



Charging and Remissions Policy

Staff reviewer:	Scrutinised by link Governor:	Date signed off at Committee:	Date approved at Board:	Next review date:
Henry Cummins	John Dowell	17/06/2025	NA	June 2027

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

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

3 Charging Policy

3.1 Charges - In line with DFE guidance, School cannot charge for

- an admission application
- education provided during school hours (including the supply of any materials, books, instruments or other equipment);
- 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 religious education;
- instrumental or vocal tuition, for pupils learning individually or in groups, unless the tuition is provided at the request of the pupil's parent;
- entry for a prescribed public examination, if the pupil has been prepared for it at the school;
- examination re-sit(s) if the pupil is being prepared for the re-sit(s) at the school
- education provided on any visit that takes place 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 religious education

3.2 Other charges - in line with DFE guidance, school can charge for

- any materials, books, instruments, or equipment, where the child's parent wishes him/her to own them. Note that subject to bursary criteria detailed in the 16-19 bursary policy, school may make a full or partial contribution to some of these costs.
- Optional extras – currently all educational provision provided by school as detailed in 2 above is included as part of the curriculum. However, school will charge for induction week, residential week and induction activities although in respect of induction week activities, school will support students with these costs where they are eligible for funding from the 16-19 bursary.
- Residential activities – where more than 50% of the activity falls outside school hours, school reserves the right to charge for costs incurred.
- 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.
- Boarding – costs of food and accommodation provided. Note that the DFE provides funds to school to help parents with the costs of boarding for those parents whose income levels fall within the thresholds as detailed when application is made for a boarding place.

Any charges levied by school will be made at cost

4 Remissions Policy

This section of the policy provides details where Governors have agreed that charges may be waived or a reduced contribution accepted

4.1 Residential Trips/Enrichment Activities – as detailed in 3.2 above and where school is entitled to make a charge, school, at the discretion of the Headteacher may waive charges or accept a contribution. Where contributions are accepted, this will not prevent any other student from participating because a contribution has not been made on their behalf.

4.2 School operates a travel pass scheme in conjunction with Devon County Council. The travel pass charge is set equally for all pupils and is currently set at £884 for the 2025/26 academic year. School will subsidise any cost should DCC charge an amount more than the annual travel pass rate. School will, subject to funds, endeavour to support students with these costs where they are eligible for funding from the 16-19 bursary.

5 Implementation

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

6 Associated Documentation

- Boarding Bursary Policy
- 16 – 19 Bursary Policy
- DFE Charging for school activities

7 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.

- 1. Evidence considered** *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?*

DFE - Charging for school activities Departmental advice for governing bodies, school leaders, school staff and local authorities; **Boarding Bursary Policy, 16-19 Bursary Fund, Free Meals in Further Education, EMS Funding Agreement**

- 2. Consultation.** *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?*

This policy accords with DFE advice and follows existing practice within school. Guidance is relevant and applicable equally to all students.

- 3. Promoting equality.** *Does this policy have a positive impact on equality? What evidence is there to support this? Could it do more?*

Yes

4. Identifying the impact of policies

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:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or beliefs
8. Sex

9. Sexual orientation
None

Issue Assessed <i>E.g. policy 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>5. Monitoring <i>How will you monitor the actual impact that your proposal has had following its implementation? When will you do this?</i></p> <p>Note any families who withdraw from activities due to financial hardship and offer support</p>					
<p>6. Summary <i>Summarise the outcome of this Equality Assessment, and state any actions you will be taking as a result.</i></p> <p>This policy is equitable</p>					