year 1: Create a clear path through the woodland area Year 2: Monitor and re-establish path if needed Year 3: As above

Aim 2: To Prioritise Native Trees and Shrubs

9. Deadwood	In Forest School Site	*Some standing dead in area that needs to be removed for safety	*Standing Dead removed and placed on the ground for habitat creation	*Remove standing dead trees and place on the ground for habitat creation	*This should have a positive ecological impact. Dead wood is both homes to mini beasts and beds for fungi so removing too much would be bad for the habitat.	Monitored by Forest Leader	<p>Year 1: Standing dead to be removed and placed on ground for habitat creation in designated area.</p> <p>Year 2: Monitor and reassess</p> <p>Year 3 As above</p>
10. Trees	Trees in and around Forest School site	*Mostly uncoppiced hazel but also a hawthorn, willow and oak on the site	* A more diverse hazel coppice area with resources for children to use	* Coppicing hazel for more regrowth and opening the area for more light to get in. *Planting more hedging along the side of the Forest School site.	*This should have a positive ecological impact	Monitored by Forest Leader	<p>Year 1: Coppicing of hazel and planting of more hedging</p> <p>Year 2: Monitor and review does more coppicing need to take place? Can more trees be planted?</p> <p>Year 3: As above</p>
11. Ground cover	Flora on the shrub and ground layers	*Bluebells, Wild Garlic and number of other plants grow especially in the springtime	* A more diverse woodland flora with more wildflowers growing on the woodland floor.	*Coppicing will allow more light down to the woodland floor. *Sowing native woodland wildflower seeds at the edge of the woodland to encourage more insects/birds and mammals into the site	*This should have a positive ecological impact	Monitored by Forest Leader	<p>Year 1: Coppicing of hazel to allow more light in and sowing native wildflower seeds.</p> <p>Year 2: Monitor if more coppicing is needed and planting wildflower bulbs</p> <p>Year 3: As above</p>
12. Nettles	Edge and perimeter of the site	Nettles exist on the edge of the hazel coppice area.	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	*This should have a positive ecological impact	Monitored by Forest Leader and children	<p>Year 1. 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.</p> <p>Year 2 Old nettles cut back and dug up in areas access required.</p>

				trousers and suitable footwear.			Use the nettle branches to make natural twine/ string. In spring harvest young shoots / leaves. Year 3 As above
13. Removing non-native species	Non-native species of Flora in Forest School site	*The site has a few laurel shrubs that have self-planted	* Native woodland flora grows and thrives in the Forest School site.	* Removing non-native plants from the site that can dominate the area will let native plants have more of a chance to grow and therefore draw in native insects/birds and mammals.	*This should have a positive ecological impact	Monitored by Forest School Leader	Year 1: removing non-native plants such as Laurel from the site that can dominate Year 2: Monitor and assess success of removal of laurel Year 3: As above

Aim 3: To put the children at the heart of the conservation work

14. Involve children in sustainable woodland management plans	Across the Forest School site and the rest of the school grounds	*The children in the school take part in lots of outdoor learning activities and school part of Hampshire Trailblazers and soon to join the eco-school scheme.	*Children will be very aware of sustainable woodland techniques and will love and care for the Forest School environment and wider environmental issues.	* Children will be involved first-hand in sustainable woodland management and these will be part of the Forest School Programme	*This should have a positive ecological impact	Monitored by Forest School Leader and the school Headteacher.	Year 1: Set up the Forest School in the School Grounds and start the work at school on the Eco-Schools scheme. Year 2: Monitor and review the sustainable management plans involving the children. Year 3: As above
15. Involve children in the creation of habitats	Across the Forest School site and the rest of the school grounds	*The school has a few habitats in its grounds including a mini pond, hazel coppice area but we would like to add to these and create a more varied variety of habitats.	* We will have a range of habitats around the school grounds including a wild meadow area and a dipping pond and bird boxes, bat boxes and woodhouse boxes.	*Children will be involved first-hand in the creation of these different habitats and will help to look after and upkeep them.	* This should have a positive ecological impact.	Monitored by Forest School Leader and the School Headteacher	Year 1: Set up the Forest School in the School Grounds and start work at school on the Eco-Schools scheme. Make nest boxes for animals going Forest School Sessions. Year 2: Plant the meadow at the side of the school grounds Year 3: Add a dipping pool to our conservation area.

<p>16. Involve children in sharing the work happening in the Forest School site with rest of school</p>	<p>Across the school grounds</p>	<p>*The School already has a student council and the voice of the children is particularly important.</p>	<p>* To have a student voice that discusses and shares the work that has been happening on sustainability across the school and especially in the Forest School site.</p>	<p>*Children will be involved first-hand in sharing their voice and their learning and experiences to the rest of the school.</p>	<p>*This should have a positive ecological impact.</p>	<p>Monitored by Forest School Leader and the School Headteacher</p>	<p>Year 1: Set up the Forest School in the School Grounds and start work at school on the Eco-Schools scheme. Children involved to share experiences through whole school assemblies or videos due to Covid-restrictions Year 2: Build on work started in first year and continue with another group of children Year 3: Build and develop further.</p>
---	----------------------------------	---	---	---	--	---	--