ENVIRONMENT POLICIES 2026-2027

CANOPY FOREST SCHOOL

CANOPY FOREST SCHOOL

FLORA AND FAUNA RISK ASSESSMENTS

CONNECTION, GROWTH, EXPLORATION, SUSTAINABILITY

Knowing facts and information about the fauna and flora that exist on each site that we work at gives us foresight about which plants and animals have the potential to cause harm and how you can put measures in place to protect everyone within this ecosystem.

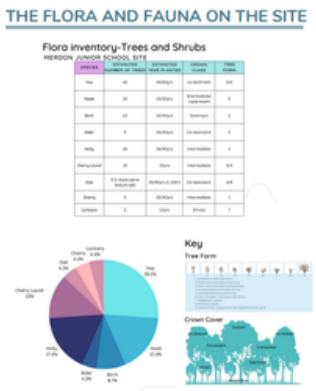
At Canopy Forest School we always produce a number of in-depth documents including a Benefit and Risk Assessment Report and an Ecological Impact Report for each site that we work at. Within these reports we record an inventory of the plants and animals that we have observed during our surveys of each site. Each site that we use will have individualised formal reports and more information on these can be found in our Site Assessment and Ecological Impact Policy (p216). The process of creating this report allows us to evaluate and understand the factors that will support and enhance our interactions with this space.

Each location that we use is unique and before we start any activities on a site a number of important procedures are conducted. These assessments and surveys ensure the health, wellbeing and safety of the site, staff and clients.

Part of this assessment involves identifying any flora that has the potential to course harm. Depending on the circumstances sometimes these hazards will be removed and at other times mitigation measures will be put in place. We always brief our clients on any hazardous plants and teach about respecting their defence mechanisms and how to treat any wounds or sores created by them. If a Forest School leader spots a new risk such as a new hazardous branch on a tree please contact Emma Clode so she can speak or refer it to the school site manager and tape off the area so that students stay away during a session.

Below you will find an example of hazardous plants found on our site and an example of a benefit and risk assessment form.







CANOPY FOREST SCHOOL

SUSTAINABILITY POLICY

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

"Take only memories and leave only footprints" Chief Seattle

Canopy Forest School aims to educate children and adults in the benefits of sustainability and therefore endeavours to thread this through learning and playing. At the start of each session there will be a brief talk with the group about the expectations for the day. Within this will be an expectation around looking after our environment linked to the sessions theme.

Any waste that is created from Canopy Forest School sessions will either be recycled or composted. Waste will be collected in a recyclable paper bag. Re-usable cups will be issued each session which will be washed each week and re-used, existing plastic bottles will be re-used for juice or drinking water. Healthily compostable snacks will be offered during each session. During cooking activities we will ensure that all food is taken away from the site and any dishes washed on site will use hot water with a biodegradable camp soap. Any dish water will then be strained through a fine mesh or fabric into a container. The strainer catches all but the tiniest of food bits which will be put in the designated rubbish area. The resulting water 'grey water' will be disposed of by broadcasting it over a wide area. The site will be cleared of any trace of litter each week and "leave only footprints" is a phrase that we reinforce and teach the children. Please also refer to our the ecological impact reports which are produced for each site that we work at and are available to view on our website as well as our Forest School Site Assessment and Environmental Impact Policy (p216).

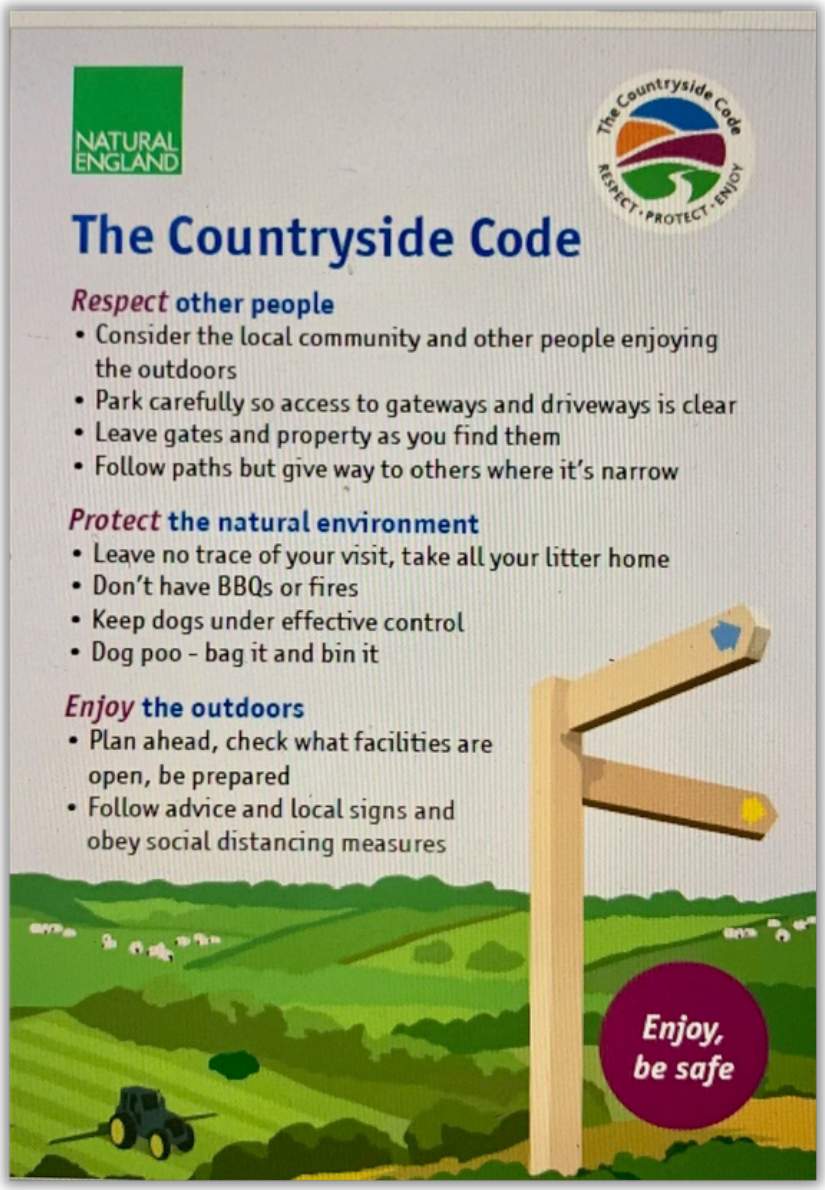
During our long term programme children will be taught about sustainable woodland management and as part of this they will discover more about the benefits of coppicing trees such as hazel and then using the harvested wood to make objects, putting the wood to good use.

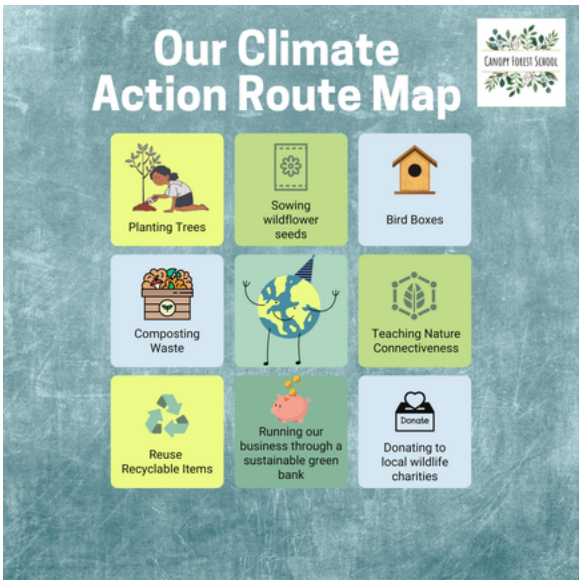
All the equipment at Forest School is re-used, repaired, cleaned to make sure it is used for as long as possible.

Canopy Forest School is fully committed to sustainability and protecting the environment. We strive to provide exciting and adventurous forest school activities whilst contributing to a sustainable future through the resources, activities and actions that we take. We think it is important that every element of our business is true to our vision, ethos and mission. We therefore promote sustainability, through our own practices, through using green products and working with other green organisations. We have chosen to run our business through an ethical bank account as we believe that this is one of the most powerful tools that any of us can use to to change the world for the better.

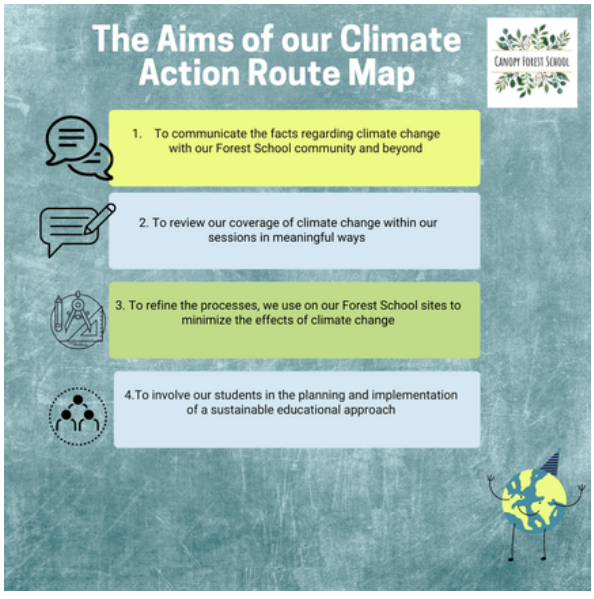
Our Forest School recognises that there is a multiplicity of linked social, economic, political, cultural and technological elements that impact on actual sustainable and environmentally safe activities. In an increasingly complex world for young people and young adults Canopy Forest School will strive to be an educator of small actions and steps that are quick, simple and easy to achieve by anyone regardless of their background, income, health or employment status.

The Countryside Code and Our Climate Emergency Declaration









CANOPY FOREST SCHOOL

OUR FOREST SCHOOL SITE ASSESSMENTS AND ENVIRONMENTAL IMPACT REPORTS

CONNECTION,GROWTH, EXPLORATION,SUSTAINABILITY

Canopy Forest School takes place in a number of different locations. Each location is unique and before we start any activities on a site a number of important procedures are conducted. These assessments and surveys ensure the health, wellbeing and safety of the site, staff and clients.

Before we start any work on a site an agreement and contract will be made with the site owner. Canopy Forest school will never conduct activities without the consent of the landowner. Once this agreement has been made we will conduct a number of different surveys which allow us to understand the history and topography of the landscape, the diversity of the flora and fauna, the environmental impact of our activities and benefit and risk assessments.

Each site that we use will have an individualised **Ecological Impact Report** which is a formal report that contains an inventory of all the flora and fauna that exist in the area, a topography and substratum summary, a brief case history of the land with details of site ownership, management and any conflicts of interests, legislative limits or public concerns. We also record any key protection orders such as SSSI or NNR and tree preservation. The process of creating this report allows us to evaluate and understand the factors that will support and enhance our interactions with this space.

We also create a unique **Sustainable Woodland Action Plan** for each site which outlines the proposed actions for looking after the woodland area that Canopy Forest School will occupy.

This feeds into our **Three Year Sustainable Woodland Management Plan** which looks at our key actions during a three year cycle for maintaining and enhancing the diversity and health of the site.

These reports are reviewed and updated regularly and copies are given to landowners so together we can have a shared vision of our work. We also have copies of these reports on our website linked to each individual location.

At Canopy Forest School we work with and enhance the natural diversity of each space while at the same time using it as a learning resource. This means that we carefully have to think of ways of minimising any adverse impacts that our Forest School has on the environment. We therefore create a range of baseline assessments that ensure that any direct/indirect or cumulative impacts are accounted for. Mitigation measures are put in place to minimalize negative short, medium- or long-term impacts and these will continue to be measured throughout the course of any Forest School programme. We involve our clients in all of this work and share with them our reports and development plans. This helps our clients to connect more deeply with the natural space and allows stewardship to grow. The activities that we offer actively encourage our clients to take part in sustainable woodland management techniques such as coppicing hazel, sowing wildflower seeds putting up houses and boxes for wildlife and taking part in flora and fauna conservation surveys.

Consequently, our aim is to nurture and nourish the health and wellbeing of the site as well as the the learning and experiences that the participants of our Forest School have.

Please also refer to our Daily Operations Procedures (p43) and Sustainability Policy (p214).

CANOPY FOREST SCHOOL

ECOLOGICAL IMPACT REPORT

2024-2027



Forest School Leader: Emma Clode

Site:
Chandler's Ford Infant School
Kings Road
Chandler's Ford
Eastleigh
SO53 2EY

WHAT IS A ECOLOGICAL REPORT?



icological Impact assessment (EIA) is an ament that looks at the possible quences of human activity on a site. This ment gives us an idea of the possible an the ecosystem that running a Forest may have.

a formal system which identifies and an inventory of all the flora and fauna st in an area, the topography and m (soils, geology, wetness), site tiquity, site ownership, management ction. This process evaluates the hich will support and enhance our with this space. Knowing what the nditions are of a site will also help School Leader to assess and hich activities could possibly harm what measures or mitigations can e to support it.

To create this inventory maps, historical records and first hand observations or field surveys have been used to create a picture/evaluation of the site. There are of course limitations to this information as field studies only show the flora and fauna present at one snapshot moment in time so seasonal variations may be missed. Some species lists may not be complete, and rarities may have been overlooked and changes can also occur since the survey took place.

As a Forest School leader, you have two levels of responsibility: the care of the children who attend sessions and the care of the environment and ecosystem that you are using.

OUR THREE YEAR DEVELOPMENT PLAN 2024-27

01
TO PRODUCE A WILDLIFE RICH AND RESILIENT LANDSCAPE THAT ENGAGES AND BENEFITS PEOPLE

Anticipated Impact on the Learner
Having a rich and varied woodland area in the grounds of Chandler's Ford Infant School. This site will have a large range of flora that supports the insects, birds and mammals living within it. This diversity will engage and surround all of the learning that can take place within this space.

Anticipated Impact on site
The site will become more biodiverse with a variety of shrub, ground and soil layer species living within it. The life cycles and energy cycles will increase as more insects, birds and mammals use the area.

02
TO PRIORITISE NATIVE TREES AND SHRUBS

Anticipated Impact on the Learner
To share and learn about the history of native species which are those that colonised the UK after the last ice age and have a long history of co-evolution with the native insects, fungi, birds and mammals. To understand that native species are the richest source of biodiversity and to experience their first hand within the woodland area at Chandler's Ford Infant School.

Anticipated Impact on site
The site will thrive with more native species of ground foliage as it will bring in more insects that will naturally bring in more birds and mammals. The native species of the UK form characteristic and interdependent communities of species on soils shaped by distinctive landscapes. Removing some of the non-native plants that are less invasive will allow more room and space for native species to thrive.

03
TO PUT THE CHILDREN AT THE HEART OF THE CONSERVATION WORK

Anticipated Impact on the Learner
To ensure that the children are involved in the project and understand what is going on. To use them to help develop the area and allow them to understand the value of managing a woodland and removing non native plants from the area.

Anticipated Impact on site
The site will benefit because the children will care about its wellbeing as they form a personal connection to the trees, plants, insects, fungi and mammals that live within it. They will become the voice of this space and speak for its protection and health.

Chandler's Ford Infant School:
Woodland Area at the back of the school grounds

SUSTAINABLE MANAGEMENT PLAN 24-27

IMPACT AND IMITIGATION MEASURES

After completing a site survey, it is important to assess how Forest School activities might have an impact on this area.

Canopy Forest School Impact Assessment

This guide provides information of the positive and negative impacts of Forest School activities.

Negative Impact on site ecology

Activity and Impact	Ecological Layer	Photos	Management Actions
Fire pits, leading to burnt vegetation and change in chemical composition of soil	soil layer		Enclose fire pit so fires are well contained, or use a fire bowl. • Limit the frequency of fires to allow soil to recover. • If the site is large enough, rotate fire locations. Fires should be at least 4 metres from surrounding trees.
Digging soil / mud kitchens that can damage soil structure and tree roots	soil layer		Contain area of digging and reduce frequency of activity. • Move areas of digging away from tree roots. • Replant/leave areas of digging to allow plants to regrow. • Talk to children about how to look after bug life in the soil and any plants that they find. • Identify tree roots and talk to children about the role of roots and how we can protect them.
Footfall in popular areas of the site, leading to erosion and compaction of soil.	soil layer		Divert or create new paths. • Woodchip paths to reduce soil erosion – but beware importing weeds/slug from other sites, due to the risk of introducing pests and diseases. • Rotate popular play areas and allow areas to recover. • Use multiple paths through sites to spread impact.
Woodland play that can lead to trampling of plants / young trees.	field/understorey layer		• Identify young plants with children • Mark them with a stake/tube or other method. • Agree a plan with the children a plan to avoid damaging plants through play. • Put brash (branches) or logs around young plants to protect them. Consider fencing for large areas of young trees (> 20 trees).