

# Workplace Violence Field Trip Risk Assessment

---

A TOOL FOR K-12 PUBLIC EDUCATION -  
PERFORMANCE

The implementation of this tool is not mandatory. The tool contains recommendations to support workplace violence prevention and regulatory compliance. The information presented can be adopted in whole, in part, or not at all.

REVISION: 1.0, DATE: 2021-06-02

## Workplace Violence Field Trip Risk Assessment

### Terms of use

By accessing or using these BCPSEA posted resource materials, you agree to be bound by these terms and conditions.

**Content:** Although BCPSEA endeavors to ensure that the information provided within these resource materials is as accurate, complete and current as possible, BCPSEA makes no representations or warranties about the information, including in respect of its accuracy, completeness or currency. BCPSEA assumes no responsibility for any loss or damage to you or any other person, howsoever caused, that is in any way related to the information found within these resource materials or your use of it.

**Intent:** The content within these resource materials is provided for educational and general informational purposes. It should not be considered as solicitation, endorsement, suggestion, advice or recommendation to use, rely on, exploit or otherwise apply such information or services.

## Workplace Violence Field Trip Risk Assessment

### Purpose:

The purpose of this tool is to ensure that a risk assessment has been conducted prior to field trips and outings involving students exhibiting externalizing behaviours during dysregulation. The tool should be used to help support the successful participation of a student in a field trip through an appropriate planning process that assesses the risk.

### Scope:

This document applies to all field trips and outings for students with Individual Safe Work Instructions where externalizing behaviours have been identified in the K-12 educational setting in British Columbia.

### Background:

The field trip risk assessment tool has been developed to support the decision making process around the school based team's capacity to successfully prevent/minimize and respond to externalizing behaviour during an outing or field trip. The instruction and tool should be used to help support the successful participation of a student in a field trip through an appropriate planning process that assesses the risk.

### Definitions

1. **Field trip** means when a class or learning group goes off school property for a time greater than one normal period to a destination that is not under the operational control of the school district and includes:
  - a. Walking Field Trip means an excursion where the destination is within age appropriate walking distance from the school site for the affected class or learning group.
  - b. Local Field Trip means an excursion that is too far to walk yet does not leave the city or county.
  - c. Regional Field Trip means an excursion where you are travelling into another school zone or to another school district.
  - d. Provincial Field Trip means an excursion outside of the school district region but within the province of BC.
  - e. National Field Trip means an excursion outside of the province of BC.
  - f. International Field Trip means any excursion outside of Canada.
2. **Outing** means a walking trip that leaves the school grounds that does not exceed one instructional period.
3. **Significant impact or intensity** means an incident where the externalizing behaviour during the student's dysregulation has resulted in:
  - a. a time loss injury or medical aid injury to a worker (including psychological injuries), or an incident where a worker received a minor injury but it could have become a serious injury
  - b. high intensity, long duration, and significant worker impact,
  - c. the destruction of property, or
  - d. pursuing others not part of the student's immediate response team.

## Workplace Violence Field Trip Risk Assessment

### Requirements:

1. The school district should have a workplace violence field trip and outing risk assessment process in place for field trips and outings.
2. The workplace violence field trip and outing risk assessment should also include the review of Individual Safe Work Instructions of affected students to ensure appropriate supports are in place as part of the planning process.

### Roles and Responsibilities:

1. Teacher
  - a. Consider the types of field trips for your class and assess the various risks to promote inclusion.
  - b. Discuss student specific needs with the Case Manager.
  - c. Participate in the response plan development and review.
  - d. Follow the response plan during an incident.
2. Case manager
  - a. Complete the risk questionnaire for the affected student when there is a request to participate in a field trip.
  - b. Lead the development and communication of the plan
  - c. Determine what actions must be taken to reduce the risk.
  - d. Maintain records related to this assessment of risk.
3. Educational Assistant
  - a. Participate in the response plan development and review process.
  - b. Follow the response plan during an incident.

### Procedure

1. Planning
  - a. Review appropriate field trip locations and learning objectives.
  - b. Review the specific student needs to determine if there are additional needs for any student to ensure inclusion.
  - c. If there is a concern about dysregulation resulting in externalizing behaviour review Appendix A.
    - i. Assess the field trip or outing violence risk
      1. Complete the Field Trip and Outing Risk Questionnaire.
        - a. Review the questions and determine the appropriate column to select from the risk statements.
        - b. Total the points from each selection.
        - c. Determine the overall points and risk rating.
      2. Take the necessary planning actions to minimize the risk to workers.
      3. Plan control measures appropriate to the identified risks.
      4. Review the risk questions again and determine if the new risk rating is acceptable.
  - d. Complete the Individual Field Trip Response Plan as seen in Appendix B.
2. Communication
  - a. Communicate the response plan to the affected workers.
  - b. Obtain any feedback.
  - c. Update as necessary.
  - d. Re-communicate the updated response plan (see Appendix B).

## Appendix A: Workplace Violence Prevention Field Trip and Outing Risk Questionnaire

Site/School:				Date Completed:	
Person Completing Form:					
Destination:				Date of Field Trip:	
Field Trip Type:	<input type="checkbox"/> Walking	<input type="checkbox"/> Outing	<input type="checkbox"/> Local	<input type="checkbox"/> Regional	
	<input type="checkbox"/> Provincial	<input type="checkbox"/> National	<input type="checkbox"/> International		
Description of activities:					

Question	No addition Risk	Low Risk	Medium Risk	High Risk
When was the last incident with significant impact or intensity?	<input type="checkbox"/> (0 pts) Over a month ago	<input type="checkbox"/> (1 pt) Over 15 school days ago	<input type="checkbox"/> (2 pts) Within the last 10 school days	<input type="checkbox"/> (3 pts) Within the last 5 school days
What is the capacity of the field trip team to de-escalate successfully during the field trip?	<input type="checkbox"/> (0 pts) De-escalation is always efficient and effective, with existing supporting team.	<input type="checkbox"/> (1 pt) De-escalation requires lots of time and distance but immediate team is mostly successful.	<input type="checkbox"/> (2 pts) De-escalation requires lots of time and distance but immediate team is sometimes successful.	<input type="checkbox"/> (3 pts) De-escalation requires the Principal, or others to engage while those involved must step aside.
Taking into account transportation to the field trip destination and the destination environment which of the following applies.	<input type="checkbox"/> (0 pts) The proposed field trip destination and transportation are expected to be a highlight and decrease risk compared to the school environment.	<input type="checkbox"/> (1 pt) The field trip destination would be a highlight and decrease risk but the transportation as planned might not.	<input type="checkbox"/> (2 pts) The transportation would be a highlight and decrease risk but the field trip destination as planned would not decrease risk.	<input type="checkbox"/> (3 pts) The proposed field trip as planned and the transportation as planned would not be a preferred activity.
Total column points (addition)				
Total Risk Score (addition)				

Risk Level	Risk Score Range	Expected actions
Low Risk	0-4	Proceed as planned with ongoing considerations for modifications
Med Risk	5-7	Okay to proceed, monitor closely for antecedents, and reassess in the lead up to the day of the trip.
High Risk	8-9	A field trip or outing needs to be reviewed further. More controls are required to reduce the risk.

## Appendix B: Individual Field Trip Response Plan

Complete the following form when a field trip or outing has been approved for a student with an individual safe work instruction where a risk assessment was required.

General Field Trip Information	
Field Trip Date:	Destination:
Field Trip Objective:	
Is Front loading event hose necessary? Yes, No Details:	
Concern to be addressed	
<input type="checkbox"/> Student medical care	<input type="checkbox"/> Student dysregulation
Emergency Contact Info	
When the student requires a response who are the primary contacts?	
Name:	Role: Contact Number:
Name:	Role: Contact Number:
Name:	Role: Contact Number:
Supportive tools Required	
Student	Worker
<input type="checkbox"/> Medical devices: <input type="checkbox"/> Clothing: <input type="checkbox"/> Hearing protection: <input type="checkbox"/> Calming items <input type="checkbox"/> Other:	<input type="checkbox"/> Personal Protective Equipment: <input type="checkbox"/> Additional adult support: <input type="checkbox"/> Communication device/Cell phone: <input type="checkbox"/> Other:
Trip Specific Response Plan	
Day of Go/No Go decision criteria:	
Transportation event:	
Destination event:	
Other event:	
Concern to be addressed	
Person responsible for creating this plan:	
Team participating in the field trip:	
Plan creation date:	Plan revision date: