



## MADANI SCHOOLS FEDERATION

### STATEMENT

# TRIPS AND LEARNING OUTSIDE THE CLASSROOM 2019 - 20

<b>Policy Date:</b>	3rd September 2019	<b>Version:</b> 3.1	
<b>Policy Review</b>	Ongoing with Annual renewal	<b>Ratified by Governing Body (Chair):</b>	
<b>Policy Renewal Date:</b>	July 2020	Date:	Signed:
Rameses Maghrabi	DSL	Date:	Signed:
Riyaz Laher	Headteacher	Date:	Signed:
Hussein Suleman,	Lead Governor	Date:	Signed:

## Madani Schools Federation STATEMENT

### TRIPS AND LEARNING OUTSIDE THE CLASSROOM 2019 – 20

#### Introduction:

This statement is in regards to school trips and learning outside of the classroom at Madani schools.

At Madani schools federation: 'we believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances'. Improving young people's understanding, skills, values and personal development can significantly enhance learning and achievement. Learning outside the classroom is not an end in itself, rather, we see it at Madani schools as a vehicle to develop the capability to learn.

We share the Governments manifesto regarding the importance of trips and learning outside the classroom. This is a crucial document referenced and endorsed by 'Ofsted' and the 'Council for Learning Outside the Classroom' in their publications regarding this topic:

- CLOtC 2017 Learning Outside the Classroom manifesto
- OfSTED 2008 Learning outside the classroom
- DfE 2018 Guidance on Health and safety on educational visits

#### Benefits of school trips and learning outside the classroom

There is a wealth of evidence which clearly demonstrates the benefits for young people's learning and personal development outside of the classroom.

Learning outside the classroom:

- Tackles social mobility, giving children new and exciting experiences that inspire them to reach their true potential. These real world experiences raise aspirations, equipping young people with the skills they need to become active and responsible citizens and shape a fit and motivated workforce.
- Addresses educational inequality, re-motivating children who do not thrive in the traditional classroom environment, such as those from disadvantaged backgrounds or with special educational needs. Young people who experience learning outside the classroom as a regular part of their school life benefit from increased self-esteem, and become more engaged in their education both inside and outside the classroom.
- Supports improved standards back inside the classroom, raising attainment, reducing truancy and improving discipline. Learning outside the classroom is known to contribute significantly to raising standards and improving pupils' personal, social & emotional development.

#### Madani school trips and learning outside the classroom

In response to feedback from our students, parents, other stakeholders and recent Ofsted inspections, we have endeavored to broaden the opportunities provided to our pupils to

experience learning beyond the classroom and school environment. In saying this, whilst we aim to continue to undertake the commitment, it is dependant entirely upon your support and in respect of your parental preference.

We will continue to provide a vast range of learning experiences incorporating salaah and other provision mindful of our ethos; as parents/carers ultimately it is your prerogative to provide consent based on your own suitability and circumstances.

### **Risk assessment and behaviour expectations:**

Madani Schools federation are duty bound to risk assess every learning opportunity based on the method of travel, location, health & safety, medical conditions and activities. During this process we also ascertain the suitability of students attending both for their own safety, the safety of others attending the trip and individuals at the venue.

If students deviate seriously from the expectations of Madani schools as outlined in the Attitude to Learning policy or should there be any concerns regarding your son/daughter's attendance, persistent misbehaviour, (including not following instructions) attitude to learning or outstanding course/homework; **'we reserve the right to withdraw a student's place or consider if it is appropriate for them to attend the trip or activity'**.

We speak to our students regularly about our expectations, as representatives of their school and our shared ethos. Should any student fall below these, they will remain in school during the day rather than attending the trip. A category of risk as below will be used to ascertain a student at risk of not attending:

#### **Serious incident**

Students defined as having had a serious incident of higher category behaviour deeming them unsuitable to attend any forthcoming trips.

#### **High Risk**

Students defined as having serious or persistent trends of behaviour deeming them at risk to attend any forthcoming trips.

#### *Medium risk*

Students defined as currently having concerning trends of persistent behaviour deeming them a potential risk to attend forthcoming trips or behaviour particularly in categories not conducive to attending school trips. These include bringing in banned items, not following instructions and bringing the school into disrepute. Other Indicators of medium risk can include prior exclusions / incidents, number of negative points / net points, repeated use of report card, repeated detentions, poor attendance and poor punctuality including to lessons. Medium risk students will be set clear targets and expectations for future notice and to ensure their categorisation does not escalate to high risk.

Students and parent/carers will be informed in advance should they / their child meet the 'Serious' / 'High Risk' incident threshold.

In such cases, parents/carers will be informed as appropriate and should a student be removed from a trip, monies will either be returned to parents/carers **or subject to the terms outlined in the specific trip letter.**