Forest School
Handbook of Policies and Procedures
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</tbody>
</table>
Introduction

Forest School is a unique educational experience and process that offers children the opportunity to succeed and develop confidence and self-esteem through hands-on learning experiences in a woodland environment.

Children engage in motivating and achievable tasks and activities throughout the year and in almost all weathers. Children will work with tools, play, learn boundaries of behaviour; both physical and social, grow in confidence, self-esteem and motivation whilst developing an understanding of the natural world.

The Forest School concept originates in Denmark, originally aimed at pre-school children, where it was found that children who had attended forest school then arrived at school with strong social and communication skills, having the ability to work in groups effectively, generally had high self-esteem and a confidence in their own abilities. These foundations helped them to raise their academic achievements.

A Forest School encourages children to:

- develop personal and social skills
- work through practical problems and challenges
- use tools to create, build or manage
- discover how they learn best
- pursue knowledge that interests them
- learn how to manage failures
- build confidence in decision making and evaluating risk
- develop practical skills
- understand the benefits of a balanced and healthy lifestyle
- explore connections between humans, wildlife and the earth
- regularly experience achievement and success
- reflect on learning and experiences
- develop their language and communication skills
- improve physical motor skills
- become more motivated
- improve their concentration skills
Criteria for Good Practice

The Forest School Association lays down 6 principles against which good practice is measured:

Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.

Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.

Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

Principle 5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

Principle 6. Forest School uses a range of learner-centered processes to create a community for development and learning.

Forest School activities at Shakespeare Primary School will aim to adhere to these principles.
Location of Forest School Sites
Woodland Wood
Ham Wood
Environmental Policy and Environmental Assessment

We aim for all our participants and staff to engender a high level of respect for the natural world and encourage all to be involved in decisions about their environment and safety. On site activities such as fires will follow practices that minimise impact on wildlife through being mindful of what is burnt and how any residues are disposed of. Before leaving a site we will ensure that litter is collected and disposed of suitably.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Impact</th>
<th>Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting Wood</td>
<td>Dead wood is important to any woodland ecology as it has a multitude of uses, from homes for mini beasts to beds for fungi, so a lack of it is bad for any woodland habitat.</td>
<td>Limit the frequency of fires and evaluate the amount of dry, dead wood before having a fire. Collect only the minimum amount required for any given fire. Reserve specific areas for dead wood conservation.</td>
</tr>
<tr>
<td>Fires</td>
<td>Changes in soil chemistry can lead to increases in PH levels, carbon, phosphorous, etc. which can be harmful to some plants, whilst other essential nutrients may be depleted. Fire can travel underground to roots even after appearing to be extinguished.</td>
<td>Designate fixed locations for fires on parts of the site that aren’t particularly ecologically interesting or unique. If possible, dispose of ash into patches of nettles. Ensure that all fires are extinguished fully before leaving a site. Where needed, use a fire wok to contain fire.</td>
</tr>
<tr>
<td>Cooking</td>
<td>Food waste may attract animals to the site or increase numbers of certain species, potentially leading to adverse</td>
<td>Inform participants of these impacts and provide a container (to be taken away) or an ecologically sound place for food disposal.</td>
</tr>
<tr>
<td>Activity</td>
<td>Damage Impact</td>
<td>Mitigation措施</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tree Climbing, Shelter Building &amp; Swings</td>
<td>Damage to trees</td>
<td>Restrict these activities to suitable trees that will tolerate them.</td>
</tr>
<tr>
<td>Collecting Natural Materials</td>
<td>Damage to plants - some plants are far more sensitive to losing their leaves or flowers than others and different seasons affect this too.</td>
<td>Inform groups as to which types of plants are best to pick, if any. Ensure leaves or flowers are taken from fallen parts where possible. Limit the frequency of this type of activity. Leave plants unpicked whenever picking is not necessary.</td>
</tr>
<tr>
<td>Toilet Use</td>
<td>Wet wipes contain plastic.</td>
<td>Burying faeces and tissues ensures they biodegrade. Either buy biodegradable ones, refrain from using them, or dispose of them in a bag to be taken away.</td>
</tr>
<tr>
<td></td>
<td>Human waste entering waterways</td>
<td>Designated toileting area will be at least 20 metres from a waterway.</td>
</tr>
</tbody>
</table>
Participants in Forest School will follow the Countryside Code and the Forest School rules.

The Countryside Code
There are five sections of The Countryside Code dedicated to helping us learn how to respect, protect and enjoy the countryside:
• Be safe, plan ahead and follow any signs
• Leave gates and property as you find them
• Protect plants and animals and take your litter home
• Keep dogs under close control
• Consider other people

Forest School Rules
• Look after your Forest School
• Do not pick anything growing
• Do not put your fingers or anything else in your mouth
• Stay within the boundaries marked, we don’t go over it and we don’t go under it
• Stay outside of the fire circle.
• Look above, below and around for hazards.
Equipment

In addition to tools suited to the planned for activities, the Forest School leader will always take an emergency bag with them. The contents of the emergency bag will vary depending on the time of year and weather conditions, the site being used, and the planned for activities according to the relevant risk assessments and daily risk assessment. There are of course also essential items that should be carried out for every session.

Essential equipment:
- First Aid Kit
- Emergency Procedures
- Medical information for each individual and Emergency contact details for every member of the group (adults & children)
- Risk Assessments
- Communication Devices (mobile phone – checked for working order and signal strength)
- Clean Water
- Emergency whistle
- Emergency Life Blanket
- Accident forms
- Medication for individuals (if not appropriate for the individual to carry the medication for themselves it should be clearly labelled – staff must have been trained to administer it and parental consent must have been received)
- Appropriate Clothing
- Sharps box and gloves

Essential equipment: clothing
No person will be permitted to go to Forest School without appropriate clothing that will protect them from extremes of heat or cold, keep them covered to reduce the likelihood of cuts and scrapes and that fits appropriately for comfort.
Children and parents are encouraged to think about the usefulness of their clothing for outdoor activities, and to be aware they are likely to take some of our mud home with them after a session. In the forest it can often be cooler than expected under the shade of the trees. The school does have a selection of spare waterproofs and boots.
Clothing list:
- Waterproof trousers
- Waterproof coat, with a hood.
- Long sleeved top
- Full length trousers
- Warm boots (wellies can be very cold during the winter)
- Warm Socks, and a spare pair
- Gloves and Woolly hat – Cold weather
- Sun hat: that fits well to ensure good visibility– sunny weather

Essential equipment: first aid kit
- Contact Cards (location using postcode and OS grid reference)
- Latex Gloves
- Bandages
- Plasters
- Burns gel
- Burn dressing
- Dressings
- Eye wash
- Sewing Kit
- Scissors
- Cotton wool
- Antiseptic wipes
- Medication for individual children
- Tick removers
- Sterile water
- Cling film
- Blood bag (disposal sack for medical waste)
- Bites and stings cream or spray (parental permission required)
Essential equipment: when having a fire
- Flame retardant Gauntlet gloves
- Fire Blanket
- Bucket of water
- Fire steel
- Vaseline
- Cotton wool
- Matches
**Tool Use**

General rules for tool use:
- All tools must have an individual risk assessment in Health and Safety folder
- Ensure safe storage at school with nominated Forest School Leader access and responsibility
- Ensure safe storage and responsibility by Forest School Leader at the Forest School Site
- Never walk around with tools.
- Always make sure they are clean and sharp before using them.
- When using tools with children it should only be with the Forest School Leader.
- When using tools there is a designated tool area where the Forest School Leader and child will sit when using the tool.
- First aiders and first aid kit close by.

**Penknife**
- Must be with Forest School Leader
- Always sit down when using the penknife
- Ensure penknife is closed and locked when not in use
- Open the penknife away from you sitting down with plenty of room around you (the Blood Bubble)
- Always ensure children are supported when using the penknife on a one to one basis.

**Bow Saw**
- Ensure guard is in place when not in use
- Must only be used with a Forest School Leader
- Always use in the designated tool area
- Use the bow saw with a saw horse
- Talk with the children about the way you hold the bow saw
- Ensure safe storage and safe handling in Forest School

**Mallet**
- Must be with Forest School Leader
- No glove needed.
- One to one supervision for early years children.
- Keep in cover when not in use and store in tool bag.
- Remind others in vicinity to stay clear of tools.
Potato Peeler
- Must be with Forest School Leader
- No glove needed on hand using tool, glove on other hand
- 3-1 ratio supervision for early years children.
- Use in designated area for tools
- Keep in cover when not in use and store in tool bag.
- Remind others in vicinity to stay clear of tools.

Drill
- Must be with Forest School Leader
- No glove needed on hand using tool, glove on other hand
- 3-1 ratio supervision for early years children.
- Use on flat surface.
- Keep in cover when not in use and store in tool bag.
- Remind others in vicinity to stay clear of tools.

Kelly Kettle
- Must be with Forest School Leader
- Never use with bung in.
- Lift with handle parallel to ground, one hand either side when lit.
- Don’t look down or stand over chimney when lit.
- Pour but holding handle with one hand and pulling bung chain with other.
- Ensure positioned on flat/stable surface.
- Ensure fire extinguished at end of use.
- Dispose of ash appropriately
Use of Fires

Campfires are an important part of Forest School and are used in many sessions. The aim is to ensure that all children and adults participating in Forest School sessions with fires will do so safely and with as little risk to their health as possible.

Location
• Only the designated area will be used for campfires. The site will always be sited away from low canopy branches.

• Campfire areas are enclosed by logs to make a Fire Pit to prevent the spread of fire.

Positioning of Children and Adults
• Fire areas are surrounded by seating logs at least 1.5 metres from the fire pit. Exit paths are available at each corner.

• For Early Years children, additional poles are in place between the fire pit and seating logs to ensure children stay a safe distance from the fire pit.

• When the campfire is in use, children are not permitted to access the area immediately surrounding the fire without permission.

• Children will be taught how to change seats by standing, stepping over the log and then walking around the outside of the seating area. They must never cross the inner area.

• Children must walk around the outside of the seating logs step over to sit down at all times. A fire will not be lit with a group until all children have demonstrated that they do this at all times.

• Once seated around the campfire, the children must remain seated until directed by an adult to move.

• Long sleeves and trousers must always be worn.

• Children are not permitted to throw anything onto the fire.

• Advice on the appropriate way for dealing with smoke will be given to the children.

• If there is a clear wind direction, seating in the line of smoke is to be avoided.

• If wind direction is variable, the leader should rearrange the seating if at all possible.
Fire Lighting
• Training to be provided regarding the way to construct and light a fire.

Safety and Responsibility
• A Fire Blanket, bucket of water and Burns Kit must be sited close to the camp fire. Cling film is carried in the Emergency Ruck Sack.

• Only adults are permitted to light fires, unless children are under the direct supervision of the Forest School Leader or Forest School Assistant.

• Fires are lit using a match to paper and natural tinder. Cotton wool, tinder nests and waterproof matches may be used in extremely wet conditions.

• No flammable liquids are to be used to light or accelerate fires.

• No plastics are to be burnt.

• If sessions involve children adding fuel to the fire, this must be done with one to one adult supervision.

• Sticks/wood must be placed, not thrown, from the side of the fire. The hand should never go over the fire.

Extinguishing
• All fires must be extinguished at the end of a session.

• Whenever possible, all fuels should be burnt off to ash.

• The Forest School Leader and Assistant should ensure that any large remains of wood, especially when using logs, are separated from one another.

• At the end of the session, the fire must be doused down with water using a watering can and rose and stirred until all smoke and steam has ceased.

• Large build ups of potash, from several fires, need to be dispersed. This must only be done when it has totally cooled, preferably the following day. It should be finely scattered throughout the woodland to enable natural decomposition.
Health and Safety Policy

1. This is a Statement of Organisation and Arrangements for Shakespeare Primary School. The statement does not replace Plymouth City Council’s General Statement of Policy but is supplementary to it for the benefit of all users of the premises. Copies of the above document, along with other information on health, safety and welfare matters will be found in the School Room.

2. Shakespeare Primary School will, so far as is reasonably practicable, ensure the health, safety and wellbeing at work of all its employees. The School will also ensure, so far as is reasonably practicable, that non-employees such as visitors, pupils and contractors are not exposed to health and safety risks from the work activities of The School.

3. The School is committed to achieving compliance with and beyond, the minimum requirements of the Health and Safety At Work etc. Act 1974 (HASWA) and associated Regulations.

4. The School will, so far as is reasonably practicable:
   a. ensure that adequate resources are made available to ensure the effective implementation of this Policy and to ensure the health and safety of staff and others affected by the School’s activities.
   b. ensure that advice is sought from competent persons on legal requirements for health and safety and on current best practice.
   c. ensure that suitable and sufficient assessments are undertaken and recorded of all significant health and safety risks to staff, visitors and other third parties, from its work activities and that any control measures adopted are selected using the hierarchical approach to risk control required by the Management of Health and Safety at Work Regulations;
   d. provide and maintain plant and systems of work that are safe and without risks to health.
   e. make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances.
   f. maintain any place of work under its control in a condition that is safe and without risks to health.
g. provide and maintain a working environment for its employees and visitors that is safe, without risks to health, and adequate as regards facilities and arrangements for staff welfare at work.

h. provide such information, instruction, training and supervision as is necessary to ensure the health and safety at work of its employees and governors, including temporary staff and visitors, and information on risks for visitors and employees of other organisations who are working in Council premises.

i. provide for the use of its employees, such personal protective equipment as is necessary to ensure their health and safety at work.

j. give special consideration to employees or visitors with disabilities or language difficulties that may affect their awareness and/or understanding of health and safety information.

k. make arrangements for the provision of a suitable occupational health service for staff.

l. monitor health and safety performance to verify that the School’s Health and Safety Policy is being implemented and health and safety standards are being maintained and progressively improved.

m. develop and maintain a positive and proactive health and safety culture.

5. The School will ensure that adequate mechanisms are in place to effectively consult with employees and their representatives on health and safety matters.

6. The School recognises Health and Safety as an integral element of its business, and it will be given equal status alongside other management functions.

7. The School will ensure that appropriate systems are developed and maintained for the effective communication of health and safety matters throughout the School.

8. The School is committed to continuous improvement in health and safety performance and to this end will develop a Health and Safety Action Plan identifying key targets and areas for improvement in health and safety management and risk control. Progress with this plan will be monitored regularly by the Head Teacher and Premises Committee of the Governing Body.
9. This Policy requires the commitment, co-operation and active involvement of all School employees to ensure its success and effectiveness.

10. All contractors and consultants working for The School are required to comply with this Policy.

11. The School will ensure that procedures are established for appointing and monitoring the competency of contractors.

12. The School will review this Policy Statement at least annually.

13. The School will ensure that this Policy is effectively communicated to all staff.

Failure on the part of any School employee, irrespective of their position, to comply with this Policy, including any safe system of work, may render that employee liable to disciplinary action and could result in criminal/civil proceedings.
Trip Permission Form – Date of completion: …………………...

This form should be completed for all educational visits.

Please complete the visit details in the table below before passing to Karen to check and authorise. Section 2 and 3 must be completed after authorisation. Please ensure that all visit requests, where packed lunches are required, have at least 1 month of notice.

Section 1

<table>
<thead>
<tr>
<th>Local Visit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Year Group</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
</tr>
<tr>
<td>Group Leader &amp; accompanying adults</td>
<td></td>
</tr>
<tr>
<td>Approval</td>
<td></td>
</tr>
<tr>
<td>Head Teacher</td>
<td></td>
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<tr>
<td>EVC</td>
<td></td>
</tr>
</tbody>
</table>

Section 2: All Local Visits (Evolve not required)

<table>
<thead>
<tr>
<th>Please tick to show that you have read and shared the generic walking risk assessment.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of provider e.g. All Saints Academy</td>
<td>Provider’s Risk Assessment (✓)</td>
</tr>
<tr>
<td>Date of copy of letter passed to the office</td>
<td></td>
</tr>
</tbody>
</table>

Section 3: All Trips and Visits outside of Local Visit’s Policy

Please complete the School Visits / Activities Costing Sheet overleaf

<table>
<thead>
<tr>
<th>Details of Transport (if required)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost Per Child</td>
<td></td>
</tr>
<tr>
<td>Transport Booked (JG)</td>
<td></td>
</tr>
<tr>
<td>Lunch Order passed to kitchen (one month prior to departure)</td>
<td></td>
</tr>
</tbody>
</table>
School Visits’ / Activities’ Costing Sheet

Please ensure that you have researched the costings of the proposed activity in order to calculate how costs are to be covered. This can include voluntary donations from parents / carers as well as our Education Enhancement Funding.

Receipts:

<table>
<thead>
<tr>
<th></th>
<th>Estimate</th>
<th>Actual</th>
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<tbody>
<tr>
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Payments:

<table>
<thead>
<tr>
<th></th>
<th>Estimate</th>
<th>Actual</th>
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</tbody>
</table>

Statement Prepared by: .................................................................

Date: ..............................................
<table>
<thead>
<tr>
<th>ISSUE</th>
<th>HOW TO MANAGE IT</th>
<th>WHO TO BE INFORMED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking along pavements – uneven pavements</td>
<td>Ask children to walk in pairs, listening to instructions for when to stop.</td>
<td>PARENTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STAFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PUPILS</td>
</tr>
<tr>
<td>Crossing roads</td>
<td>Discuss with children before leaving school, adult to stand in road to aid safety while children cross</td>
<td>PARENTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STAFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PUPILS</td>
</tr>
<tr>
<td>Members of the public, especially dog walkers</td>
<td>Remind class of need to represent the school in positive light, not to approach members of public, avoid contact with dogs</td>
<td>PARENTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STAFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PUPILS</td>
</tr>
<tr>
<td>Roads</td>
<td>Children to be reminded of the danger of roads and the need to walk on the pavement away from the kerb. Adults to monitor.</td>
<td>PARENTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STAFF</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PUPILS</td>
</tr>
</tbody>
</table>

Please read this and share with the other adults and children in your class. Thanks.
## Risk assessment - Woodland Wood

Whitleigh Plymouth - Bodmin Road Whitleigh Plymouth PL5 4DZ - PL54DZ

Work Description: Forest School

Assessment Date: 6th October 2015

<table>
<thead>
<tr>
<th>Activity</th>
<th>Typical uncontrolled outcomes</th>
<th>Typical groups at risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental education activities</td>
<td>Allegations of abuse of trust; minor cuts, bruises and sprains; heat or cold related illness; well's disease; toxocariasis; blisters and rashes.</td>
<td>Children; staff in charge of events;</td>
</tr>
</tbody>
</table>

### Hazards

1. Contact with hazardous plants and natural materials
2. Inappropriate adult behaviour
3. Uneven ground conditions - slips trips and falls.
4. Contact with tools and equipment
5. Weather effects
6. Contact with micro-organisms
7. Abuse of vulnerable client group

### Controls

1. All work must be logged with, and approved by, the school and on PCC Evolve.
2. High factor sunblock or clothing (inc hats) must be worn by all children (and workers to set an example).
3. Activities must be stopped if children’s clothing becomes unsuitable for conditions.
4. Site must be kept tidy, tools out kept to a minimum with frequent reminders to children about the nature of the terrain.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>All cuts must be washed and treated immediately.</td>
</tr>
<tr>
<td>6.</td>
<td>In damp or wet areas, all workers, especially children, must cover cuts and keep hands away from face.</td>
</tr>
<tr>
<td>7.</td>
<td>Hands must be washed thoroughly before eating, drinking (or smoking).</td>
</tr>
<tr>
<td>8.</td>
<td>Staff with long hair should keep it tied back to avoid contact with head lice.</td>
</tr>
<tr>
<td>9.</td>
<td>Toilet areas must be disinfected; hands must be washed after use of toilet.</td>
</tr>
<tr>
<td>10.</td>
<td>Tool use by children must be restricted to the type covered in FS training.</td>
</tr>
<tr>
<td>11.</td>
<td>Supervisory ratios of adults to children must be acceptable to school management.</td>
</tr>
<tr>
<td>12.</td>
<td>Tools maintained to a suitable standard.</td>
</tr>
<tr>
<td>13.</td>
<td>Craft knives must be used on stable surfaces.</td>
</tr>
<tr>
<td>14.</td>
<td>Hazardous plants must be identified in advance, and children.</td>
</tr>
<tr>
<td>Fires on site</td>
<td>Typical uncontrolled outcomes</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td></td>
<td>Burns (major and minor); grit in eyes; minor cuts and bruises; breathing difficulties; property damage to surrounding area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hazards</th>
<th>Controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Burning embers and flying debris</td>
<td>1. Workers near fire must wear long sleeves and trousers to prevent burns from flying ashes.</td>
</tr>
<tr>
<td>2. Contact with hand tools</td>
<td>2. Long hair must be tied back, loose clothing tucked in</td>
</tr>
<tr>
<td>3. Flammable liquids</td>
<td>3. Fire must be sited downwind of main work area, and must be kept as small as possible to do the job.</td>
</tr>
<tr>
<td>4. Smoke obscuring other hazards</td>
<td>4. Fires must be sited away from roads and buildings.</td>
</tr>
<tr>
<td>5. Spread of fire</td>
<td>5. Check material before it goes onto</td>
</tr>
<tr>
<td>6. Smoke inhalation</td>
<td></td>
</tr>
</tbody>
</table>
fire to exclude
dangerous items e.g.
aerosols.

6. Turn fires in and
damp down where
possible at the end of
the working day.

7. Place warning signs
and/or barrier tape
around hot embers
left on site.

8. Hand tools must be
used as per FS
training.

9. Vehicles must be
parked at least 50m
away from any fire.

10. Flammables
(gas, petrol etc.) must
be sited at least 30m
from any fire.

11. Prevent work in
significant smoke,
moving people out of
area as necessary.

12. Fires must not
be lit in strong winds.

13. Fires must not
be lit on peat soils, in
drought conditions,
under trees or on any
surface likely to catch
alight.

14. One person
must be tending the
fire at all times.

<table>
<thead>
<tr>
<th>Local/Site Specific</th>
<th>Hazards</th>
<th>Controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stream and high antecedent rainfall</td>
<td>1. Activities will not involve entering the stream</td>
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<tr>
<td>2. Falling deadwood</td>
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<td>3. Hazardous litter</td>
<td>2. Re-assess if high levels of flow</td>
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<td></td>
<td>3. Check canopy for dangerous deadwood in situ and re-assess if high winds are forecast.</td>
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<td>4. Check area before activity and remove litter.</td>
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<td></td>
<td>5. Have litter pickers and sharps box on site and instruct group to inform you if they find litter.</td>
<td></td>
</tr>
</tbody>
</table>

Special groups at risk: - Schoolchildren  
PPE needed: - Leather gloves -  
First aid cover: Emergency  
Emergency access: Bodmin Road - West Park Road  
Nearest 24 hr A&E dept: Derriford Hospital  
Mobile phone reception: Yes Full.  
Nearest telephone: none present directly, 500m to residential area or towards Whitleigh Green. Leaders to carry mobiles.  
Nearest toilets: Whitleigh Green.  
4wd or air ambulance needed: No  
Heavy, sustained or repetitive manual handling involved? no  
Completed by: N Hart  
Approved by: N Hart