

Trips Selection Policy



Trips at Caerleon Comprehensive School

At Caerleon Comprehensive School we are very proud of our extensive trips and visits programme. Trips and visits enhance the four purposes of the curriculum to ensure our young people are creative, ethical, healthy and ambitious citizens, ready to contribute to our society.

Some trips are part of the curriculum (such as Geography field work, for example) and all students are given the opportunity to attend these trips; other trips enhance the curriculum, but are not essential (such as a theatre visit, for example). For many of our trips, there are more expressions of interest than there are places available, and we have a clear, fair selection process in these situations, which is outlined below.

Trips Selection Process: expressions of interest do not exceed number of places

- Expressions of interest go out for a trip
- If the number of expressions meet the number of places, there is no need for a selection process, though we do consider student behaviour and attitudes to learning at this stage. Please note that reasonable adjustments are made for students with ALN when considering behaviour/attitude to learning, where this is appropriate.
- The trip is entered into our trip tracker and all students who have expressed an interest are selected to go (unless there are concerns around behaviour/attitude to learning). The trip tracker allocates them a score related to their attendance at this trip.

Trips Selection Process: expressions of interest exceed number of places

- Staff access our trip tracker and input all the students who have expressed an interest in attending.
- Staff consider students' attitudes towards learning and behaviour. Please note that reasonable adjustments are made for students with ALN when considering behaviour/attitude to learning, where this is appropriate.
- The trip tracker records students' attendance on trips and it allocates students a score every time they go on a trip, with different scores allocated to different trips; for example, a ski trip would be a high score, a cinema trip not so high. This means that when the staff generate the names of students using the random generator, those who have a lower score (because they haven't attended as many trips or as many high tariff trips), will be prioritised first for selection.
- Parents/carers and students will be notified as to whether they have a place or not.
- Students who have not obtained a place will go onto a reserve list.

Trip scores

These are allocated to students automatically by the trip tracker when they attend a trip. Students with lower scores are prioritised for the next trip they apply for.

- Foreign trips involving ferry or plane travel – 5 points
- Trips in the UK involving overnight stays of 2 days or more – 4 points
- Trips in the UK involving one overnight stay – 3 points
- Daytrips on a coach/bus - 2 points
- A half day trip/event - 1 point

Student behaviour/attitude to learning in relation to trip selection

It is essential that teachers can trust and work with students chosen for the trip as there is a high level of risk involved in taking students on day trips or to another country without their parents/carers, particularly if there is an overnight stay or any kind of adventurous or independent activity involved. We cannot be in a position where we are concerned students will not follow instructions or put their own or other students' safety, or the safety of staff, at risk. It is a non-negotiable therefore that student behaviour and their attitude towards teachers, school and learning is considered before our trip tracker randomly generates names. Reasonable adjustments are made for ALN students and the school's decision is final.

How to support students who are not selected

To ensure that all students can experience trips and visits, we also run lower tariff trips that run over one night, or just the day; these tend to be in less demand than foreign, longer trips, so we tend to be able to accommodate more students who want to go on these.

We will also run a year group trips at various points in the year that everyone is invited to (as long as their behaviour is not a significant concern).

On the letter we send asking for expressions of interest, we will make it clear that parents/carers need to prepare their child that they may not be selected for the trip. This is part of life and they need to be able to deal with this disappointment in a pragmatic and sensible manner.

On the letter we will also indicate that, due to the random generation element of the trip tracker, some students may be selected to go without their close friends. This is part of the fun of the trip, making new friends and being exposed to new ideas. Parents/carers should prepare their child that they may be selected for the trip and their close friends may not be (or vice versa).

Sharing information with students about the trips selection process

The school has worked hard to ensure all students who want to attend trips are given the opportunity to do so, through the creation of the trip tracker. We discuss the trip tracker and the need for positive behaviour in school to ensure students have the privilege of attending trips on a regular basis with the students.

Our Conduct Code also makes it clear that we consider student behaviour and attitude to learning in relation to attendance on school trips.

Policies Equality Statement

At Caerleon Comprehensive School, we serve a diverse community and take account of a wide range of needs. In accordance with the Equality Act (2010), our policies and learning and teaching strategies fulfill our duty to serve people according to their needs and promote equality. In order to embed fairness in all aspects of school life, we take account of equality as we formulate, develop and update school policies and plans.

Our vision and values promote inclusivity and equality and tackle discrimination. We have high expectations for all our pupils and staff. Our equality statement is guided by core principles:

- All learners are of equal value;
- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;
- We aim to reduce and challenge barriers to equality at every opportunity.