

### Risk Benefit Assessment for Fires

<b>Benefit of Experience:</b>
<ol style="list-style-type: none"> <li>1. Sharing skills with children and young people regarding lighting fires in a controlled environment.</li> <li>2. Lighting a fire requires good communication skills, negotiation skills, teamwork, and increases self esteem and self confidence.</li> <li>3. Children and young people learn the risks associated with fire and how to mitigate against these risks.</li> <li>4. For many children and young people, making and lighting a fire will be a new, exciting and rewarding, developing experience.</li> <li>5. Fire will encourage specific play types, (EG evolutionary play).</li> <li>6. Each child and young person can have a role in the making, lighting and maintenance of the fire, ensuring that all are able to make a positive contribution.</li> <li>7. Children and young people will learn how to stay safe around fire and in turn respect fires and the environment.</li> <li>8. Fire is part of everybody’s history and culture and by providing this experience, we are continuing tradition.</li> <li>9. Fires offer a great means of keeping warm during winter months and encourage children to access the outdoors.</li> </ol>

<b>Steps</b>	<b>Hazard / Risk</b>	<b>Risk Rating (Likely hood x Severity)</b>	<b>Action to Control Risk</b>	<b>Revised Risk Rating</b>	<b>Responsible person</b>
Fires at the adventure playground are held in a risk assessed fire pit. Out in the community, they will be held using a metal tripod fire trough which is raised avoiding fires spreading. Chairs / logs will be used for seating a safe distance away from the fire.	<ul style="list-style-type: none"> <li>• Fire spreading</li> </ul>	Medium	<ul style="list-style-type: none"> <li>• Tripod pit used keeping fire off the ground level. Water and fire blanket present to control fire.</li> <li>• Chairs placed safe distance from fire, no go safety zone in place marked by rope / in front of log. Safety talk held with participants prior to fire activity.</li> <li>• Chairs / logs organised leaving escape routes between each chair, with four large exit points between each row of chairs (each corner).</li> <li>• Second member of staff or teacher present to explain rules to people who have missed the safety talk.</li> </ul>	Low	Forest School staff
	<ul style="list-style-type: none"> <li>• Children get too close to the fire</li> </ul>	Medium		Low	Forest School staff
	<ul style="list-style-type: none"> <li>• Escape route from fire pit</li> </ul>	Medium		Low	Forest School staff
	<ul style="list-style-type: none"> <li>• Children joining the fire following safety talk</li> </ul>	High		Low	Assistant

Select appropriate area to light a fire.	<ul style="list-style-type: none"> <li>• Trip hazards, children and young people may fall into fire.</li> <li>• Risk of Fire Spreading.</li> </ul>	High	<ul style="list-style-type: none"> <li>• Ensure that the area selected is free of trip hazards and has been ground checked prior to commencing.</li> <li>• Ensure area used is suitable for a fire and logs are used as fire barriers. Clear ground of any items that could spread the fire (e.g. dry leaves).</li> </ul>	Low	Forest School Leader
Ensure precautions are in place to reduce risk of fire spreading / getting out of control.	<ul style="list-style-type: none"> <li>• Fire getting out of Control.</li> </ul>	High	<ul style="list-style-type: none"> <li>• Ensure watering can and fire blanket are close to hand.</li> <li>• Use logs to enclose the fire and create a second perimeter to outline safe zone.</li> <li>• Ensure there is a seating area beyond the second perimeter and a suitable distance away from the fire</li> </ul>	Low	Forest School Leader
Introduce children and young people to the fire area and conduct safety talk covering associated risks.	-	-	-	-	Forest School Leader
Collect firewood, ensuring this includes kindling, small, medium and large sizes of wood.	<ul style="list-style-type: none"> <li>• Sharp branches, nails or splinters in wood collected.</li> <li>• children and young people carrying wood inappropriately or falling onto wood.</li> </ul>	High	<ul style="list-style-type: none"> <li>• Staff ensure that all loose wood is free of nails &amp; particularly dangerous sharp branches are removed.</li> <li>• Cover this in safety talk; Discuss appropriate method for carrying wood (in particular dragging logs rather than trying to carry them). Ensure children check wood for sharp branches.</li> </ul>	Low	Forest School Leader, children and young people responsible for safety.

			<ul style="list-style-type: none"> <li>• Appropriate supervision levels to be in place.</li> <li>• First aid kit in place.</li> </ul>		
Use paper first (or any other lighting material), then place kindling (very small twigs) on top of paper, then in a wigwam shape, place initially small, then medium and then large pieces of wood around the paper to create a fire structure. Leave a “door” where you can light the fire. Share this task with children and young people.	-	-	-	-	-
Light the Fire through the “door” area, then sit around the fire and consider enhancing experience with story telling, music or cooking sessions.	<ul style="list-style-type: none"> <li>• Children and young people / staff burning themselves while lighting the fire / sitting around the fire.</li> <li>• Fire spitting.</li> <li>• Tripping into fire.</li> </ul>	High	<ul style="list-style-type: none"> <li>• Cover these risks during the safety talk.</li> <li>• Observation of children and young people’s clothing to take place prior to lighting fire. Flammable clothing should be assessed for suitability around fire.</li> <li>• A change of clothing may be required if their clothing is deemed unsuitable for the activity.</li> <li>• Any long hair should be tied hair back / kept a safe distance from fire.</li> <li>• Long safety matches to be used to light the fire.</li> </ul>	Low	Children, young people and Forest School Leader.

			<ul style="list-style-type: none"> <li>• Stay within the safe zone</li> <li>• Walk behind / not in front of the seats when moving around the fire.</li> <li>• Caution to be taken whenever moving close to a lit fire, to ensure children, young people and staff are kept safe.</li> <li>• First aid kit and first aider present.</li> </ul>		
Campfire cooking, including marshmallows, popcorn, breadsticks, hot chocolate.	<ul style="list-style-type: none"> <li>• Burns from cooking</li> <li>• Scolding hands or mouth when consuming hot food or drink</li> </ul>	High	<ul style="list-style-type: none"> <li>• Safety talk held and example of how to cook and eat conducted by play worker initially.</li> <li>• Children to remain safe distance from fire when cooking, aided by willow cooking sticks which are suitably long.</li> <li>• Ensure children blow food once cooked and do not eat until it has cooled.</li> <li>• Limit number of children cooking at one time to avoid them burning one another. Have a set number of toasting sticks so that a maximum number can cook together.</li> <li>• Get helpers to provide support to children who are cooking.</li> <li>• Staff supervision at all times.</li> </ul>	Low	Playworker
Put the fire out at the end of the session ensuring that there is no heat coming from it / possibility that it will re-ignite.	<ul style="list-style-type: none"> <li>• Scolding from vapour when extinguishing the fire.</li> <li>• Fire relighting and spreading once</li> </ul>	High	<ul style="list-style-type: none"> <li>• Safety talk to cover risks of extinguishing the fire.</li> <li>• Watering can to be used rather than bucket to avoid scolding.</li> <li>• Ensure that the watering can is not held too high due to added risk of</li> </ul>	Low	Forest School Leader

	<p>staff, children and young people have left.</p>		<p>debris.</p> <ul style="list-style-type: none"> <li>• Staff to ensure that the fire is completely out. Look for any smoke still coming from the fire and test heat with the back of the hand. Use extra water if required.</li> <li>• Check on fire before closing down.</li> </ul>		
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**Monitor:**

**Adapt Control Measures:**

**Review:**

SIGNED..... RISK ASSESSOR                      DATE .....

SIGNED ..... FOREST SCHOOL LEADER                      DATE .....                      DATE TO BE REVIEWED .....