

SITE INFORMATION - WINDMILL HILL

GENERAL SITE INFORMATION:	
Name of Site:	Nettlebed Commons, Windmill Hill
Location & Grid Ref:	Mill Lane, Windmill Hill, Nettlebed, Grid Ref: SU 70233 87219 (last accessible point by road)
Access Via:	Mill Road, Nettlebed
Owner Details & Address	Commons Conservators, clerk@nettlebed-commons.org

GENERAL SITE DESCRIPTION:

Nettlebed Village is situated in South Oxfordshire, 5 miles west of Henley on Thames within the Chilterns Area of Outstanding Natural Beauty. The heart of village itself is part of Nettlebed Conservation Area (December 1984), but the local woodland is not included in this.

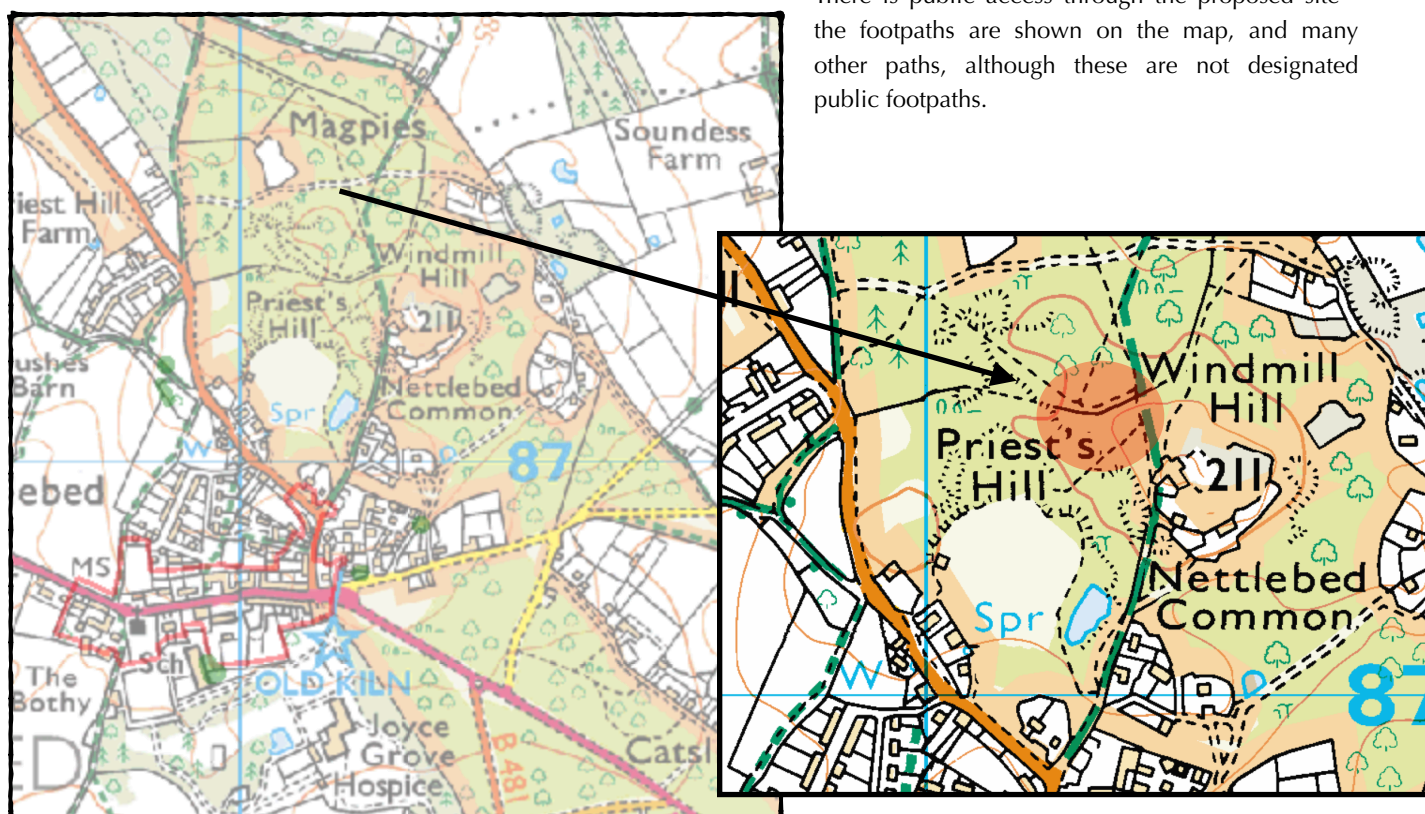
Nettlebed Common is a mixture of woods, heath and open grassland which runs on both sides of the B481 from near Park Corner in a South Easterly direction towards Nettlebed village. It surrounds Windmill Hill and includes Nettlebed recreation ground which was given to the village by Robert Fleming in 1913. Much of the land below Windmill Hill and towards the village was the centre of the brick making industry from early times until the 1920's and the woodlands there have established themselves since that time.

The vast majority of Nettlebed and District Commons is owned by the Nettlebed Estate, although some areas (particularly Witheridge Hill Common) are owned by private individuals. The general public has rights to access the land subject to the 1987 bylaws of the [Nettlebed and District Commons \(Preservation\) Act 1906](#)

For more information see <https://www.nettlebed-commons.org>

The proposed Forest School Site is to the north east of the village cricket pitch, by Windmill Hill. The ground is uneven, with large banks and slopes, and the area does have a number of 'ponds/bodies of water'.

There is public access through the proposed site - the footpaths are shown on the map, and many other paths, although these are not designated public footpaths.



WOODLAND	
TREES	Evidence of ancient woodland and coppice - Beech, Oak, Cherry, Hornbeam. Secondary Woodland - Birch, Aspen,
PLANTS	Bluebells, Wood Anemone, Sanicle and Wood Srel, Brambe, Nettles, Thistle, Holly
FUNGI	ID to be carried out, but apparently some fungi so rare that they exist nowhere else in Oxfordshire
MOSSES	TBC

HEATHLAND	
GENERAL	Some wet and dry heath does exist on Nettlebed Common. On Priest Hill, there is an area of Acid Heathland, designated as a Site of Special Scientific Interest (SSSI) populated by heathers and acid loving plants that are rare on the otherwise mostly alkaline chalky soils of the Southern Chilterns.
FLORA	Bell heather, Ling heather, Cross-leaved Heath, Gorse, Tormentil and Heath bedstraw The Heather provides habitat for rare butterflies, moths and insects, as well as providing a beautiful flush of purple flowers for the bees in late summer
FAUNA	Reptiles – Common lizard, Slow worms and Grass snakes

PONDS	
WATER	Old clay pits and quarries on Nettlebed Common have now become a vast network of woodland ponds. Some of the ponds are not filled with water throughout the year providing a different habitat to those, e.g. Sea Pond, which are wet throughout the year
FAUNA	Amphibians – Great-crested newt, Common toad, Common frog, Smooth newt and Palmate newt Invertebrates - Emperor dragonfly, damselflies
FLORA	Sphagnum moss, rushes and Lesser spearwort

ARCHEOLOGICAL CONSIDERATIONS
old clay pits, quarries

MANAGEMENT AND USAGE HISTORY OF SITE
<p>Nettlebed Village has a long and fascinating history. It was the most important brick and tile making centre in the Chilterns from the mid-14th century until 1939. In 1365, 35,000 tiles were made for Wallingford castle. One redundant lime burning kiln remains and is a focal point of Nettlebed.</p> <p>Old Clay pits and quarries on the common provide unique habitats for flora and fauna, so rare they are only found in this part of Oxfordshire</p> <p>https://www.nettlebed.org/history</p> <p>The Commons are managed by the Conservators, a body of nine volunteers who have responsibility under the 1906 Act of parliament for managing the commons on behalf of the Land Owners and residents. Their work includes preventing boundary encroachment onto the commons (a very real and constant concern), organising and taking part in routine maintenance, clearance of pathways, tree surgery, grass cutting, litter collection and liaison on various projects</p>

LONG TERM PLAN FOR THE SITE
Nothing as yet, just ecological management of each session

Nettlebed Forest School - Offsite Policy Document

All existing School and Forest School procedures/policies apply when off-site along with updates to these specific policies/documents:

- Emergency Action Plan (*see attached sheet*)
- Site Survey (*see attached sheet*)
- Site Risk Assessment (*see attached sheet*)
- Lost Child
- Safeguarding - strangers, behaviour
- Toileting
- Parent consent - LETTER OF INFORMATION TO PARENTS
- Welfare pack - spare clothes, handwashing, toileting, snacks, water

All standard risk benefit assessments (RBA) are valid, and updates mentioned to staff and written on the session plan and RBA existing documents

SAFEGUARDING.

- Before setting off to the Woods, the group will discuss safety, and all children will be asked to agree to the behaviour policy, and that they understand implications of unsafe behaviour
- Travel - adults will wear high vis jackets whilst on route to the woodland site. Children will walk in pairs and encouraged to pay attention to the hazards of the main road, and subsequent driveways/paths along the route
- Children will be reminded to be aware and vigilant of people they do not recognise, and not to approach them, or their dogs/animals
- Children will be involved in creating the boundary for the session, and will be told not to leave the site for any reason
- All children will be visible at all times
- Should any child chose to leave the boundary, the Forest School Assistant (Emily Edwards) will follow them (*see Lost Child policy*)

LOST CHILD

- In the event a child is unable to be located, we will blow 3 times on the whistle for the group to reconvene at our base camp. We will call for the child and if they cannot be located within 5 minutes the school office will be notified.
- In this instant the teacher and teaching assistant will remain with the children whilst the FS leader and assistant search for the child. We would ask a member of staff from school to be on the main road in case then child has decided to return to school unattended
- If the child is still unable to be located the emergency services will be contacted

MOBILE PHONES AND CONTACT

- There is mobile phone reception in the woods - both the FS Leader and the FS Assistant will have full charged mobile phones, along with the school mobile fully charged and in the safety bag
- There are houses along Mill Road that could be contacted/used in an emergency (*see emergency action plan*)

HYGIENE:

Toileting:

All children will be asked to go to the toilet before leaving for the woods.

In the event a child needs the toilet when in the woods, we would section off an area, just outside the boundary, and provide privacy with the use of a tarpaulin. We will provide rubbish bags to dispose tissue in, a portable potty to collect any necessary waste and we will remove any rubbish from the site. Children will be reminded to thoroughly wash their hands afterwards.

Handwashing:

We will take hot water in the solar shower, and provide eco friendly soap. Children will be able to wash their hands whenever they like, but especially encouraged to do so before eating and drinking

Food & Drink:

We will take enough water for the group and a simple snack. We are not currently permitted to have fire so will not be cooking any hot food for the group.

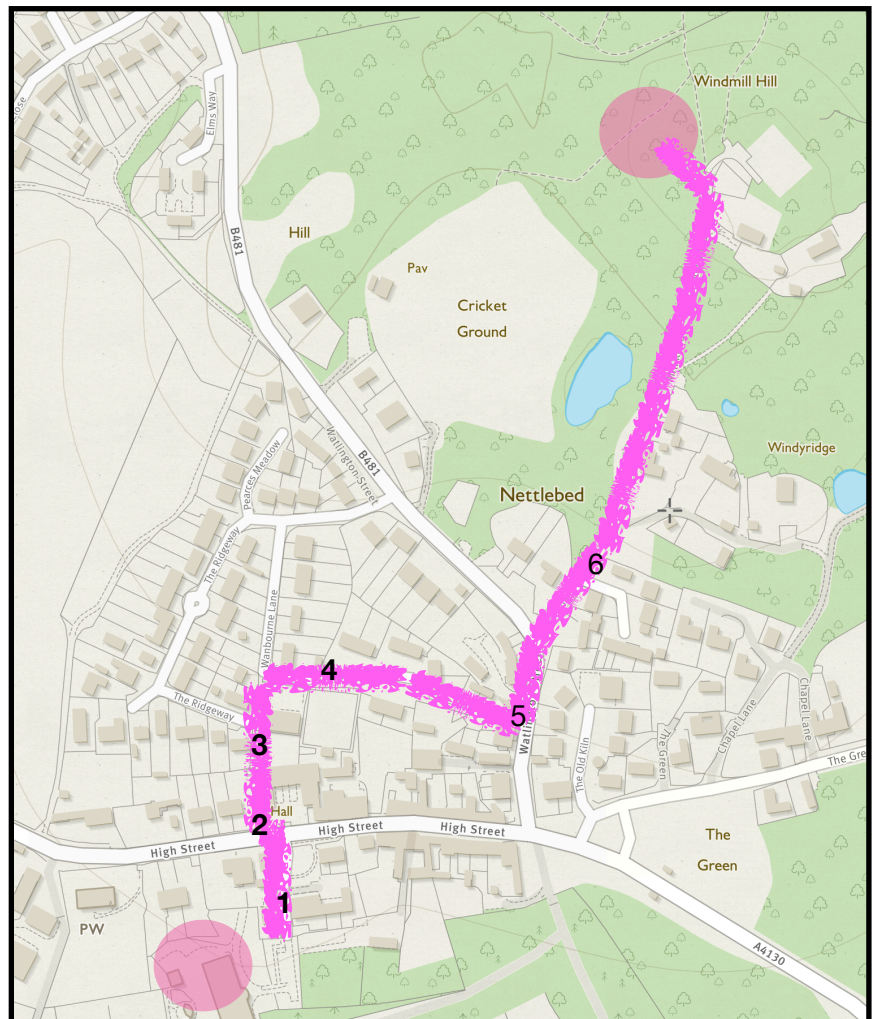
TRAVEL TO THE WOODLAND

Access from school will involve:

1. Leaving school via School Green
2. Crossing the main road at the pedestrian crossing,
3. Walking north up the footpath towards Wanborne Lane
4. East along Lion's Meadow on designated footpaths/pavements until we reach Watlington street.
5. We will cross over the Watlington Street to the pavement and walk up Mill Road towards Windmill Hill
6. The site is 150 yards up at the end of Mill Road

Journey Time:

Approx 15 minutes



EMERGENCY ACTION PLAN

SITE LOCATION:

Windmill Hill, Mill Road, Nettlebed

Grid Ref: SU 70233 87219 (last accessible point by road)

Emergency Phone Numbers:

DIRECTIONS TO SITE:

From Henley follow the A4130 into Nettlebed. At the start of the village, turn right onto Watlington St, and as the road bends left turn right up a single tack lane - Mill Road.
Keep driving until the road ends.

ACCESS TO SITE/MEETING POINT:

Once out of the vehicle continue on foot - taking the footpath on the left, into the woods.
The site is about 100 yards in - someone to meet emergency services on Mill Road

TERRAIN:

The terrain is hilly, with lots of hidden dips and steep banks.
There are marked footpaths which do get muddy in winter, but are generally easily accessible.

BASE CONTACT/SCHOOL OFFICE

01491 641328
Mrs Tracy Sedwell

(consider a 2nd contact in event of office being unmanned/ phone being engaged)

ADULT 1 Leader's Mobile:

Diana Mills 07747637007

ADULT 2 Mobile:

Emily Edwards 07920 219136

ADULT 3 Mobile:

Gemma Miller 07795 191794

ADULT 4 Mobile:

Landline:

(may be landowner or neighbour)

Adult responsibilities in the event of an emergency:

First Aider:

Diana Mills Emily Edwards

Responsible for other participants:

Lucy Papwoth

Inform emergency services / base contact / parents:

Gemma Miller

Accompany injured person(s) to hospital:

LP/GM

Meet / direct emergency services:

Gemma Miller

Drive other participants back:

N/A

ACCIDENT INFORMATION

Date:

Time:

What happened:

SITE RISK ASSESSMENT: Nettlebed Commons, Windmill Hill site

Location: Mill Lane, Windmill Hill, Nettlebed, Grid Ref: SU 70233 87219 (last accessible point by road)

Assessment carried out by: Diana Mills

Date: February 2019

Review Date: Ongoing



RISK BENEFIT: Travelling to a different site opens up new hazards, and lessons for safety, as well as different terrain, wildlife and opportunities for play

The Forest School Leader is responsible for checking the site and assessing all and any risks prior to, and during, the session, warning others and taking appropriate action. All adults present have a duty to continually assess risks and highlight any concerns or issues to the FS Leader, or Head Teacher

HAZARDS	RISKS	AT RISK	INITIAL RISK LEVEL	ACTION PROPOSED	NEW LEVEL OF RISK
Travel though the village: <ul style="list-style-type: none"> - Roads, Cars, crossing the road - Children not paying attention/over excited 	<ul style="list-style-type: none"> - Tripping, falling, grazes, cuts, - Limbs/fingers trapped in gates - Falls from climbing frame - broken bones, bruising 	All	A	<ul style="list-style-type: none"> - Group to understand playground apparatus is off limits unless it is playtime - Group encouraged to walk slowing to FS site, particularly in adverse weather when ground may be wet/slippy/icy - Gates to be open and group encouraged not to touch/play with them - Group encouraged to talk to adult if they need to leave the group - Adults to supervise/observe transition from class to FS site - if possible play a game, give the children a purpose 	A
Members of the public <ul style="list-style-type: none"> - on the pavement - in the woodland - contractors in woodland (tree surgeons etc) - cars emerging from driveways 	<ul style="list-style-type: none"> - Bad language, abduction, abuse, minor injuries - Injury from contracted activities (tree surgeons etc) - Injury from cars exiting driveways 			<ul style="list-style-type: none"> - Children reminded about staying safe, not talking to people they don't know, and not wandering off. - Dangers of cars reiterated and staff to be with children at all times to mitigate any accidents - Pair up pupils, ensure they are walking together and adults present & aware of surroundings. - Adults to approach members of the public, not children - If members of the public or contractors are using the desired site, we will move the Forest School to a new area 	
TERRAIN <ul style="list-style-type: none"> - uneven ground, hills, large banks and slopes, steep cliff edges 	<ul style="list-style-type: none"> - risk of slips trips and falls - bruises and breaking bones from falling off steep banks/cliffs - Ripped clothing, scratches, limb injury from hands/feet getting caught in undergrowth/tree roots when climbing up and sliding down banks 			<ul style="list-style-type: none"> - Wear well fitting footwear - Discuss risks of the slopes and get children to offer suggestions for safety - Keep away from 'cliff' edges - Ongoing assessment - children monitored at all times and encouraged to think about their own safety, and safety of others 	

HAZARDS	RISKS	AT RISK	INITIAL RISK LEVEL	ACTION PROPOSED	NEW LEVEL OF RISK
Lost/Runaway/Missing Child Child leaving the boundary	<ul style="list-style-type: none"> - Falling and becoming injured and not being found - Encountering members of the public, or loose dogs - Putting group at risk as ratios are lowered as staff have to follow/find missing child 	ALL	U	<ul style="list-style-type: none"> - Discuss safety with children before leaving school, the dangers of leaving the group, and ways to talk about problems, rather than the need to run away - Leader and Teachers to assess flight risks before leaving, and get children to agree on safety and procedures to minimise risk. - Teachers/Leader to identify amongst adults any flight risks and these children to be monitored at all times - High Adult:child ratios - one dedicated adult responsible for following a runaway child. Adult to be in contact with the main group throughout this (i.e f have to walk out of sight from - If missing/runaway child situation poses a threat to safety of the rest of the group, we will follow the lost child policy, regroup back at base camp and return to the school. Named adult on Emergency Action plan will be individually responsible for dealing with the child at risk. - Children to help set the boundary (ribbon on trees) so they have some ownership of it, and understand they must be able to see the flag/base camp at all times. - Clear implications set for breaking safety rules - time out, repeated offences will mean group must return school 	
GROUND LAYER <ul style="list-style-type: none"> • Hidden logs lying in the grass/mud • Lying Deadwood (logs and branches) • Tree roots • Litter, Broken glass, rubbish and rusty metal • Fungi • Animal faeces 	<ul style="list-style-type: none"> - Trips and falls from hidden logs, tree roots, falls from laying trunks, climbing lying deadwood - Risk of cuts, scratches, tetanus - Risk of sickness, skin reactions from fungi - Dog/animal faeces - sickness, blindness 	All	A	<ul style="list-style-type: none"> - Educate child on hazards and risks, and how to stay safe - dynamic risk assessment with participants - Site check carried out before every session, and dynamic check as enter with children - Remove hazards (e.g. litter, broken glass, where possible) and dispose of them appropriately. - Engage children in litter picking with relevant PPE - First aid trained adult always present and first aid kit on site - Ensure all aware of tetanus risks and medical forms up to date with who is vaccinated 	

HAZARDS	RISKS	AT RISK	INITIAL RISK LEVEL	ACTION PROPOSED	NEW LEVEL OF RISK
FIELD LAYER <ul style="list-style-type: none"> • Poisonous plants • Brambles, stinging nettles • Phototoxic plants, e.g. Hogweed • Non native invasive plants, e.g. Japanese Knotweed 	<ul style="list-style-type: none"> - Cuts, grazes, slips trip and falls, broken bones, sprained limbs - Stings, skin reactions to plants - Possible grass allergies - New site so risk of the unknown is high - survey and assessment has been done and nothing obvious has been identified 	All	A	<ul style="list-style-type: none"> - Educate children on species ID, importance of not picking/eating without discussing plants with leader - especially important offsite - Look where walking, encouraged not to run - wear long trousers and sleeves - Wash hands before eating - Ongoing species ID 	A
SHRUB LAYER Branches: <ul style="list-style-type: none"> - Sticking out at eye level - at head height 	<ul style="list-style-type: none"> - Low and sticking out branches from sapling trees and ivy growing out from other trees - Risks of scratches, eye damage, punctures 		A	<ul style="list-style-type: none"> - Constant site checking by FS Leader and adults. It is a natural woodland and children to be made aware of hazards, rather than us try and remove them - Dangerous trees/ branches pointed out to children and roped - Educate children on different trees, what to touch, not touch, wear gloves. Establish "no go" areas if necessary. - Do not use the site in high winds. Dynamic risk assessment. - <i>*see Risk Benefit assessment 'collecting natural materials' & 'ecological impact'</i> 	
CANOPY LAYER Deadwood <ul style="list-style-type: none"> - in overhead trees - standing/leaning 	<ul style="list-style-type: none"> - Standing deadwood on site, and deadwood attached to trees - risk of branches falling, injury to head/body from falling branches, or children falling from rotten logs 		U	<ul style="list-style-type: none"> - Site check carried out before each session - Dangerous trees/ branches pointed to to group and area roped off, or session moved to safer site - Do not use the site in high winds. Dynamic risk assessment. 	
PONDS & WILDLIFE Slippery / poorly defined pond edges / banks Deep Water Lack of supervision	<ul style="list-style-type: none"> - Bodies of water present within the woodland -from old clay pits - these pose a risk of risk of drowning/getting wet, hypothermia in colder weather - Risk of disease/infection from stagnant water (Weils disease, poisoning (blue-green algae) - Risk of stings, bites, allergies to insects, including mosquitos ticks 		U	<ul style="list-style-type: none"> - All bodies of water noted by FS Leader prior to session and pointed out to group. - Ponds are 'no go' areas - and reasons explained to the children' - Continuous site checks through session for faeces/dead animals - from Leader and whole group - All group made aware of signs of wildlife, and to tel the FS Leader if any dead animals spotted - Hand washing procedure followed before eating or drinking - Ongoing species ID (tracking, prints, faeces ID etc) - Remind about not eating/picking any plants - Information about Weils/Lime Disease provided to the school - Appropriate medical provision near by 	

NETTLEBED COMMON: ECOLOGICAL IMPACT

Environmental Impact Assessment (EIA) Plans are a legal requirement of Forest School. They allow us to understand the impacts Forest School has on micro and macro, habitats, and in turn, to produce a management plan to help monitor and manage any impact. This plan also contains management from a biodiversity perspective, on how we can benefit the site by doing Forest School.

ACTIVITY	IMPACT (any protected/vulnerable species?)							HOW WOULD I MONITOR THE IMPACT?
What?	Micro Fauna (Invertebrates)	Macro Fauna (Mammals & Birds)	Soil	Ground Layer	Field Layer	Shrub Layer	Canopy Layer	PROCEDURE FOR IMPACT REDUCTION
General Movement around site/through woods (inc wear and tear)	Trampling Upset butterflies/ bees etc	Noise disturbance, habitat destruction (trampling)	Compaction Muddy Areas where there is greatest footfall	Possibly increase in muddy patches where footfall is greatest Vegetation squashed/ eroded and constant regular trampling will affect growth i.e bluebells and other bulbs	Field layer squashed - constant regular trampling will affect regrowth, but if left the area should recover Trampling	N/A	N/A	Keep some areas off limits Encourage whole site to be used so that the impact is spread out and not concentrated (this will be harder on smaller sites) If there is a choice, locate site where there are no known rare species Where there are important species, make children aware of the importance, so they develop respect and take care - keep to paths Monitor site with photographs, drone pictures if possible, to that changes are easily seen.
Tree Climbing - including log piles and lying deadwood trunks	Disturb habitats	Noise disturbance	Soil compaction around the base of the tree	Trampling on any vegetation around base of trees	Trampling on any vegetation around base of trees	Damage to branches, bark, buds, vulnerable trees/shrubs	Damage to branches, bark	Ensure children are aware of vulnerable vegetation, and encourage them to inspect trees before attempting climb. Educate about protecting vegetation, and what happens when they are damaged
Fire & Fire Circle	Soil dwelling fauna may be killed by heat Soil pH changed which may affect their habitats	Smoke may affect/ harm birds in the trees Any debris from the fire may be picked up by birds/mammals for nests	Temperature will alter the pH of the soil - changing the potential flora/fauna that will inhabit this area The ash from the fire will enrich the soil adding to the change in pH	Logs and twigs collected for burning - removal from the site but should replenish if not all taken at once Ash left at the site if fires permanently held but should be cleared away Fire will prevent growth of woodland flora	Clearance and removal of scrub for fire area Area would recover/ regenerate if left - but this will be a permanent site as there is already a bonfire patch in existence	No overhanging shrubs /canopy but the size of the fire, and any embers flying need to be monitored Any damage from small FS fires would recover in time	No overhanging shrubs /canopy but the size of the fire, and any embers flying need to be monitored Any damage from small FS fires would recover in time	Keep the fire area in the same place to minimise spreading impact of trampling, moving, pH changes, smoke etc (the site has already had repeated bonfires so it makes sense to keep any fire impact localised to this spot) Not having a fire each session Use fire bowl to keep the fire/ash off the ground
Handwashing	Soap may be toxic to invertebrates	Soap may be toxic to mammals	Soap may change the pH	Change of pH affect the vegetation	Trampling at site of hand washing station	N/A	N/A	Ensure spot for handwashing is located away from vegetation, or obviously fauna habitats. Use eco friendly soap, non toxic to wildlife

Picking - collecting flora/seeds	Removing food for insects (i.e bees) Disturbing feeding/habitats	Disturbing habitats, removing food (seeds/nuts etc)	Removes potential for seeds to fall and fertilise the soil/food for round dwelling wildlife	Constant picking can cause serious damage to flowers	Constant picking can cause serious damage to flowers, shrubs and trees - remove of flowers/seeds, buds, young branches, bark Some special species can be totally lost - i.e bluebells	Constant picking can cause serious shrubs and trees - remove of flowers/seeds, buds, young branches can affect growth and leave then vulnerable to disease	Constant picking of bark can leave trees vulnerable	Discuss the importance of berries, flowers, nuts, fruit etc for wildlife. Talk about sustainability and quantity so children are educated and develop their own respect for nature - they learn to appreciate it were it is, rather than picking it. Also the effect on humans - i.e poisonous. Encourage no picking unless for specific activities and where there is an abundance of the resource
Log Play (bug hunts/minibeasts, moving/rolling logs)	Disturbance/destruction of habitats and life	Removal of habitats, and insects for food etc	Disturbance or compaction, depending on activity	Squashing/trampling of flora	Squashing/trampling of flora	N/A	N/A	Keep some habitats off limits to create mini wildlife habitats
Cutting live wood for management, or for activities, (coppicing, sticks, tools use)	Disturbance/destruction of habitats and life	Disturbance/destruction of habitats and life	disturbance of soil	trampling whilst removing	removal of habitat,, if not cut correctly could damage flora	N/A	N/A	Ensure that any wood is cut cleanly, at an angle & protected to avoid any infection. If part of a coppicing plan, maintain the plan Continuously check for new fauna species - protected dormice?
Rope Play (including hammocks, swings, den building - using trees/shrubs for support)	Disturbance of bark could damage micro fauna	Minimal, unless ropes left in trees, or lying around	Compaction of soil if used regularly/consistently	Trampling/loss of habitat/irreparable damage to bulbs etc (i.e bluebells)	Natural fibres will eventually biodegrade if lost in the environment, however synthetic cord will not.	Hanging and tying ropes Natural fibres will eventually biodegrade if lost in the environment, however synthetic cord will not.	Ropes should not go up this high	Use brightly coloured synthetic cordage that is easily seen to ensure that it is not lost and remove all ropes after use. Ropes should not be left indefinitely attached to living trees or branches as they can damage the bark and tissues of the tree over time. Give trees a rest or use a rotation system Educate on damage caused
Natural Shelter building	Disturbance of habitats but moving deadwood branches etc. Disturbing bark on tree when building	Minimal, unless structures left up and can trap, injure an animal	Minimal - compaction or disturbance when building	Trampling of flora and fauna the more the site is used Moving deadwood to make shelters, disturbing habitats Area should recover if left	Trampling of flora and fauna the more the site is used Moving deadwood to make shelters, disturbing habitats Area should recover if left	Breaking of branches during building Should cover if left	N/A	Ensure shelters are not built in the same place each time. Give spaces a rest Ensure shelters are de-constructed at the end of each session. Educate on damage caused
Rubbish & Litter Adult will check the area first to ensure safety. Site is also used for school learning, and sometimes playtime so rubbish could be an issue	Injury/death to flora and fauna	Injury/death to flora and fauna	Change soil pH and nutrient levels as degrades	Rubbish covers the ground and stops light reaching flora leading to death or restricted growth Unightly	N/A	N/A	Rubbish could get trapped in trees - potential damage depending on the rubbish	Removal of litter good for all flora and fauna Children will be encouraged to pick up any litter they see, with appropriate PPE. Children also encouraged not to drop litter and be careful of where they put it. Ongoing impact & collection as rubbish will return

Noise	Scared away-affects feeding, breeding etc	Scare off birds and mammals - they may relocate which would affect the ecosystem of the area	N/A	N/A	N/A	N/A	N/A	<p>Encourage children to be mindful of noise levels, especially at nesting times, or rare/protected fauna are identified</p> <p>Involve children in species discovery and tracking, building habitats and undertaking how to protect them.</p> <p>Encourage low level noise on occasion</p> <p>If site is used regularly, consider a new site where sessions can be shared.</p>
Toilettng	pH of soil may change the soil dwelling organisms	Possibly smell would attract mammals	ground will become nutrient rich, which will change the pH and possibly damage existing vegetation and micro fauna (or encourage new species to grow - but this may upset the ecosystem)	ground will become nutrient rich, which will change the pH and possibly damage existing vegetation and micro fauna (or encourage new species to grow - but this may upset the ecosystem)	N/A	N/A	N/A	<p>When and where possible, move the toilet area</p> <p>Always remove waste and dispose of it</p> <p>See Toilettng policy</p> <p>Teach the group to pour water when they have been to dilute the urine</p>
Bringing Materials on to Site	<p>Possible spread of disease, or introduction of new micro fauna (could take over current populations... or provide imbalance)</p> <p>New fauna could increase biodiversity and encourage more birds etc</p>	Could damage habitats, or, could provide new habitats	Check specific impacts as materials introduced	Potential squashing/trampling	Check specific impacts as materials introduced	Check specific impacts as materials introduced	Possible spread of disease from moving wood	<p>Always check wood before you move it. Get it from a reputable source, and local, to avoid spread of diseases</p> <p>Specific impacts will depending on what the materials are - these impacts must be considered before materials are introduced</p>
Pond Dipping	Disturbance and damage to flora and fauna in the pond	Birds/small mammal/reptiles scared - habitat disturbance	Compact soil around dipping site	Damage to ground plants during dipping exercise	N/A	N/A	N/A	<p>Damage limited through discussion & teaching about pond ecosystem and care for it</p> <p>Small groups dipping at any one time</p> <p>All flora and fauna removed should be put back</p> <p>Habitats should recover if left</p> <p>GCNewts - educate and ensure that if any are found they are to be left alone</p>