



Raysfield Schools

Charging and Remissions

Rationale

At Raysfield Schools we believe that all our pupils should have an equal opportunity to benefit from school activities and visits (curriculum and extra-curricular) independent of their parents financial means.

At Raysfield Schools this charging and remissions policy describes how we will do our best to ensure a good range of visits and activities is offered and, at the same time, try to minimise the financial barriers which may prevent some pupils taking full advantage of the opportunities.

Implementation of Policy

The policy adopted by Raysfield Schools identifies activities for which:

- Voluntary contributions may be requested
- Charges will be made
- Charges will not be made
- Charges may be waived

Voluntary Contributions

- At **Raysfield Schools** separate from the matter of charging the school may seek voluntary contributions in order to offer a wide variety of experiences to pupils.
- All requests for voluntary contributions will emphasise their voluntary nature and the fact that pupils of parents who do not make such contributions will be treated no differently from those who have.

The Law states:

If the activity cannot be funded without voluntary contributions the Governing Body or Headteacher will make this clear to parents from the outset. No child will be excluded from an activity because his or her parents are unable or unwilling to pay. If insufficient contributions are received, the trip or activity may have to be cancelled. If a parent is unwilling or unable to pay their child will still be given an equal chance to go on the visit.

At Raysfield Schools charges will not be made for:

1. Education provided during school hours (including the supply of any materials, books, instruments or other equipment).
2. Education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of the school's basic curriculum for religious education
3. Tuition for pupils learning to play musical instrument (or singing) if the tuition is required as part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education
4. Education provided on any trip that takes place during school hours
5. Education provided on any trip that takes place outside schools hours:
 - if it is part of the National Curriculum, or
 - part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or
 - part of the school's basic curriculum for religious education
6. Supply teachers to cover for those teachers who are absent from school accompanying pupils on a residential trip
7. Transport provided in connection with an educational visit

Remissions

At **Raysfield Schools** the governing body agrees that there should be no financial barriers for pupils to engage in some activities and visits.

If a parent states that his/her child cannot go on a school visit or engage in an activity due to lack of funds the school will give financial support if one or more the following criteria is met:

- family on Income Support
- single-parent family
- on free school meal register
- recommendation from head of year.

Additional considerations

The governing body recognises its responsibility to ensure that the offer of activities and educational visits does not place an unnecessary burden on family finances. To this end we will try to adhere to the following guidelines:

- We have established a system for parents to pay in instalments
- When an opportunity for a trip arises at short notice it will be possible to arrange to pay by instalments beyond the date of the trip

- We acknowledge that offering opportunities on a 'first pay, first served' basis discriminated against pupils from families on lower incomes and we will avoid that method of selection.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

We take opportunities to maximize positive impacts for sexuality, disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, girls, boys, men and women.

Ratified

December 2016
Review November 2019