

# Avon Wildlife Trust



## *Hawkesbury and Inglestone Commons Learning Resource Pack*





## Contents

- Introduction to the Common
- Wildlife on the Common
- History of the Common
- Commoners rights
- Lower Woods
- Map
- Countryside Code
- Avon Wildlife Trust Living Landscapes Project
- Habitats and Connectivity
- Learning activities on the Common
- Health and Safety



## Introduction to the Commons



Inglestone and Hawkesbury Commons, situated near the village of Hawkesbury Upton, are fantastic examples of the traditional settlement patterns of small cottages surrounding what was once, wasteland, of the local manor. The land would be handed over to the 'commoners' who lived in the houses and cottages of the surrounding area as it was deemed unsuitable or excess to requirements by the manor house. Those with commoners rights were not restricted to the houses immediately adjacent to the common and there are still some people as far away as Kingswood who possess some rights of the common.

Hawkesbury Common was known as Hawkesbury's More and Inglestone Common was known as Inguston Greene or The Green Common or even, "The Grosse Common of Hawkesbury below the hill". They provide a great resource to discover the social and natural history of the area and people would have relied upon them to provide fuel and food.

The byelaws of the Commons Act of 1899 still remain in force and a copy can be found on the Hawkesbury common website - <http://www.hawkesburycommon.co.uk>



## Wildlife on the Commons

Many years of livestock grazing, typical of common land, provides species rich grassland which creates a diverse wildlife habitat crucial for pollinators and providing food for birds, bats and small mammals. However, in more recent years, those commoners with the right to pasture have often taken up other work and common land around the country is becoming encroached with scrub. This shades out the wild flowers and diversity of grasses, eventually turning to shrubs and then woodland, in a process called succession. This means that a management plan needs to be followed in order to protect this habitat and the potential loss of some rare and valuable plants.

Avon Wildlife Trust have been working with local residents to restore some of the lowland meadows and semi improved grasslands of the commons through the clearance of scrub. They have surveyed the common to establish the value of their work and will continue to monitor the success of their conservation work.

There are some very special plants on the common, including adder's tongue spearwort which is only found on two sites in the whole of England and both of those are in Gloucestershire. It is known locally as the Inglestone buttercup due to it's yellow flower and location on Inglestone Common. It has very specific requirements and likes muddy ponds which are trampled around the edges by livestock.

Due to the diversity of wildflowers and grasses, the common is also an important habitat for butterflies. Avon Wildlife Trust's survey recorded Marbled white, Meadow brown, Ringlet, Common skipper, Small tortoiseshell butterflies and 6 Spot burnet moths.



Meadow brown



Tortoiseshell



Marbled White

The woodland edge adjacent to the common creates a symbiotic relationship between the two habitats, with the woodland providing shelter for birds, bats and other small mammals and the common providing food in the form of invertebrates, seeds, nectar and vegetation. Skylarks dance and swoop above the grasslands and woodpeckers can be heard screeching in the woods. Even nightingales have been reported here, arriving in spring and heading off again at the end of summer.

## History of the Common

In England there are about 399,040 ha (985,629 acres) of common land.

Of this,

- 31% is within an Area of Outstanding Natural Beauty
- 55% is designated as a Site of Special Scientific Interest (SSSI) for its wildlife habitat or geology.
- Many commons have ancient settlements and fortifications protected as Scheduled Monuments.
- Most are connected by historic Rights of Way and some by National Trails.

Common land is not land that is owned by everyone (a popular misconception) - all commons have an owner, whether a private individual, a public body (e.g. parish council) or charitable body such as the National Trust. Hawkesbury and Inglestone commons are managed by South Gloucestershire Council and is part of the estate of Sir John Jenkinson, the 14th Baronet of Walcot and Hawkesbury.

The public have a statutory right of access on foot to registered common land. Under the Countryside and Rights of Way Act 2000 (CRoW) (# 5), all registered common land has a right of access (sometimes known as 'right to roam') which means that it can be enjoyed, on foot or wheelchair, by anyone. Some commons have a wider 'right' to 'fresh air and exercise' which includes horse riding.

Historically, many boundaries consisted of a large bank and ditch (on the commonside) to keep animals on the common. An ancient hedge is (was) likely to be atop the bank.

## Commoner's rights

Most common land dates back to medieval times when much of the land was managed within self-governing manors held by a Lord of the Manor. Of the different types of common, it is mainly the pasture and waste that have survived since they had little crop growing value. The Lord of the Manor allowed his tenants to use this pasture and waste for grazing livestock, removing wood, turf or even fish, or gathering acorns. This usage became enshrined, over time, as 'rights of common' and the users as 'commoners'. Commoners are those who have, or formerly held, specific rights. Common rights are attached to specific properties, rather than people, and are passed on down through the centuries with the property's deeds. The commoners are the current owners of these properties.

The main commoners rights were;

- pasture - the right to graze livestock

- turbary - the right to cut turf or peat for fuel

- piscary- the right to fish

- estovers - the right to collect wood

- pannage - the right to graze your pigs on acorns, beech masts, chestnuts and other fallen nuts.

These rights provided an important source of food, fuel or material for repairing fences and tools. It is important to realise that people who had commoners rights were only allowed to take fuel or food for their own use. Even if other villagers were hungry and poor, the commoners were not permitted to sell or share the produce from the common with others.

## Lower Woods



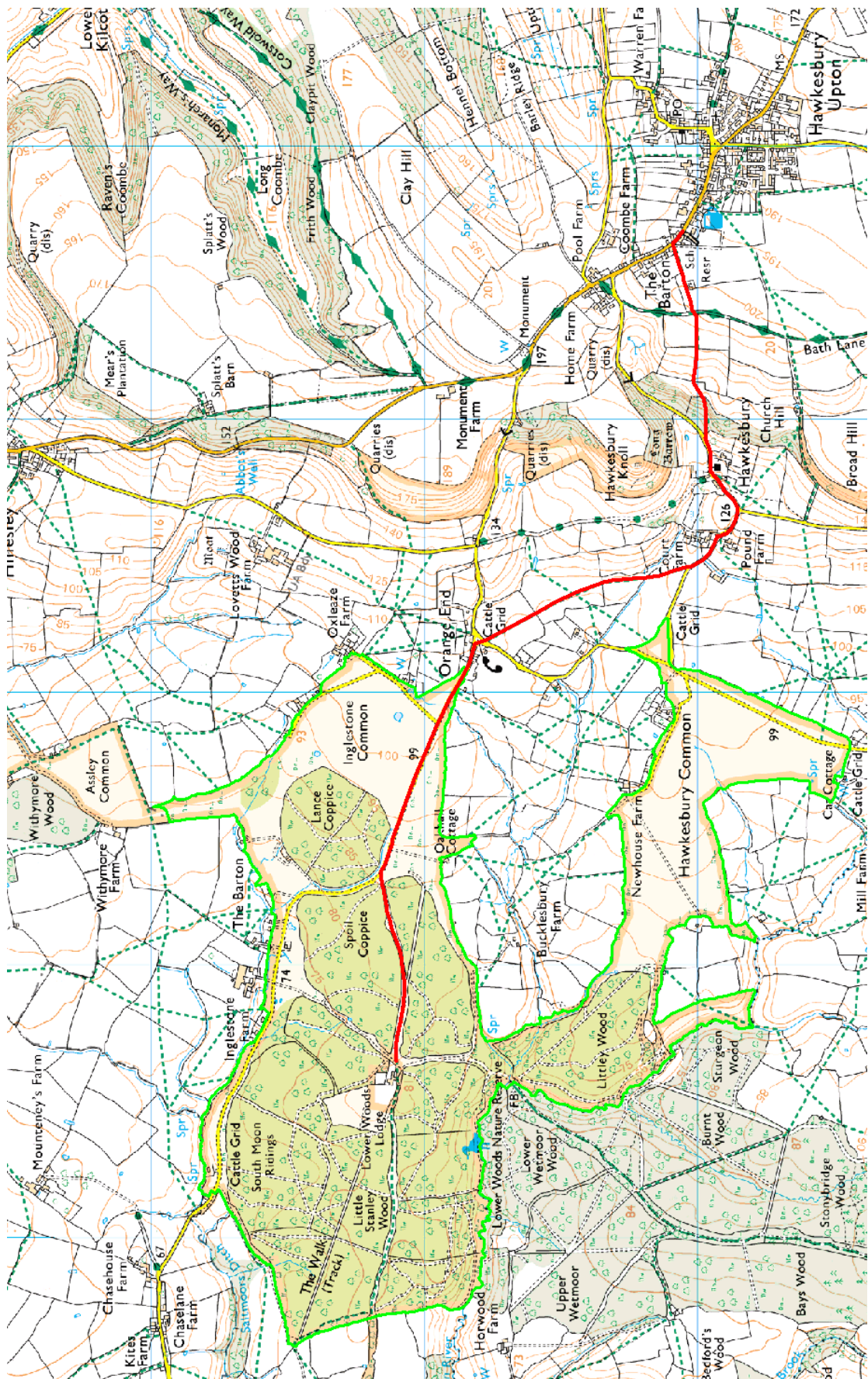
Lower Woods is a very large reserve with 23 woods and coppices separated by ancient grassy trenches and tracks. Its boundaries have remained unchanged for several centuries. The woods arise in the damp clay soils of the Vale of Berkeley and are made up of many distinct woodlands as well as grassland areas.

Neil Lodge of Gloucestershire Wildlife Trust currently manages the woodland at Lower Woods. On our visit in June 2012 he was happy to meet with the pupils and tell them about how he is restoring the woodland into a traditional managed coppice. The woods were a very important resource for the people of the surrounding area who would have used only hand tools and horses to fell trees and remove the timber from the woodland. Good woodland management is also beneficial to wildlife by creating open, sunny clearings, trees of different ages and heights and a variety of plant species, which in turn will attract an abundance of invertebrates, mammals and birds.

The rich woodland flora includes carpets of bluebells in spring, with early purple and greater butterfly orchids and herb paris. In summer look for old meadow species including ragged-robin, common-spotted orchids, betony and devils-bit scabious and butterflies like white admiral and silver washed fritillary. The best places for birds are around the edges of the woods, especially in scrub or in the recently coppiced areas around the Lodge – listen out for song thrushes, willow warblers, blackcaps and even nightingales.



# Map





## Countryside Code

Whenever you take children out to explore the landscape it is important that you discuss the value of the natural environment and their role in taking care of it.

### **The Countryside Code**

The countryside code is a set of rules that helps us to enjoy the countryside responsibly and protect it for the future.

### **Respect other people in the countryside**

Co-operate with people that work in the countryside

Leave gates as you find them

Follow marked footpaths

Use stiles and gates to cross field boundaries

### **Protect plants and animals**

Take special care not to damage or remove things you find in the countryside as they might be a home for wildlife

Take your litter and left over food home with you

Do not have fires as these can get out of control and damage habitats

Always keep dogs under control and put them on a lead when you are near farm animals

### **Enjoy the countryside safely**

Plan where you are going

Check the weather before you leave home

Keep a safe distance from farm animals

Follow signs that you see in the countryside because they will tell you the best way to behave



## Avon Wildlife Trust Living Landscape Project



Avon Wildlife Trust's vision is a profitable countryside, enriched with wildflower meadows, interconnected wetlands and well managed woodlands, where wildlife flourishes for everyone.

We are working to achieve this vision by engaging with local landowners to restore and manage their wildlife-rich landscapes, join up fragmented habitats, and so create a robust and sustainable countryside that will help people and wildlife to adapt to climate change.

### Avon's Wildflower Grasslands Project

One of the Living Landscapes projects currently in progress is the Avon Wildflower Grasslands Project. Our aim is to protect our remaining wildflower-rich grasslands and identify ways to expand and reconnect these vital habitats throughout the countryside.

To achieve this we are:

- **surveying** fields to identify our best remaining wildflower grasslands
- providing **advice** to landowners on wildflower grassland management
- **assisting** with grant applications for agri-environment schemes
- providing **practical** help to restore wildflower grasslands
- helping to **fund** restoration work where possible.



Our work is targeted in areas that are known to contain outstanding grasslands, which are nationally important. Through protecting, expanding and reconnecting these areas we can create a region richer in wildlife and at the same time produce top quality grazing land.

The areas we work in are called Strategic Nature Areas (SNAs). They contain high quality habitat and also offer the opportunity to restore further land to benefit wildlife. There is a network of SNAs throughout the South West, but we are working mainly within areas of the Cotswolds and the Mendips AONB.

During 2009, 2010 and 2011 we carried out botanical surveys on 165 farms, covering about 2000 hectares of land and survey reports have now been sent to all landowners with species-rich grasslands. In 2011 the project emphasis shifted to on the ground grassland restoration and providing conservation management advice to landowners. Our advisory service is available to all landowners within the project area free of charge.

We will also be working with groups of landowners in the Chew Valley on the edge of the Mendips and St. Catherine's Valley north of Bath to find ways to reconnect our wildflower meadows, hedgerows, woodlands and wetlands to allow wildlife to move through the countryside.













To find out more please follow the link below.

[http://www.avonwildlifetrust.org.uk/livinglandscape/wildflower\\_grasslands.htm](http://www.avonwildlifetrust.org.uk/livinglandscape/wildflower_grasslands.htm)

## Habitats and Connectivity Looking at wildlife Habitats - Wildlife in walls

Dry stone walls provide varied and valuable **habitats** for a whole range of wild plants and wild creatures. How does a hunting shrew, almost hidden, travel across the land? Where can a wagtail build a warm, dry nest? These and countless other creatures and plants rely upon walls for their survival. Dry stone walls are in effect, one long, thin nature reserve and a **wildlife corridor**.

**Look and see if you can find evidence of any of the wildlife below but do not touch the wall!**  
**Tick the ones you find.**

	Bee		millipede		spider
	Ivy leaved toadflax		Field mouse		woodlouse
	Slow worm		frog		lichen
	nest		ivy		snail

### Did you know.....



Where trees are scarce, an upright cope stone acts as a perch or view point, and can form an ideal plucking platform for birds of prey.

### Key words

#### **Wildlife Corridor:**

a linear habitat such as a wall, hedge or stream that allows wildlife to travel safely from one area to another.



## Looking at wildlife Habitats - Hedgerows

**Hedgerows** act as **field boundaries** which are important landscape features and some are hundreds of years old. By linking one field to the next they create a network of **wildlife corridors** throughout the countryside, rather like animal motorways! The trees and shrubs provide wildlife with **food** such as leaves, flowers, nuts and berries and provide **shelter and protection** for nests and underground layers. photograph nuts, berries, bats and birds.

### Did you know.....

The oldest hedgerow in England is a staggering **900 years** old! It's called Judith's hedge in Cambridgeshire.



**Hedgerow management:** Hedgerows are man made and need looking after in order to survive. Farmers need to control the shape and structure of hedges with a special technique called 'laying' which makes the bottom dense and a rich **habitat** for wildlife. Tall, wide bushy hedgerows can also offer a much food and shelter while short, gappy hedgerows offer less food and protection.

**Three types of hedgerow management** you might see on your walk!!



Layed



Unlayed



Flayed

### Key words

**Hedgerow Management** - The way in which a hedgerow is maintained.

**Layed** - A special technique where a hedgerow is partly cut and woven horizontally to stop it growing in to a line of trees.

**Unlayed** - A line of trees and shrubs left to grow and not laid.

**Flayed** - Hedgerow cut by a special mower on a tractor.

## Looking at wildlife Habitats - Hedgerows

### **Species spotter!**



Hazel



Oak



Hawthorn



Beech



Field maple



Holly

## Looking at wildlife Habitats - Scrub



When grassland habitat is left alone to nature, with no interference from man or animals it will slowly become a scrub habitat. This happens as seeds are dispersed by wind, and birds and the seedlings are allowed to grow without being grazed or mown. When shrubs and young trees colonize it is known as succession.

Therefore if habitats are not appropriately managed they will eventually return to woodlands with scrub being the intermediate habitat. Avon Wildlife Trust is working hard to protect the grasslands of Inglestone common by clearing areas of scrub to let more sunlight to the ground and encourage a diversity of wildflowers and grasses.

However, it's not all bad. Scrub is a valuable habitat in it's own right, being especially valuable for breeding birds such as Whitethroat and black cap, but also provides food s and shelter for a variety of other birds and mammals. The important factor is to manage it so that is does not encroach on valuable species rich grassland and prevent the dispersal of important grass and flower seeds.

***Much scrub is made of brambles which provide us with lovely blackberries. You can collect these during the Autumn and make yourself some delicious blackberry pancakes***

### **Blackberry pancake**

#### **Ingredients**

A small bowl of fresh blackberries  
100g (4oz) plain flour  
1/2 teaspoon salt  
2 eggs  
150ml milk  
150ml water  
1-2 tablespoons melted butter



Put all the ingredients apart from the blackberries into a blender and whizz until smooth. Brush a non stick frying pan with butter and heat. When the pan is very hot remove from heat and pour in 2 tablespoons of batter, tipping the pan as you do. Return the pan to the heat and sprinkle a few blackberries over the top of the batter. Cook for around 30 seconds then flip and cook the other side until golden brown. Sprinkle with sugar to serve.

### **Key words**

**Scrub** - Overgrown area, usually consisting of brambles and self-seeded plants.

**Succession** - A gradual process of change whereby one plant community (i.e. grassland) slowly becomes taken over by another plant community (bramble, gorse) known as scrub and then finally trees, becoming woodland.



## Learning activities on the Common - Nature Palettes

### Nature Palettes - KS1 & KS2

**Time :** 10-15 minutes

#### ACTIVITY

- **To increase powers of observation and create awareness of all the colours in nature.**
- **To recognise the diversity of plants in a given areas**

#### EQUIPMENT

#### Preparation:

- Choose habitat/location for collecting natural materials.
- Prepare palettes
- Risk assessment

#### Introduction:

- Introduce topic of colour in nature. What colour can you see?
- Explain to the group that there are many colours in nature and ask them to try to find enough different ones to make up an artist's paint box.
- Decide which colours are to be - this could be a whole variety of colours or a complete range of greens.

#### Activity:

- Encourage the children to use parts of plants rather than whole petals or leaves.
- Fill the whole palette with their collections.

#### Other:

- After ten minutes gather the group together and have a look at the palettes. Show everybody the different results which different children have achieved.
- Conclude with a discussion about why things are the colours they are, e.g. bright red and orange berries to attract birds.

- A cardboard palette with double-sided sellotape on one side.

## Learning activities on the Common - Bird song game

### **Bird Song Game - KS1 & KS2**

**Time :** 15 - 20 minutes

ACTIVITY	EQUIPMENT
<ul style="list-style-type: none"><li>○ <b>To listen to and identify a selection of common bird song.</b></li><li>○ <b>To recognise and learn one type of bird song.</b></li><li>○ <b>To link a known bird song with an image of the appropriate bird.</b></li></ul>	
<p><b>Preparation:</b></p> <ul style="list-style-type: none"><li>○ Choose a location near or in woodlands or trees.</li><li>○ Find a large space so pupils can spread out.</li><li>○ Print out and laminate bird cards.</li><li>○ You will need a birdmike, phone app (BirdsUK is good) or prerecorded birdsong .</li><li>○ Risk assessment</li></ul> <p><b>Introduction:</b></p> <ul style="list-style-type: none"><li>○ Ask students to close their eyes and hold their clenched hands in the air. For each new sound they hear they are asked to raise a finger.</li><li>○ Discuss the variety of birdsong heard.</li><li>○ Introduce 4 or 5 chosen birds, show big pictures and play song.</li><li>○ Ask pupils to imitate each song.</li></ul> <p><b>Activity:</b></p> <ul style="list-style-type: none"><li>○ Make sure all pupils recognise the different birds by picture and by song..</li><li>○ Give out individual pictures of birds but ask pupils not to show anyone else what they have.(make sure there are 4 or 5 of the same bird in each family)</li><li>○ Pupils spread out in a large open space.</li><li>○ Pupils imitate song of the bird on their card and find the others in their family.</li><li>○ Go round each group and ask them to sing. The rest of the class guesses which bird they are.</li></ul> <p><b>Other:</b></p> <ul style="list-style-type: none"><li>○ This is a good activity if you need to put pupils into groups for follow up work.</li><li>○ Reinforce their knowledge by calling each group by their bird name for any further activities carried out.</li></ul>	<ul style="list-style-type: none"><li>○ Birdmike/phone app/pre-recorded bird song</li><li>○ Bird cards</li></ul>

Large Bird cards for Bird song game



Jay



Tawny owl



Wood pigeon



Great tit





Great Spotted  
Woodpecker



Chiff Chaff



Song Thrush

## Small bird cards for Bird song game



Jay - screech screech



Jay - screech screech



Jay - screech screech



Tawny owl  
- twit twoo



Tawny owl  
- twit twoo



Tawny owl  
- twit twoo



wood pigeon  
- co cooo cooo co co



wood pigeon  
- co cooo cooo co co



wood pigeon  
co cooo cooo co co



great tit - teacher teacher



great tit - teacher teacher



great tit - teacher teacher



Great spotted woodpecker

- du du du du (tapping sound)



Great spotted woodpecker

- du du du du (tapping sound)



Great spotted woodpecker

- du du du du (tapping sound)



Song thrush

cheep cheep churp, beep beep



Song thrush

cheep cheep churp, beep beep



Song thrush

cheep cheep churp, beep beep



Chiff chaff - chiff chaff,



Chiff chaff - chiff chaff,



Chiff chaff - chiff chaff,

## Learning activities on the common - Meadow Plants

Using cameras, paper and pencils, encourage students to discover as many different flowers as they can and either draw or photograph them. They can use keys or wildflower books to help them identify the species.



**Common bird's foot trefoil** has small oval leaves and groups of yellow flowers



**Agrimony**

has leaves with jagged edges that grow from the same stem and a spike of yellow flowers

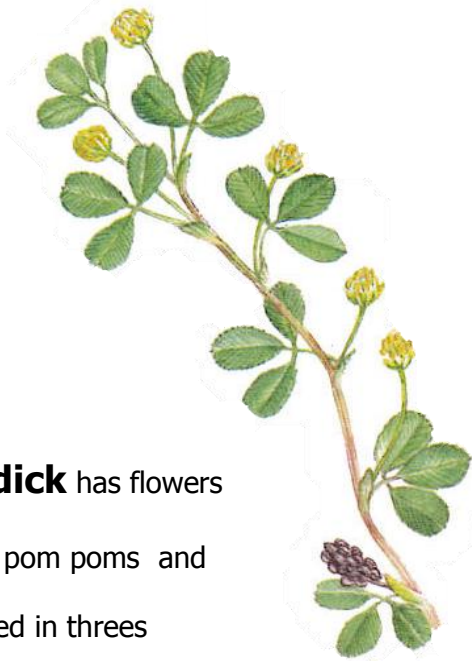


**Common mouse-ear** has little white flowers and small furry ears like mouse ears

**Creeping cinquefoil** has leaves grouped in 5's like a hand and open yellow flowers







**Black Medick** has flowers that look like pom poms and leaves grouped in threes



**Cock's-foot grass** looks like the foot of a cockerel when it's in flower

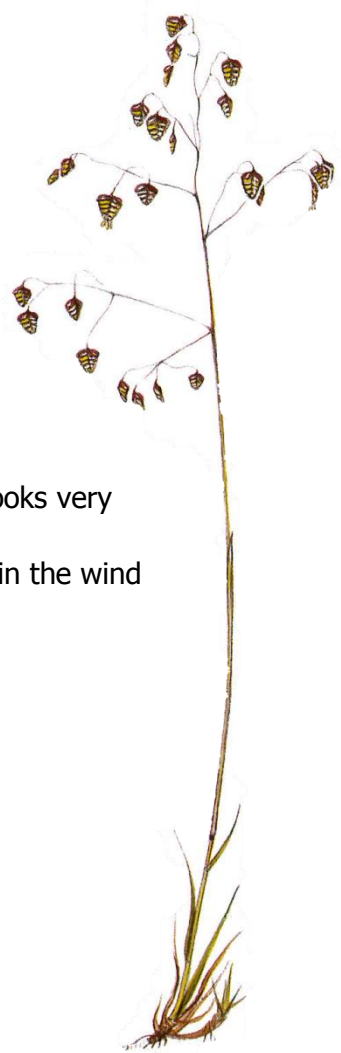


**Lady's bedstraw** has leaves with no stalks that form pointed stars around the stem

**Ox eye daisy** has a very large flower that looks just like a daisy and leaves with wavy edges



**Quaking grass** looks very delicate and 'quakes' in the wind



**Meadow vetchling** has leaves with pointed bottoms and curly tendrils for climbing



## Learning activities on the common - Commoner's rights game

### Commoners rights - KS2

**Time :** 10-40 minutes

#### ACTIVITY

- **To understand the different terminology associated with commoners rights.**
- **To create a piece of drama in groups to portray one of the rights of the commoners.**
- **To learn about the history of the common and the influence the rights had within the community.**

#### EQUIPMENT

#### Preparation:

- Print out and laminate the cards explaining the different rights.
- Visit the common and, if possible, talk to one of the current commoners who still has rights to the land.
- Risk assessment

#### Introduction:

- Give a little background to the history of the common and the relationship that people had with the land.
- Explain that many people farmed animals and grew vegetables in addition to relying on the countryside to provide them with food and fuel.
- Put the class into small groups (perhaps ones created in the bird song game)
- Hand out an envelope to each group containing information about their specific right of the common.

#### Activity:

- Pupils work in groups to prepare a piece to act out to the rest of the class about the rights of the common as described in their envelope.
- After around 15 minutes gather everyone together and watch each of the performances. the rest of the class have to try and guess what each group is doing. The performing groups can then offer any further information that they have learnt.

#### Other:

- This can be further developed back in class with a piece of descriptive writing, 'A day in the life of a commoner at Inglestone Common' or artwork depicting the scene that they acted out.
- Pupils could be encouraged to prepare questions to ask local people about their memories of the common.

- A selection of envelopes, each containing information about one of the main rights of the commoners.

# Pasture

Permission to graze livestock



## Pasture - Permission to graze livestock

- Can create a good wildlife habitat of high nature conservation value with continuous grazing over many years.
- If there are too many animals grazing it could damage the grasslands so commoners may be limited to the amount of livestock they allow on it.
- After the 2nd World war many commoners found better paid work and stopped using their rights which led to neglected land and scrub/woodland growth.
- Many commons have roads through them which were used by horse/ox drawn carriages and were no danger to livestock. Now cattle grids are used to keep livestock on the common and slow down fast cars.

# Estovers

Permission to collect wood

## Estovers - Permission to collect wood

- All of the houses around the common would have had open fires to keep the residents warm and to cook on. Collecting firewood from the common was an important resource and fuel.
- Good woodland management allows wildlife to flourish by creating fresh growth, sunny clearings and a variety of plant life.
- Traditionally people would have had a good knowledge of the qualities of different types wood. For example, the wood from an Ash tree can be burnt 'green' without being dried out first.
- Many years ago people would have cut trees by hand. Now they use chainsaws.
- Wood could be collected for the repair of buildings, fuel for fires, wood for farm tools and to repair hedges

# Turbary

Permission to cut turf or peat  
for fuel



## Turbary - Permission to cut turf or peat for fuel

- Turf and peat(soil) were used as a fuel for cooking and heating.
- The right to take peat was particularly important where there was a lack of firewood.
- No person was to dig more peat or turf than was necessary for their personal use
- No peat or turf was to be sold, given or taken outside the manor
- Everyone exercising turbary rights was to 'bedd, cover and levell again' the bottom of their peat diggings. This meant that they had to cover the hole they had dug and leave the ground level to limit the environmental damage from peat digging.

# Pannage

The right to allow your pigs to  
feed on fallen acorns,  
chestnuts or other nuts

## Pannage - The right to allow your pigs to feed on fallen acorns, chestnuts or other nuts.

- Traditionally a pig was given to the lord of the manor for every certain number of pigs sent out to graze on the common
- Pigs can safely eat acorns as a large part of their diet, where large amounts are poisonous to horses and cattle. So pannage can be a helpful part of the ecology of the woodland.
- The minimum length of the pannage season in the New Forest is 60 days. The start date depends on the weather and when the acorns fall.
- At other times pigs are not allowed to roam on the forest, except breeding sows, providing that they return to the owner's holding at night and are not a nuisance.
- The pigs often had several nose rings clipped into their noses to prevent them rooting too much and causing damage to grassland.

# Piscary

Permission to fish on the  
Common



## Piscary - Permission to fish on the Common

- Fish would have provided an important source of food for Commoners
- Commoners were only allowed to take fish for themselves and could not sell or provide fish for other villagers.
- This right provided free food for, sometimes, very poor villagers.
- In areas of coastal common land piscary could also mean the right to gather shellfish, and seaweed too.

# Health and safety - Taking students to the common



## Risk Assessment form

<b>Activity</b>	School trip - walking from Hawkesbury Upton Primary School to Inglestone Common via Lower Woods.		
<b>Location</b>	Hawkesbury Upton		
<b>Date of activity</b> <i>(state if on-going)</i>	28/06/ 2012		
<b>Date of assessment</b>	31/05/2012	<b>Assessors</b>	Julie Doherty/Ellie Higginson

No	Category of risk	Description of risks or hazards <i>(anything that may cause harm)</i>	Who is at risk	Risk rating before control			Control measures to reduce risk or harm <i>(add or delete as appropriate)</i>	Risk rating after control		
				Likelihood	Severity	Rating		Likelihood	Severity	Rating
1	2	3	4	5	6	7	8	9	10	11
1	Slips / trips	<ul style="list-style-type: none"> <li>- Uneven ground</li> <li>- Slippery surface</li> <li>- Injury</li> <li>- Loss of balance</li> <li>- cuts, bruises, sprains.</li> </ul>	all	2	3	6	Enter address of nearest A&E: Royal United Hospital providing services for Royal United Hospital Bath NHS Trust (13.4 miles)  Combe Park, Bath, Avon, BA1 3NG Tel: 01225 428331	1	3	3
2	Falls from / onto	<ul style="list-style-type: none"> <li>- Loose branches</li> <li>- Trip hazards</li> <li>- Dead / fallen trees</li> </ul>	all	2	3	6	<ul style="list-style-type: none"> <li>- Dynamic assessment (constant checking of surroundings)</li> <li>- Appropriate footwear</li> <li>- Appropriate clothing</li> <li>- Site explanation</li> <li>- Other:</li> </ul>	1	3	6
3	Disease (Rabies, Weil's, Lyme's, etc)	<ul style="list-style-type: none"> <li>- Weil's disease (rat borne)</li> <li>- Lyme's disease (tick borne)</li> <li>- Liver flukes (cattle troughs)</li> <li>- Bacteria and viruses</li> </ul>	all	2	4	8	<ul style="list-style-type: none"> <li>- Wash hands at Lodge before lunch</li> <li>- Explanation of diseases, symptoms and treatment, particularly in relation to ticks.</li> <li>- Appropriate clothing - long trousers in case of ticks</li> </ul>	1	4	4

							- Use hand sanitizer before snack break				
4	Insects and plants (stings, irritants, thorns)		- Horseflies - Bees & wasps - Poisonous and irritant plants (inc umbifellarae such as giant hogweed) - Bacteria from thorny plants	all	2	3	6	- Aware of severe allergies - Sting relief - Insect repellent - Aware of nests - Appropriate clothing - Other: carry first aid kit	1	3	3
5	Weather Hypo - cold conditions Hyper - hot conditions		Hypo: - Hypothermia & frost bite Hyper: - Heat stroke, heat exhaustion, sun burn Rain: - Slippery, mud	All	2	4	8	- Weather watch - Appropriate footwear - Appropriate clothing - Avoid woods in strong winds - Shelter - Other: do site visit just before trip to check wetness underfoot in Lower Woods	1	4	4
6	Livestock (charging and associated faeces & insects)		- Attack / charging - Associated faeces & insects see (see 3 and 4 above)	all	2	4	8	- Assessment of site - Avoid livestock (mature bulls can be more dangerous if with cows) - Leave field if threatened - Leave gates as found - Give safety advice about behaviour around cattle at The Common - Discuss Countryside Code	1	4	4
7	Sharp objects and whiplash of branches		- Cuts - Injuries to eyes, face and body	all	2	3	6	- Take care - Use help where necessary - Awareness of others - Hand branches to person behind you - Wear goggles if appropriate -Other:	1	3	3
8	Tools	Power  [NB Only trained operatives to use chainsaw or brush-cutter]	- Injury to self & others - Petrol - Injury from misuse - Injury from overloading/incorrect lifting	n/a				- Assessment of site - Follow tool procedures - Safe working distance - Safety talk - Appropriate PPE - Appropriate clothing - Weather watch - Other:			

		<b>Hand</b>	- Injury to self & others - Injury from misuse - Injury from overloading/incorrect lifting	n/a				- Assessment of site - Follow tool procedures - Safe working distance - Safety talk - Appropriate PPE - Appropriate clothing - Weather watch - Other:				
<b>9</b>	<b>Fires</b>		- Burns - Scalds - Explosion of near petrol power tools	n/a				- Full tools and safety talk given at beginning of task - Team supervised by experienced leader - Correct safe working distances from fire - Appropriate PPE - Always carry water to put out fire - Other:				
<b>10</b>	<b>Agricultural machinery</b>	<b>Old equipment</b> - Rust - Tetanus	n/a					- Assessment of site - Safe distance - Other:				
		<b>Moving equipment</b> - Injury from moving parts or machinery	all	2	5	<b>10</b>		- Assessment of car park at Lower woods - Safe distance - Alert driver to presence - Other: keep pupils a safe distance from any potential equipment that might be being used	1	5	<b>5</b>	
<b>11</b>	<b>Lone working</b>	<b>If 1-2 people - must adhere to Lone Working Procedure</b>										
<b>12</b>	<b>Open water</b>  <i>[Do not enter if you cannot swim]</i>	- Drowning - Slips / trips - Diseases	all	2	4	<b>8</b>		- Assessment of site - Not to go near if lone working - Appropriate footwear - Appropriate clothing - Must be able to swim if undertaking work in/near open water - Other: keep safe distance from the edge of the ponds as edges not very visible	1	4	<b>4</b>	



<b>13</b>	<b>Freshwater Activity</b>  <i>[Do not enter if you cannot swim]</i>	<b>Drown-ing</b>	-Injury to self & others	n/a				- Not entering water without tutor or adult supervision - No use of equipment without tutor or adult supervision - Watching the weather - Throw lines - Must be able to swim if undertaking work in/near open water - Other:			
		<b>Tools</b>	- Injury to self & others - Tripping	n/a				- Equipment talk - Tutor assists when using equipment - Safe storage of equipment - Watching the weather - Must be able to swim if undertaking work in/near open water - Other:			

<b>14</b>	<b>Strangers</b>	- Abduction - Abuse - Injury	y/p	1	5	<b>5</b>	- small working groups - Tutor and adults vigilant - Other: pupils to be in sight at all times	1	5	<b>5</b>
<b>15</b>	<b>Getting lost</b>	- Abduction - Abuse - Injury	y/p	1	5	<b>5</b>	- Map of site for pupils and adults - - Tutor or adults located near groups - Other:	1	5	<b>5</b>
<b>16</b>	<b>Poisonous animals - snakes</b>	- Bites - Infection	all	1	4	<b>4</b>	- Never pick up/handle snakes(unless trained in their handling) - Assessment of site. - Take care when walking through long grass, and before kneeling. - Wear appropriate clothing and footwear. - Take care when lifting any possible natural reptile refugia (logs, stones)	1	4	<b>4</b>
<b>17</b>	<b>Walking on road</b>	- hit by car	all	2	5	<b>10</b>	- Adults to wear high visibility jackets - one adult to walk ahead and one to walk a short distance behind the rest of the group - walk in single file - walk on grass verge where appropriate	1	5	<b>5</b>

**Reviewed and approved by Line Manager**

Jo Morris

**Date approved**

18.6.12

**Severity of outcome.**

1= Slight inconvenience

2= Minor injury requiring first aid.

3= Medical attention required

4= Major injury leading to hospitalisation

5= Fatality or serious injury leading to disabili

## Further information

This resource pack has been kindly funded by South Gloucestershire Council and created by Avon Wildlife Trust. If you would like any more information about the contents in this pack please contact the relevant person below.

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### Hawkesbury Common

Website providing further information about the common and surrounding area

<http://www.hawkesburycommon.co.uk/>

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