



THE SHROPSHIRE GATEWAY EDUCATIONAL TRUST CHARGING POLICY

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Approved By	SGET Board
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1.0 Introduction

We believe in the highest quality of provision for our pupils and we always aim to allocate resources to ensure that good value for money is achieved.

The aim of this policy is to set out clearly and concisely what charges and/or voluntary contributions will be requested for activities provided by the trust and also where and in what circumstances these charges can be avoided or reduced.

2.0 Basic Principles

No charges will be made for resources that are required for the general delivery of the National Curriculum. This includes the provision of items such as text books, exercise books and equipment.

3.0 Optional Extras

Academies within the trust will charge for a range of optional extras, this will include:

- Activities provided outside school time that are not an essential part of the National Curriculum or religious education.
- Examination entry fees where the pupil has not been prepared for the examination by the school.
- Board and lodgings for pupils on residential visits that are an essential part of the National Curriculum (*parents in receipt of benefits may be exempt from these charges and should contact the school for further details*)

4.0 Cooking Ingredients and other Materials

Where parents would like their child to bring home a finished product we will make a charge for the cost of the materials or ingredients used.

5.0 Music Lessons

Music lessons will be chargeable unless the teaching is an essential part of the national curriculum, is provided under the first access to the key stage 2 instrumental and vocal tuition programme or where the pupil is looked after by a local authority.

6.0 Voluntary Contributions

Where it is not possible for certain activities to take place within the usual school resources, we will ask that parents make a contribution towards the cost of that activity. Pupils will not be treated differently according to whether or not their parents have made any contribution in response to this request; however, where there are not enough voluntary contributions to make the activity possible, it will not take place.

The trust is keen to encourage teachers to provide activities which will motivate and widen the interests of our pupils and therefore it urges parents to support these activities through voluntary contributions. While these activities are often not essential for a child's education, it is felt that the additional stimulus to learning which they provide is of very great value.

7.0 Residential and non-residential visits directly related to the National Curriculum.

Where an activity takes place that is part of the National Curriculum it is not possible for academies within the trust to charge for these activities; although, we are able to ask for voluntary contributions (see section 6.0). If such trips are residential however we will charge for board and lodgings. *(Parents in receipt of benefits may be exempt from these charges and should contact the school for further details)*

8.0 Damage/Loss to Property

In the unlikely event that a student damages or loses school property (or property belonging to a third party where the cost has been charged to the school), the school may make a charge to the student's parents for replacement or repair.

9.0 Overseas and Reward Trips

Visits and trips taking place largely outside school hours, not directly related to the National Curriculum or where charges are raised by a third party (e.g. those made by travel companies for overseas trips etc.) are all activities that the school considers to be optional. Charges to parents will not exceed the actual cost of running the trip; however, they will often include a small amount for contingency costs. It is possible that overheads may be included within final cost such as equipment or resources to support activities on that trip, insurance costs or to pay for supply staff where necessary. The trust is committed to make these activities as accessible as possible and therefore these costs will always be kept to a minimum.

Participation in these activities will be on the basis of parental choice and a willingness to meet the charges.

10.0 Principles

Where charges for activities are made they will not exceed the actual cost of running the activity. Any charges will **not** subsidise the cost of pupils whose parents refuse or unable to pay.

11.0 Implementation & Communication Plan

The Trust's Charging Policy shall be monitored through the Heads' Board and Implemented by the Trust Business Manager and Finance Team

12.0 Further sources of information/references

Department for Education, Charging for School Activities Charges for Music Tuition (England) Regulations	Oct 2014 2007
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13.0 Implementation Plan

Is training required to implement this policy?

Yes No

If Yes, how will this be delivered and by whom?

To which groups of staff does this policy need to be issued?

*Any staff who may wish to raise a charge to parents.
Trustees.*

How will the policy be issued and by whom?

*Via email from Head teachers
Via Chairs of LGB*

Date adopted by Local Governing Body:

Signed:

Appendix i – Clee Hill Community Academy

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Appendix ii – Cleobury Mortimer Primary

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Appendix iii – Lacon Childe School

Basic Principles

Parents are encouraged to provide their children with basic stationery such as pencils, pens etc. The trust can often get good price reductions of a range of stationery items and literature such as revision guides etc. The school is happy to sell these onto pupils if they wish to buy and own them.

Transport

Lacon Childe provides a chargeable mini bus service for pupils who do not qualify for free school transport from their respective Local Authority.

Text Books & Annotation

In some subjects (e.g English, it may be that your child will need to annotate and make notes in a copy of a studied text. They will need to have their own copy of the text in question if they wish to do this. Further details can be obtained from your child's English teacher

Appendix iv – Stottesdon C of E Primary

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Equality impact assessment screening form

Appendix v

Section one: screening for impact	
Name of policy	SGET Charging Policy
Project lead completing assessment:	Matt Hayes
Position:	Business Manager
1. What is the main purpose of the strategy/project/policy?	
Describes the SGET approach to charging for activities and any remissions relating to those charges.	
2. Who will be the main stakeholders/users of the policy? Please consider the impact of the policy on the different groups of stakeholder /users.	
Parents/Carers & Pupils, Teachers, Board of Directors, Heads' Board, Business Manager,	
3. Please enter in your start and proposed end dates of the assessment.	
4. Have you already consulted with people about this work? If yes, briefly describe what you did and with whom. Is there any external or additional research that you can use to support the development of this policy?	
Policy is based on DfE guidelines.	

5. Use the table to show:

- Where you think that the policy could have a negative impact on any of the equality strands, that is, it could disadvantage them – if no impact please note the evidence for this.
- Where you think that the strategy/project/policy could have a positive impact on any of the groups or contribute to promoting equality, equal opportunities or improving relationships within equality characteristics.

	Positive impact	Negative impact	No impact	Reason and evidence (provide details of specific groups affected even for no impact)
Age			✓	Policy is concerned with charging for activities. This is underpinned by a principle that all pupils will be treated the same for any essential activities.
Disability			✓	Policy is concerned with charging for activities. This is underpinned by a principle that all pupils will be treated the same for any essential activities.
Gender			✓	Policy is concerned with charging for activities. This is underpinned by a principle that all pupils will be treated the same for any essential activities.
Gender identity			✓	Policy is concerned with charging for activities. This is underpinned by a principle that all pupils will be treated the same for any essential activities.
Sexual orientation			✓	Policy is concerned with charging for activities. This is underpinned by a principle that all pupils will be treated the same for any essential activities.
Race			✓	Policy is concerned with charging for activities. This is underpinned by a principle that all pupils will be treated the same for any essential activities.
Religion or belief			✓	Policy is concerned with charging for activities. This is underpinned by a principle that all pupils will be treated the same for any essential activities.

6. If you have indicated there is a negative impact on any group, is that impact:		
Legal? (not discriminatory under anti-discriminatory legislation)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Intended?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Level of impact?	High <input type="checkbox"/>	Low <input type="checkbox"/>

If the negative impact is possibly discriminatory and not intended and/or of high impact you must complete a full equality impact assessment. If not, complete the rest of section one below.

7. Could you minimise or remove any negative impact that is of low significance? Could you add any additional action to have a positive impact rather than no impact?

Can be available in large print if required.

8. If there is no evidence that the strategy, project or policy promotes equality, equal opportunities or improved relations – could it be adapted so that it does? If so, explain how.

The policy is explicit that it will not treat any child differently if they are unable to meet the costs of the activity that is subject to a fee.

The policy allows academies to charge for activities that are purely optional and are not an essential part of the curriculum. Making a hardship fund available could allow more pupils to access more of these optional extras.

9. Please list the outcome following this equality impact assessment (this could be no changes, some changes, further work needed around particular groups or cease development of the policy).

Can be available in large print if required.

Signed: 	Date: 26.01.2016
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