



Field Trip Workplace Violence Pre-Assessment Checklist

The purpose of completing a school field trip violence risk assessment is to ensure the safety of all participants involved, including students, staff, and parents. By assessing potential risks, schools can identify and mitigate any threats of violence or harm that may arise during the trip. This assessment also aids in understanding the context of the trip, identifying specific risks associated with the geographic region and travel route, and recognizing both risk factors and protective factors. By completing this assessment before departure, appropriate control measures can be implemented to manage any identified risks effectively.

Designated personnel, assigned by school administration, are responsible for conducting pre-field trip assessments. All findings are to be thoroughly documented and communicated effectively to school administrators. Administration will then review the completed checklist and determine whether it is safe to proceed with the field trip.

Designated personnel will communicate assessment findings to staff and provide clear information on identified risks and recommended safety measures.

Use the following pre-travel assessment tool as a guide. Answer the questions in the following sections below. A “no” response indicated elevated risk, and appropriate control measures should be considered.

Pre-Field Trip Assessment Tool

Checklist to be completed by supervisor before the field trip

Site/School:		Date:	
Trip Supervisor:		Activity:	
Destination/Address:			
Field Trip Type:	<input type="checkbox"/> Community	<input type="checkbox"/> Local	<input type="checkbox"/> Regional
	<input type="checkbox"/> Provincial	<input type="checkbox"/> Other	



Mode of Transportation:	<input type="checkbox"/> Walking <input type="checkbox"/> Bussing <input type="checkbox"/> Automobile <input type="checkbox"/> Plane <input type="checkbox"/> Train <input type="checkbox"/> Other		
Travel Route			
Risk Identification	Y/N	Considerations	Controls
Has the safest route for the trip been identified?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Are there any public events occurring along the route? Are you travelling through a high-crime area? Do you travel through isolated areas? (Is there cell service?) 	<ul style="list-style-type: none"> Map out the travel route Establish a communication procedure Avoid isolated areas when possible Complete community threat assessment
Does the driver of the vehicle have any known incidents of violence?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Has the driver been hired through a vetted company? If not, have criminal record checks been completed? 	<ul style="list-style-type: none"> If yes, consider alternative transportation or an alternative driver Request criminal record check
Has an approximate time of arrival been identified?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Consider weather and planned/unplanned construction delays The time of day (traffic, lighting) 	<ul style="list-style-type: none"> Determine the approximate time of arrival. Establish check-in contact Review emergency response procedures
In the event of behaviour dysregulation is there an option for adequate space between staff and students?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Is special apparatus needed? (buckles, harness) Have the staff been trained on operating the apparatus? Are staff trained in the emergency response procedure? Is there sufficient staff in the event of behaviour dysregulation? 	<ul style="list-style-type: none"> Consider requesting additional vehicles Request special apparatus Train employees on operating apparatus Train employees on emergency response procedure Request additional staffing Seating plan



Do members of the public have access to the transportation?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Consider the time of day (lighting, busy hours, student groups) Is there potential for weapons? Are local events occurring at the time of travel? (protests, concerts, holidays) 	<ul style="list-style-type: none"> De-escalation training Emergency response procedures Communication procedures Community threat assessment Identify emergency exits/buttons
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Parking Area

Risk Identification	Y/N	Considerations	Suggested Controls
Has the closest and safest parking spot been located?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Is the area sufficiently lit? Is it located in a high crime or isolated area? Is there a clear pathway to the desired location? 	<ul style="list-style-type: none"> Bring additional lighting (flashlight) Establish a communication procedure Buddy system Park near the entrance or designated destination Ensure Entrances/exits are easily accessible and have been cleared

Field Trip Destination

Risk Identification	Y/N	Considerations	Suggested Controls
Has the area been mapped out for potential perpetrator hiding spots (e.g. behind bushes or hedges)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Is the area visible from the road? Is the area in a public location? Is the area well-lit? 	<ul style="list-style-type: none"> Bring additional lighting Review emergency procedures Establish and review communication procedures Use a buddy system
Has the crime rate for the location been determined through the local police department?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Consider the time of day and lighting Consider the location/presence of emergency services 	<ul style="list-style-type: none"> Emergency response procedures Buddy system Communication procedures Minimal or no valuables





			<ul style="list-style-type: none"> • Contact the local police department to determine the crime rate for the area/location
Are there any physical hazards (barriers, broken steps) or weapons, and if so, is there a plan for controlling these hazards during the trip?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • Have environmental factors been considered? (ex. slippery conditions may make it difficult to respond to escalated violent behaviour.) • Are there uneven surfaces that may impede a quick exit by the worker? 	<ul style="list-style-type: none"> • Communication Procedures • Emergency response procedures • Alternate route • Ensure exits have been cleared
Are there any risk of animal or wildlife encounters such as free-roaming dogs, bears, coyotes, and if so, is there a plan for controlling these hazards during the trip?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • Have environmental factors been considered? (animal behaviour, mating season, daylight savings, climate) 	<ul style="list-style-type: none"> • Assess the terrain and accessibility of the location • Ensure clear paths • Train students and staff on animal behaviour and response to encounters • Adequate supervision
Will other student groups be on the trip or in the area at the same time? If so, do you know of any conflicts between the two groups and if there is potential for violence?	<input type="checkbox"/> Yes <input type="checkbox"/> No		<ul style="list-style-type: none"> • De-escalation training • Additional support staff • Emergency procedures • Staggered arrival and departure • Communication with other school admin





Student Dysregulation			
Risk Identification	Y/N	Considerations	Suggested Controls
Are the attending staff aware of any behaviour or safety plans the students may have?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Is there adequate staffing in case of an emergency or violent situation? Are you aware of any student triggers that could escalate a situation? (ex. difficult transitions, unexpected changes in travel plans.) Are attending staff trained in behaviour management and De-escalation? 	<ul style="list-style-type: none"> Call the venue and make sure safety needs will be met. (quiet area to de-escalate, toilet areas) Emergency exits identified Staff trained in de-escalation and behaviour management Additional staffing
Have threats of violence been made prior to the trip?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Has there been mention of potential weapons on the trip? Have other students mentioned threats of violence? 	<ul style="list-style-type: none"> Excluded from activity Student Safety Plan Emergency Response Procedures De-escalation training Additional staff
Has adequate PPE needed on the trip been identified? (Arm guards, masks, gloves, first aid.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Are staff aware of triggers that may escalate a situation? Is the PPE accessible on the trip? Are staff trained in PPE Use/Limitations etc. 	<ul style="list-style-type: none"> Student Safety Plan Visible Identification badges for staff Staff trained in de-escalation and behaviour management Staff trained in using PPE





Security and First Aid			
Risk Identification	Y/N	Considerations	Suggested Controls
Have emergency contacts been identified?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Has an emergency meeting location been identified? Is there an additional copy of the emergency contact list at the school? Who will be responsible for ensuring the list of contacts in accessible on the trip? Has the communication method been established? (Radio, cell phones.) Is there a method for communication between staff while on the trip? 	<ul style="list-style-type: none"> Obtain emergency contacts for staff and students prior to the trip Ensure staff have list of contacts with them on the trip Visible Identification cards or badges Emergency response procedures
Are there any restraining orders or safety plans that employees need to be informed of before the trip? (including domestic violence)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Consider domestic violence and employee safety plans Student safety plans 	<ul style="list-style-type: none"> Emergency response procedures Communication protocol Employees trained on safety plan
Are there first aid kits ready and available?	<input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> Who is responsible for the first aid kit Are staff trained on first aid procedures Has the first aid kit been checked for adequate supplies 	<ul style="list-style-type: none"> Ensure staff are trained on first aid procedures

