


Name of Woodland and Site Combs Ford Primary School	Location Glensford Road, Stowmarket	Grid Reference: 054576 Postcode: IP31 3BZ
Owner of Site		
<ul style="list-style-type: none"> Suffolk County Council Managed by Combs Ford Primary School and the Children's Endeavour Trust 		
Anticipated Use of the Site and Frequency of Visits:		
<ul style="list-style-type: none"> To make sure that all our children experience regular Forest School sessions, each class will have six fortnightly Forest School sessions over a twelve week period. Over their time at school, the children will experience the woodland during all four meteorological seasons. This means the woodland will be used weekly for 36 weeks out of 52. 		
Number of Users (Approximately)		
<ul style="list-style-type: none"> There are up to 60 children in each year group with a maximum of 30 children in the woodland at any time. Each group will be accompanied by adults at a ratio of at least 1:8. 		

History of Site

<p>The school was opened on its current site in January 1984. Pictures in the school archive and Ordnance Survey Maps before that show that the area was open farmland.</p> <p>The school is located approximately ½ a mile from the ancient woodland of Combs Wood.</p>	
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<p>Other Stakeholders</p> <p>The school is being supported by the following organisations in our goal to rewild the school grounds:</p> <ul style="list-style-type: none"> Suffolk Wildlife Trust Wilder Schools Project Eco Volunteers of Stowmarket
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<p>Designations (Ecological or Historical if Applicable)</p> <p>There are no known ecological or historical designations at the time of writing.</p>

Biodiversity Action Plan

[Suffolk's Biodiversity Action Plan](#) publishes a list of priority species and habitats in the county. According to the Action Plan, Combs Ford Primary School's habitats consist of [Hedgerows](#) and [Lowland Mixed Deciduous Woodland](#).

As part of our Forest School, children and adults will be supported to create a biodiversity action plan to achieve these objectives:

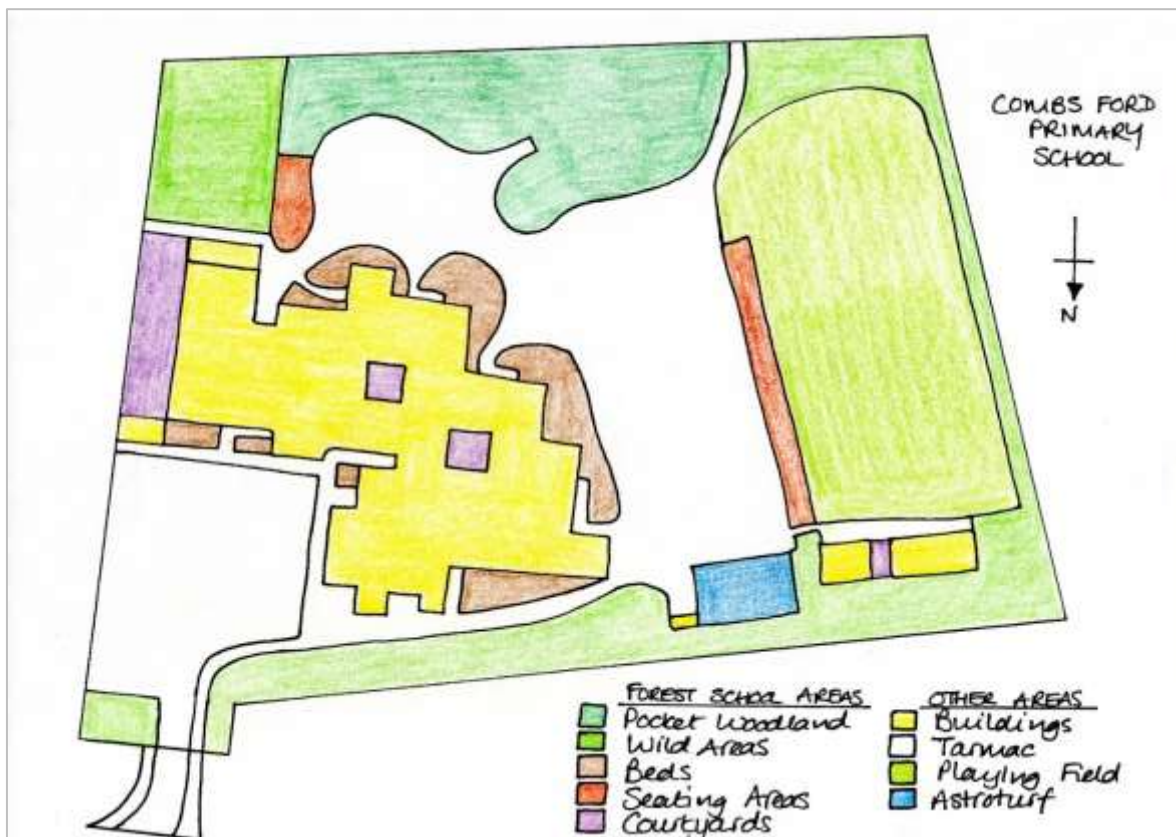
- Increase biodiversity in terms of shrubs, bushes and trees.
- Increase biodiversity in terms of invertebrates, birds and small animals.
- Develop the school's pocket woodland for Forest School use.
- Train staff and volunteers in biodiversity and Forest School.

The objectives will be achieved by following these steps:

1. State what is needed to achieve the objectives.
2. Set targets and deadlines.
3. Agree responsibilities for children and staff.
4. Develop ways of monitoring the work.
5. Get agreement for all areas of the plan from the school community: children, staff, families and governors.
6. Implement the plan.
7. Inform partners about progress – school community, Children's Endeavour Trust, Suffolk Wildlife Trust, Eco Volunteers of Stowmarket.
8. Review the plan at least termly.

The Biodiversity Action Plan will be created using Bridgend's [Checklist for Making a Biodiversity Action Plan](#).

Site Plan



Ecological Survey

Completed On: 15th July 2024

Tree form is the shape of a tree – here is a guide – simply put the number into your tree inventory table.
Taken from My Forest Education.

Tree form – select a tree icon that provides an average representation of the tree species or group of trees that you are recording.								
(1) Good form with clear stem	(2) Good form and lower branching	(3) Poor stem form	(4) Forking below half height of tree	(5) Forking with heavy branching	(6) Loss of leader and very poor stem form	(7) Neglected coppice	(8) Worked coppice	(9) Veteran tree – mature tree with significant stem girth

Tree Species	Number of This Species	Notes (Including a Summary of Tree Form (from table above))
<p>Our pocket woodland is very densely planted with a variety of trees but especially hazel and maple. A large proportion of the trees have been coppiced in the past but these are quite neglected now. The tree count below is as accurate as possible but there are many small saplings coming through which may not have been accounted for.</p> <p>On the southern boundary – delineated by a ditch – we have some stunning veteran trees (oak and ash). This includes a vital and vigorous oak which has been heavily pollarded 3 metres from ground level due to severe trunk and stem decay which we estimate to be 200-300 years old.</p>		
Ash	5	2: Good form and lower branching x 1 9: Veteran tree – mature tree with significant stem girth x 1
Beech	0	
Hazel	40+	All 7: Neglected coppice
Hawthorn	2	All 7: Neglected coppice
Hornbeam	12+	7: Neglected coppice x 3 9 are 'spindly'

Juniper	0	
Maple	40+	1: Good form with clear stem x 2 2: Good form and lower branching x 15 3: Poor stem form x 11 7: Neglected coppice x 9 9 are 'spindly'
Oak	11	2: Good form and lower branching x 7 9: Veteran tree – mature tree with significant stem girth x 4
Rowan	3	7: Neglected coppice x 3
Silver Birch	0	
Spindle	0	
Tree Species	Number of This Species	Notes (Including a Summary of Tree Form (from table above))
Sweet Chestnut	0	
Sycamore	0	
Wild Cherry	3	3: Poor stem form

Other Biotic Elements

Flora	Shrubs For example, <ul style="list-style-type: none"> • Brambles • Elder • Rhododendron 	Blackthorn Bramble Dog Rose Dogwood Elder Holly Laurel
	Field Layer For example, <ul style="list-style-type: none"> • Nettles 	Bluebells Cleavers Cow Parsley Ferns Ivy Lords and Ladies Nettles Wood Sorrel
	Ground Layer For example, <ul style="list-style-type: none"> • Mosses • Grass 	Grass
	Fungi	Jelly Ear Witches Butter
Fauna	Birds	None observed when the children were in the woods – too noisy!
	Mammals	None observed when the children were in the woods – too noisy!
	Invertebrates	Beetles Slugs Snails Worms

Abiotic Elements

Water	No standing or running water on site – even the ditch is dry.
Soil	The soil was sampled to a depth of 5 cm – the ground being too hard to auger any deeper. The top 2.5 cm is an organic layer and the 2.5 cm below this a layer of topsoil. Both layers have a pH of 7.5 which indicates that it is slightly alkaline and is typical of a brown forest earth covered by broadleaved woodland (Woodland Trust, 2016).
Wind	Quite sheltered but when windy it can come from any direction.
Light	Mainly dappled shade. In the past, paths have been cleared and these provide sunny spots where the canopy is open.
Other	A ditch! The ditch runs from east to west and may mark an ancient boundary as it has a slight bank to the north and veteran trees along its length.

Ecological Impact Assessment: this should also help to inform your management plan

Activity	Impact	Mitigation
Soil Layer		
Digging Soil and Mud Kitchens	<p>Negative</p> <ul style="list-style-type: none"> • Damage soil structure. • Damage to tree roots. 	<ul style="list-style-type: none"> • Position digging areas away from tree roots and monitor – discourage if impact is too severe. • Periodically resow and replant digging areas to encourage plants to regrow. • Show children and adults how to look after bug life that they find. • Show children and adults how to recognise tree roots – explain about the role of roots and how we can protect them.
Footfall, Sitting Circle and Pathways	<p>Negative</p> <ul style="list-style-type: none"> • Soil erosion. • Soil compaction. 	<ul style="list-style-type: none"> • Use multiple paths through sites to spread impact. • Divert or create new paths. • Woodchip paths to reduce soil erosion – be careful of bringing in woodchip from other sites because of the risk of introducing pests and diseases. • Rotate popular play areas to allow them to recover. • As the site is small, keep the fire circle in one place as the location is unlikely to recover.
Making Fire Pits	<p>Negative</p> <ul style="list-style-type: none"> • Burnt vegetation – habitat loss. • Forest fire. • Smoke – air quality. • Changes in the composition of soil from fire and ash disposal, e.g. increase in pH levels – can be harmful to some plants. 	<ul style="list-style-type: none"> • Sweep the area of leaves and debris before lighting a fire. • Check the weather for prevailing wind. • Check the canopy – fires should be at least 4 metres from surrounding trees – remove low branches. • Use dry wood. • Pick a fixed location for fires on a part of the site that isn't particularly ecologically interesting or unique. The fire area is unlikely to recover ecologically. • Enclose the fire pit so fires are contained – use a fire bowl. • Limit the frequency of fires to allow the soil to recover – don't light a fire every time, only when needed. • Remove ash from woodland and place in a designated area near the school bins.
Field and Ground Layer		
Bug Hunting	<p>Negative</p> <ul style="list-style-type: none"> • Removal from habitat. • Destruction of habitat. • Death and injury to bugs. 	<ul style="list-style-type: none"> • Limit bug hunting time. • Use bug pots and brushes. • Roll logs back carefully to preserve habits. • Return bugs to their habits. • Create a habitat pile just for the bugs and don't disturb it.
Cooking	<p>Negative</p> <ul style="list-style-type: none"> • Food waste may attract animals to the site or increase certain species – potential of adverse changes in biodiversity. 	<ul style="list-style-type: none"> • Explain the impact of leaving food waste on site to children and adults. • Provide a container to take food waste away.

Activity	Impact	Mitigation
Collecting Natural Materials	<p>Negative</p> <ul style="list-style-type: none"> • Damage to plants. 	<ul style="list-style-type: none"> • Show children and adults which types of plants not to pick, e.g. rare or easily damaged. • Make sure leaves or flowers are taken from fallen trees and plants where possible. • Limit the frequency of this type of activity. • Don't pick plants unless needed.
Cutting Green Wood	<p>Negative</p> <ul style="list-style-type: none"> • Damage to trees. • Habitat destruction. • Changing light distribution. • Potentially killing trees, e.g. introduce rot. 	<ul style="list-style-type: none"> • Consider the season – cut in winter. • Consider the fauna, e.g. birds nesting. • Rotate cutting areas. • Only cut what is necessary. • Consider carefully the type of wood to cut. • Coppice and pollard to increase wood to harvest.
Den Building	<p>Negative</p> <ul style="list-style-type: none"> • Removal of dead wood from field and ground layer reducing available insect food and habitat . • Damage to trees – broken branches. • Depletion of resources. 	<ul style="list-style-type: none"> • Reduce size and number of dens built. • Children and adults to use fallen wood only. • Create a pile of wood that children and adults know is for den building. • Create other dead wood piles on site and agree with the children and adults that these are for wildlife habitat, not den building. • Keep long pieces of wood when managing woodland. • Don't use long branches for fires – keep for den building. • Remove dens when not in use.
Increasing Plant Diversity	<ul style="list-style-type: none"> • Clear brambles. • Identify and clear invasive plant species (rhododendron, Japanese knotweed, etc) – making sure that all invasive plant material is disposed of in line with government regulations. • Promotes water infiltration and reduces run-off. 	<ul style="list-style-type: none"> • Identify any invasive species on the site. • Organise a day for families and volunteers (including older children) to clear overgrown areas. • Make sure some overgrown areas of brambles and nettles are left for wildlife.
Lighting Fires	<p>Negative</p> <ul style="list-style-type: none"> • Collecting fire wood and kindling reducing available deadwood habitat. 	<ul style="list-style-type: none"> • Reduce amount of firewood collected by buying local firewood from sustainably harvested sources or ask for donations. • Encourage the creation of new dead wood habitats on site and agree with the children and adults that these are for wildlife, not firewood.
Litter	<p>Negative</p> <ul style="list-style-type: none"> • Animals can climb inside litter and suffocate. • Animals can eat litter and choke. • Broken glass can cut animals. 	<ul style="list-style-type: none"> • Remove all litter from the site and dispose of properly. • Organise regular litter picks to eliminate litter on site. • Explain to children and adults how dangerous litter is to animals.

Activity	Impact	Mitigation
Making Deadwood Habitats	<p>Positive</p> <ul style="list-style-type: none"> • Create new habitats for insects including bees, small mammals including hedgehogs, and other animal life. 	<ul style="list-style-type: none"> • Engage children and adults with creating new habitats from deadwood piles and old wood. • Research how to encourage different types of wildlife through habitat creation on the site. • Survey wildlife with the children and adults to show the positive impact the new habitats are bringing.
Planting Trees and Creating New Woodland	<p>Positive</p> <ul style="list-style-type: none"> • Increases biodiversity – plant, bird and invertebrate habitats. • Creates resources for crafts, den building and firewood. • Mitigates climate change through carbon absorption. • Promotes water infiltration and reduces run-off. 	<ul style="list-style-type: none"> • Involve children, school staff and volunteers in tree planting and the care of young trees. • Plant willow, hazel and other fast growing species to coppice for crafts, den building and firewood. • Keep trees protected with tree guards when small. • Monitor the impact of pests and disease on young plants. • Regularly survey the nature present with children and adults to show the positive impact.
Playing Games	<p>Negative</p> <ul style="list-style-type: none"> • Trampling of plants and young trees. 	<ul style="list-style-type: none"> • Identify young plants with children and adults. • Mark young plants with a stake or tube. • Agree a plan with the children and adults to avoid damaging plants while they're playing. • Put brash (branches) or logs around young plants to protect them. • Consider fencing for large areas of young trees (>20 trees).
Sowing Wildflowers	<p>Positive</p> <ul style="list-style-type: none"> • Promotes biodiverse meadow habitat. • Promotes water infiltration and reduces run-off. 	<ul style="list-style-type: none"> • Sow new wildflower meadows with the children and adults, e.g. by Year 6 classrooms.. • Talk with children and adults about caring for meadows by not pulling up flowers. • Create a plant identification activity once the wildflowers emerge in the Spring. • Regularly survey the nature present with children and adults to show the positive impact meadows can bring.
Understorey Layer		
Breaking Tree Branches and Damaging Bark	<p>Negative</p> <ul style="list-style-type: none"> • Broken branches or bark stripping from play. • Broken branches or bark damage from climbing, swings, and ropes. 	<ul style="list-style-type: none"> • Talk with children and adults about how to care for and look after the trees and why. • Buy or make tree protectors that pad between the tree and the ropes. • Remove swings from any damaged branches and engage a tree surgeon to advise on tree health. • Take down ropes at the end of every session for the safety of other users of the site and protection of the tree.
Broken Tree Guards Making Plastic Waste	<p>Negative</p> <ul style="list-style-type: none"> • Harm to wildlife. 	<ul style="list-style-type: none"> • Remove tree guards once the cover becomes a tight fit on the tree. • Remove guards if trees have died. • Involve children and adults in activities about reducing plastic waste and recycling. • Use other natural materials to protect trees such, e.g. brash, bramble and nettle.

Activity	Impact	Mitigation
Canopy Layer		
Coppicing and Pollarding	<p>Positive</p> <ul style="list-style-type: none"> Increases light to the woodland floor. Promotes ground flora diversity. Creates valuable insect, bird and mammal habitat. 	<ul style="list-style-type: none"> Work with local volunteer groups who have knowledge to share. Organise a group of adult volunteers and staff to coppice and pollard trees on the site. Retain harvested wood for craft projects, firewood, and deadwood habitat. Fence newly coppiced areas to protect trees from rabbits and deer.
Lighting Fires	<p>Negative</p> <ul style="list-style-type: none"> Heat from fire damaging tree canopy. 	<ul style="list-style-type: none"> Light fires at least 4 metres away from large trees and any overhanging branches. Reduce the frequency of fires.
Making Bird Boxes and Bird Feeders	<p>Positive</p> <ul style="list-style-type: none"> Creates new habitats for birds. 	<ul style="list-style-type: none"> Plan a bird box creation and monitoring activity with the children and adults. Create activities to identify birds, observe their behaviour and chart biodiversity change over the seasons. Make bird feeders with children and adults and ensure they are available during the winter for birds.
Planting and Pruning Fruit Trees	<p>Positive</p> <ul style="list-style-type: none"> Increases food for pollinators, birds and other wildlife. Promotes new growth. More blossom for insects. Improves fruit yield. Promotes water infiltration and reduces run-off. 	<ul style="list-style-type: none"> Work with local volunteer groups who have knowledge to share. Attend pruning training days or employ a tree surgeon to prune trees on the site. Harvest a share of the fruit (leaving some for the birds) and share amongst school community or use in Forest School activities.
Using Ropes	<p>Negative</p> <ul style="list-style-type: none"> Damage to bark. Strangling trees. Broken branches. Fungus invasion. Removal of habitats, e.g. standing dead wood. 	<ul style="list-style-type: none"> Avoid dead wood. Remove ropes when not in use. Check trees for damage. Use different trees.
Watching for Pests and Diseases	<p>Positive</p> <ul style="list-style-type: none"> Minimise the spread of tree pests and diseases on the site. 	<ul style="list-style-type: none"> Employ a tree surgeon to remove diseased trees to slow the spread of diseases that are spread via root contact between trees, e.g. honey fungus and Dutch Elm disease. Practice good biosecurity, e.g. cleaning boots and equipment after site visits – install a boot washing station for children and adults and adults. Report sightings of pests and diseases to the online Forestry Commission Tree Alert service.

Monitoring and Evaluation

Observation will reveal the extent to which your activities are impacting upon the site and also how you are enhancing biodiversity.

Methods for Monitoring	Monitoring Frequency
<ol style="list-style-type: none"> 1. Surveys – catalogue, count and map location of flora. 2. Surveys – species counts for fauna. 3. Photographs from fixed points. 4. Visual checks. 	<ol style="list-style-type: none"> 1. Children and adults – monthly as part of Forest School sessions. 2. Children and adults – refer to Woodland Management Calendar (below). 3. Children and adults – monthly as part of Forest School sessions. 4. Children and adults – every Forest School session.

Woodland Management Plan – Year 1 Aims (2023-2024)

Month	Activity
Staff member to train in the following:	
All Year	Level 3 Certificate for Forest School Leaders
February	Outdoor First Aid
November	Level 3 Award in Paediatric First Aid
Prepare the Pocket Woodland and wider school site for Forest School:	
March	Designate a fixed location for the fire circle – define with a square of logs (fire safety zone) and circle of logs (fire circle).
March	Create paths through the site and woodchip for permanence.
March	Designate an ash disposal site near the school bins.
Spring	Remove fencing in pocket woodland to allow for free play and discovery within its bounds.
November	Contact tree surgeon for firewood – build wood store in courtyard to keep dry.
Winter	Plant a double hedgerow at the top of the walled slope between the playground and the pocket woodland as a natural fence and to increase biodiversity.
Explore external sources of funding and outside support:	
All Year	Continue to engage with Suffolk Wildlife Trust's Wilder Schools project (Year 2).
All Year	Continue to engage with Colin Lay and Eco Volunteers of Stowmarket .
November	Apply for OVO Foundation Nature Prize 2024 (£200-£1000).
Undertake ecological survey with children:	
Spring	Catalogue and map flora.
Summer	Identify 'corporate planting' (non-native species) to remove.
All Year	Catalogue fauna.
Spring	Catalogue abiotic elements.
All Year	Survey regularly to monitor impact of increasing biodiversity (see below).
Summer	Create <i>Biodiversity Action Plan</i> based on ecological survey.
Increase biodiversity through replacing non-native plant species with biodiverse wildlife friendly plants that take into account the changing climate:	
Winter	Plant hedgerows at the top of the walled slope between the playground and the pocket woodland and along the western side of the school playing field.
All Year	Protect young trees with tree guards and monitor – remove once the cover becomes a tight fit on the tree or if the tree dies and recycle.
All Year	Survey the woodland regularly to monitor for pests and diseases – employ tree surgeon to remove diseased trees and slow spread of disease.
Spring	Sow wildflower meadow in the bed near the Year 6 classroom (bed needs preparing by adults first).
Winter	Plant and prune fruit trees as food for pollinators, birds and other wildlife.
Increase biodiversity through encouraging wildlife to the school site by:	
All Year	Create wildlife habitats – bug hotels; bird feeders (keep full over winter); butterfly feeding table; hedgehog houses; bat boxes; deadwood piles; standing dead wood.
Winter	Organise a Forest School day for families (and older children) to clear overgrown areas, e.g. brambles.
Summer	Identify and clear and invasive plant species and dispose of in line with government guidance.
Summer	Organise a Forest School day for families (and older children) to clear invasive species
Grow resources for fire, dens and crafts:	
All Year	Collect and store twigs and branches that land on the school playground and playing field.
Winter	Organise adult volunteers to coppice trees and prune fruit trees.
Protect wildlife against litter:	
All Year	Organise regular litter picks to eliminate litter on site.

Woodland Management Plan – Year 2 Aims (2024-2025)

Month	Activity
Continue to upskill staff in Forest School practice:	
All Year	Ensure future of Forest school through succession planning – identify staff member to train in Level 3 Certificate for Forest School Leaders.
All Year	Explore formal training in Level 2 Award for Forest School Assistants.
Formally gather children’s voice:	
All Year	Create Eco Committee to consult children on woodland management plan and to pick litter around the school site (e.g. Eco-Schools).
Explore external sources of funding and outside support:	
All Year	Continue to engage with Suffolk Wildlife Trust's Wilder Schools project (Year 3).
All Year	Continue to engage with Colin Lay and Eco Volunteers of Stowmarket .
All Year	Continue to seek external sources of funding.
Continue to undertake ecological survey with children:	
Spring	Catalogue and map flora.
Summer	Identify ‘corporate planting’ (non-native species) to remove.
All Year	Re-catalogue fauna.
Spring	Catalogue abiotic elements.
All Year	Survey regularly to monitor impact of increasing biodiversity (see below).
Spring	Survey the fenced off area to the south of the playing field and decide on plan for the area.
Summer	Review <i>Biodiversity Action Plan</i> based on updated ecological survey.
Continue to increase biodiversity through replacing non-native plant species with biodiverse wildlife friendly plants that take into account the changing climate:	
Winter	Plant more native tree and hedgerow species where ecological survey indicates.
All Year	Monitor tree guards – remove once the cover becomes a tight fit on the tree or if the tree dies and recycle.
All Year	Survey the woodland regularly to monitor for pests and diseases – employ tree surgeon to remove diseased trees and slow spread of disease.
Spring	Mow wildflower meadow in the bed near the Year 6 classroom and resow where needed.
Winter	Prune fruit trees as food for pollinators, birds and other wildlife.
Increase biodiversity through encouraging wildlife to the school site by:	
All Year	Clean and monitor wildlife habitats – bug hotels; bird feeders (keep full over winter); butterfly feeding table; hedgehog houses; bat boxes; deadwood piles; standing dead wood.
Summer	Manage the fenced off area to the south of the playing field in line with the plan.
Winter	Organise a Forest School day for families (and older children) to clear overgrown areas, e.g. brambles.
Summer	Identify and clear and invasive plant species and dispose of in line with government guidance.
Summer	Organise a Forest School day for families (and older children) to clear invasive species
Continue to grow resources for fire, dens and crafts:	
All Year	Collect and store twigs and branches that land on the school playground and playing field.
Winter	Organise adult volunteers to coppice trees and prune fruit trees.
Continue to protect wildlife against litter:	
All Year	Organise regular litter picks to eliminate litter on site.

Woodland Management Plan – Year 3 Aims (2025-2026)

Year 3 Aims (2025-2026)	
Month	Activity
Continue to upskill staff in Forest School practice:	
All Year	Ensure future of Forest school through succession planning – identify staff member to train in Level 3 Certificate for Forest School Leaders.
All Year	Explore formal training in Level 2 Award for Forest School Assistants.
Formally gather children’s voice:	
All Year	Embed Eco Committee to consult children on woodland management plan and to pick litter around the school site (e.g. Eco-Schools).
Explore external sources of funding and outside support:	
All Year	Continue to engage with Suffolk Wildlife Trust’s Wilder Schools project (Year 3).
All Year	Continue to engage with Colin Lay and Eco Volunteers of Stowmarket .
All Year	Continue to seek external sources of funding.
Continue to undertake ecological survey with children:	
Spring	Catalogue and map flora.
Summer	Identify ‘corporate planting’ (non-native species) to remove.
All Year	Re-catalogue fauna.
Spring	Catalogue abiotic elements.
All Year	Survey regularly to monitor impact of increasing biodiversity (see below).
Spring	Survey the wild areas to the north of the school and decide on plan for the area.
Summer	Review <i>Biodiversity Action Plan</i> based on updated ecological survey.
Continue to increase biodiversity through replacing non-native plant species with biodiverse wildlife friendly plants that take into account the changing climate:	
Winter	Plant more native tree and hedgerow species where ecological survey indicates.
All Year	Monitor tree guards – remove once the cover becomes a tight fit on the tree or if the tree dies and recycle.
All Year	Survey the woodland regularly to monitor for pests and diseases – employ tree surgeon to remove diseased trees and slow spread of disease.
Spring	Mow wildflower meadow in the bed near the Year 6 classroom and resow where needed.
Winter	Prune fruit trees as food for pollinators, birds and other wildlife.
Increase biodiversity through encouraging wildlife to the school site by:	
All Year	Clean and monitor wildlife habitats – bug hotels; bird feeders (keep full over winter); butterfly feeding table; hedgehog houses; bat boxes; deadwood piles; standing dead wood.
Summer	Manage the fenced off area to the south of the playing field in line with the plan.
Winter	Organise a Forest School day for families (and older children) to clear overgrown areas, e.g. brambles.
Summer	Identify and clear and invasive plant species and dispose of in line with government guidance.
Summer	Organise a Forest School day for families (and older children) to clear invasive species
Continue to grow resources for fire, dens and crafts:	
All Year	Collect and store twigs and branches that land on the school playground and playing field.
Winter	Organise adult volunteers to coppice trees and prune fruit trees.
Continue to protect wildlife against litter:	
All Year	Organise regular litter picks to eliminate litter on site.

Plans to Enhance Biodiversity

See the annual plans above which have been annotated with the month or season when work will take place. *Medium Term Forest School* plans (see below) include a *Woodland Environment* activity every session. These will be based on the annual plans above and the *Woodland Management Calendar* (see below).

Forest School Medium Term Plan												
Year Group				Class			# Children			# Adults		
Week #	Date	Season	Games and Songs	Health and Safety	Woodland Environment	Practical Skills	Reflection	Child-Led Suggestions				
1												
2												
3												
4												
5												
6												

Woodland Management Calendar

Season		Spring			Summer			Autumn			Winter		
Month		March	April	May	June	July	August	September	October	November	December	January	February
Habitat Creation and Improving Biodiversity	Bird Food Out												
	Installing Bee Hotels												
	Build a Hibernaculum												
	Put Up Bat Boxes												
	Be Aware of Bats Hibernating												
	Mowing												
	Installing Insect Homes												
	Don't Collect Leaves – Leave for Habitat												
	Create Gaps in Fences – Hedgehogs												
	Install Bird Nesting Boxes												
Managing Trees and Deadwood	Propagating												
	Pond Clearance												
	Coppicing												
	Be Aware of Birds Nesting												
Planting and Collecting	Easier to Spot Deadwood												
	Make Habitat Piles With Wood												
	Tree Felling												
Surveying and Monitoring	Sow Wildflower Seeds												
	Collect Flower Seeds												
	Collect Tree Seeds												
	Plant Trees												
Cutting and Pulling	Moth Trapping												
	Bug Hunting												
	Moth Night												
	The Great British Bee Count												
	Big Butterfly Count												
Cutting and Pulling	Big Garden Birdwatch												
	Spew Watch												
	Be Aware of Hibernating Hedgehogs												
	Pull Up Invasive Species Before Flowering												
	Strimming Around Paths												
Pulling Up Brambles													
Cutting Hedges													

References

Woodland Trust. 2016. Secrets of the Soil. Woodland Trust.