# Risk Assessment – Fire lighting with Fire Steels

**To be read in conjunction with other risk generic assessments i.e. General Welfare and Weather, Daily/ Site Specific and emergency site information.**

<table>
<tr><td colspan="5">Risk Benefit: What is the benefit to the children of offering this experience?<br>Supervised activity using these tools allows participants to gain new skills and knowledge. Teaches them about risk and how to reduce them. Encourages participants to have belief in their practical ability. Encourages participants to take responsibility for their own and each other's health and wellbeing by following safety precautions.</td></tr>
<tr><td>Probability Score:<br>1. <5% chance that it will occur – very unlikely<br>2. 25% chance that it will occur<br>3. 50% chance that it will occur<br>4. 75% chance that it will occur<br>5. >95% chance that it will occur – very likely</td><td colspan="2">Severity Score<br>1. Not serious – no first aid required<br>2. Minor Injury – requiring basic first aid<br>3. Injury – requiring non immediate professional medical attention<br>4. Serious injury/multiple injuries – requiring immediate medical attention<br>5. Major accident – multiple injuries or fatality</td><td colspan="2">Calculate the risk levels:<br>The rating is calculated from the probability multiplied by the severity which will give a rating between 1 & 25.<br>Our Forest School will not be carrying out any activities deemed to have a revised rating of over 12 as they are deemed too dangerous</td></tr>
<tr><td>Hazard</td><td>Who is at risk and from what?</td><td>Risk Rating (Probability x Severity = )</td><td>Control measures to reduce the risk and actioned by whom?</td><td>Revised Risk Rating (Probability x Severity = )</td></tr>
<tr><td><u>Accident/ Illness-</u></td><td>may suffer accident, illness requires treatment etc.</td><td>3x3=9</td><td>• Induction and reminder health and safety talks given to emergency situation to new staff, volunteers and participants<br>• Up to date first aid kit on site and Burns kit<br>• Appropriate no. of first aid trained staff and volunteers on site during sessions</td><td>1x3=3</td></tr>
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| | | | • Accident book for incident recording on site<br>• Emergency site information sheet available to direct emergency services to site<br>• Charged mobile phone/s available and emergency site information form available to show directions to nearest main lines phone.<br>• Staff Ratio, 1:6 maximum | |
| Putting out the fire | Risk of fire spreading and burns | 2x3=6 | • The cotton wool should be nearly out before using a long stick to put the fire out by pressing on it and blocking the oxygen<br>• All participants should have access to a bowl/bucket of water | 1x3=3 |
| Use of accelerants | at risk of spreading fire | 2x3=6 | Only use cotton wool and Vaseline | 1x3=3 |
| Poor positioning of participant | At risk of burns | 2 x3=6 | Participant should be on one knee for stable position and at least 2 arm's length from anyone, when trying to light cotton wool.<br>Position 1 child per bench when using Flint & steel<br>When Lighting mini fire within the main fire square, 1 child per corner maximum, ie 4. | 1x3=3 |
| Strong winds | Risk from uncontrolled spread of fire | 2 x3=6 | During strong winds this activity shouldn't be carried out | 1x3=3 |

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| Fire in Fire circle | At risk of burns and scalds | 2 x3=6 | Bags should be left outside circle<br>No running within fire circle<br>Nothing should be thrown on fire<br>Heat resistant gloves available<br>Bucket of clean water and burns kit to be available | 1x3=3 |
| Poor Behaviour | Cuts or lacerations, severe bleeding which could be potentially fatal | 5x5=25 | • If staff are concerned that the behaviour is compromising the safety of their session they must immediately stop all fire lighting work.<br>• Fire Lightong will only be taught to participants who are age and stage appropriate. Staff need to dynamically risk assess and decide whether participants are in the right frame of mind or not on any given day. | 2x5=10 |

Date : 3/10/2026 Signed by: Liz Cooke
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