



# Charging and Remissions Policy

<b>Staff reviewer:</b>	<b>Scrutinised by link Governor:</b>	<b>Date signed off at Committee:</b>	<b>Date approved at Board:</b>	<b>Next review date:</b>
<i>Nicola Mitchell</i>	<i>Nathan Harvey</i>	<i>08/06/2021</i>	<i>NA</i>	<i>May 2023</i>

## 1 Purpose

The purpose of this policy is to ensure that there is clarity over those items which Exeter Mathematics School will provide free of charge and for those items where there may be a charge.

## 2 Definitions

School day - defined as 9:00 am to 4:30 pm

Core school curriculum – defined as educational activities which include A-level, Inspire, EMC, Curriculum X and weekly tutorials. The core school curriculum does not include induction weeks, transition weeks, or trips & residential.

## 3 Policy

### 3.1 Core curriculum activities

During the school day all the activities that are necessary as part of the core school curriculum will be provided free of charge. There will be no charge for any activity that is an essential part of the syllabus for an approved examination unless a student fails - without good reason. Examples of special considerations are issued by the Joint Council for Qualifications - to complete the requirements of any public examination where the school originally agreed to pay the entrance fee.

### 3.2 Enrichment activities

Voluntary contributions may be sought for enrichment activities that take place during the school day. In all these circumstances, students will not be prevented from participating because their parents cannot or will not contribute. If insufficient funds are available to support students, it may be necessary to curtail or cancel activities.

### 3.3 Extra activities

We may charge for optional, extra activities provided outside of the school day or partly within the school day, for example a residential visit. Such activities are not part of the core curriculum. Where we wish to charge we will tell parents in advance. The school recognises that residential visits are an invaluable experience for all students and in order to make such trips available, the cost of these optional visits must be paid for by parents/carers.

From time to time we may invite a non-school based organisation to arrange an activity during the school day. If such organisations charge parents for this activity, the parents may, if they wish, ask the Headteacher to agree to their child being absent for that period.

### 3.4 Subsidies and Bursaries

When charges are made for any activity, whether during or outside the school day, they will be based upon the actual costs incurred, considering any subsidies, divided by the total number of pupils participating. The principles of best value will be applied when planning activities that incur costs to the school and charges to parents.

Where specific funding has been received to support specific activities, we will subsidise the charge to the extent permitted by the funding.

Parents will be expected to pay for the accommodation provided by the school for students in residence from Monday to Thursday. Where funding is available, bursaries will be provided to reduce these costs.

Where students choose to apply for a travel pass, parents are expected to pay a maximum of £705 (academic year 2020/21) for the student's transportation pass. For students who commute to school daily, this is a 5-day week pass and for students in Monday to Thursday accommodation it is for travel to and from home on Monday and Friday only. Where funding is available, bursaries will be provided to reduce these costs.

Any excess cost of the transportation pass above the £705 plus any bursary will be subsidised by the school.

#### **4 Implementation**

It is the School Business Manager's responsibility to ensure that staff are familiar with and adhere to this policy.

#### **5 Associated Documentation**

Boarding Bursary Policy

#### **6 Monitoring, Review and Evaluation**

The policy will be reviewed annually by the School Business Manager and Governing body.

## 7 Equality analysis

The following equality analysis section should be completed by the policy holder as part of every policy review and carries the same date as the main policy. EAs are particularly helpful in revealing any unintended, indirect discrimination.

Under the Equality Act (2010) we have a duty to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We need to consider each protected characteristic individually and in combination. The interaction of different layers of characteristics is called intersectionality. This recognises that the barriers for each group are not homogenous, and instead are a combination of layers of identity interacting. For further detail or to support the completion of the following, please see our equality and diversity policy.

<p><b>1. Evidence considered</b> <i>What data or other information have you used to evaluate if this proposal is likely to have a positive or an adverse impact upon protected groups when implemented? Where were information gaps, and what steps can you take to remedy these gaps? Can the RM intelligence Dashboard (student counts) provide any insight into which protected characteristics are likely to be affected by the changes?</i></p> <p><b>Boarding Bursary Policy, 16-19 Bursary Fund, Free Meals in Further Education, EMS Funding Agreement</b></p>
<p><b>2. Consultation.</b> <i>How have you consulted staff and student communities and representatives including those from protected groups? What were their views? Who else has been consulted in this proposal?</i></p> <p><b>Consultation with Senior Leadership Team and Link Governor</b></p>
<p><b>3. Promoting equality.</b> <i>Does this policy have a positive impact on equality? What evidence is there to support this? Could it do more?</i></p> <p>Yes</p>
<p><b>4. Identifying the impact of policies</b></p> <p>Identify any issues in the document which could have an adverse impact on any people who are protected by the Equality Act 2010. The protected characteristics are:</p> <ol style="list-style-type: none"> <li>1. Age</li> <li>2. Disability</li> <li>3. Gender reassignment</li> <li>4. Marriage and civil partnership</li> <li>5. Pregnancy and maternity</li> <li>6. Race</li> <li>7. Religion or beliefs</li> <li>8. Sex</li> <li>9. Sexual orientation</li> </ol> <p>None</p>

Issue Assessed <i>E.g. policy section or practice.</i>	Protected Group	Impact and Evidence <i>What are the possible impacts on people from the protected groups above, and explain how you have made that assessment. Are these impacts positive or negative?</i>	Justification <i>Can the issue be justified for academic or business reasons? Please explain.</i>	Proposed Action/Timeline <i>If this has a negative impact, what will you do to reduce, minimise or eliminate negative impact? If this has a positive impact, how will you promote, develop or utilise this opportunity?</i>	Person responsible for action(s)
<p><b>5. Monitoring</b> <i>How will you monitor the actual impact that your proposal has had following its implementation? When will you do this?</i></p> <p><b>Note any families who withdraw from activities due to financial hardship and offer support</b></p>					
<p><b>6. Summary</b> <i>Summarise the outcome of this Equality Assessment, and state any actions you will be taking as a result.</i></p> <p><b>This policy is equitable</b></p>					