



DARWEN ALDRIDGE
SUDELL ACADEMY

Charging and Remissions Policy

23/24

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1. Introduction

All education during school hours is free. We do not charge for any activity undertaken as part of the statutory curriculum. The school day is defined as 8.55am to 3.15pm.

2. Voluntary contributions

When organising educational visits or visits which enrich the curriculum and educational experience of the children, the school invites parents to contribute to the cost of the trip. All contributions are voluntary. If we do not receive sufficient voluntary contributions, we may cancel a trip. If a trip goes ahead, it will include children whose parents have not paid any contribution. We do not treat these children differently from any others. If a parent wishes their child to take part in an educational visit or event, but is unwilling or unable to make a voluntary contribution, we do allow the child to participate fully in the trip or activity. Sometimes the school pays additional costs in order to support the visit. Parents have a right to know how each trip is funded. The school provides this information on request.

The following is a list of additional activities organised by the school which require voluntary contributions from parents. These activities are known as 'optional extras'. This list is not exhaustive:

- visits to museums
- sporting activities which require transport expenses
- outdoor adventure activities
- visits to the theatre/cinema
- external companies visiting school to carry out performances, workshops, etc
- musical events

3. Residential visits

If there are any residential visits we will make a charge to cover the costs of board and lodging and specialist coaching. This charge is not voluntary. We may ask for voluntary contributions to cover the cost of travel and expert tuition. We do not refund monies already paid to the company running the visits unless it is refunded to us (see specific cancellation policies, if applicable).

4. Swimming

The school organises swimming lessons for some children in Key Stage 2. These take place in school time and are part of the school's curriculum. We make no charge for this activity. We inform parents when these lessons are to take place and we ask parents for their written permission for their child to take part in swimming lessons.

5. Performances/Events

Sometimes tickets are issued for performances or events. This is to ensure there are enough seats for those attending to meet our Health & Safety obligations. Tickets will be a nominal amount, usually £1 or £2 each. Sometimes we may hold a raffle or other fundraising activity at these events to raise money for resources purchased e.g. costumes or music licences. There is no obligation for anyone to purchase tickets or donate to any fundraising activity.

6. Remissions

Should an activity make a profit of more than £1 per child e.g. because of a refund or because more people signed up than expected, it will be refunded to parents. If an activity makes a profit of less than £1 per child, the additional amount will be paid into the school enrichment cost centre.

Please note:

If a parent is unable to pay for an activity they wish their child to take part in or requires a refund for any payment made to school, they should write to The Principal with full details. The final decision lies with The Principal.

I. Vulnerable Children

There is no commonly used definition of childhood vulnerability. A child can be vulnerable to risks and poor outcomes because of individual characteristics; the impact of action or inaction by other people; and their physical and social environment. Additional factors include:

- the child's physical, emotional, health and educational needs
 - any harm the child has experienced or may be at risk of experiencing – these can include a specific set of childhood experiences known as 'adverse childhood experiences'
 - the capability of the child's carers and wider family environment to meet the child's needs, or indeed to cause harm – these might include homelessness or poor housing conditions, the presence of adults in the home with mental health problems, alcohol and drug dependence, or contact with the criminal justice system, domestic abuse and poverty
 - the absence of supportive relationships in a child's life
 - the wider community and social conditions beyond the family including crime, the built environment, community cohesion and resilience
- This list is not exhaustive, and children can experience one or several of these factors with different levels of consequences over the course of their lives including into adulthood. For the purposes of this report, 'vulnerable children' are defined as any children at greater risk of experiencing physical or emotional harm and/or experiencing poor outcomes because of one or more factors in their lives. Some vulnerable children may also have adverse childhood experiences. These are a specific set of childhood experiences associated with negative outcomes in later life. Like other factors which make children more vulnerable, they do not inevitably lead to poorer outcomes, but their presence increases the risk of this happening.

At Sudell, we see children as unique with individual strengths and needs. We understand that children may require varying levels of support throughout their time at school which they receive through Wave 1 provision (Quality First Teaching); some children may require extra support with behaviour.

The school acknowledges that a small minority of children may for whatever reason lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. For these children neither the usual rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

In these exceptional circumstances the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed in order to establish possible causes and form a partnership of support.

Partnerships with other agencies such as SALT, educational psychologists, and Mental Health Services will be used to help identify the underlying causes and strategise how to identify the root causes and meet the needs of these children.

2. Roles and Responsibilities

Section 6.1: The role of The Principal and SLT

It is the responsibility of The Principal, under the School Standards and Framework Act 1998, to ensure the implementation of the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of The Principal to ensure the health, safety and welfare of all children in the school.

The SLT set the standards of behaviour, and support staff in their implementation of the policy. The Principal has responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour (see exclusion policy)

Section 6.2: The role of staff

All staff have a responsibility to reinforce school expectations and procedures (see routines and procedures document) in and around school. They have a duty to form strong relationships with children and understand behaviour management strategies need to be adapted to the child.

We expect staff to model desired behaviours and demonstrate safe (including emotionally safe), kind, respectful (always including the use of children's names) and hard-working behaviour. Adults are responsible for responding, in line with the school policy, to behaviour issues. They are also responsible for praising (positive narration) and rewarding good behaviour (house points, good to be gold) The class teacher, alongside SENCO, liaises with external agencies, as necessary, to support and guide the progress of each child. Staff also need to recognise that effective conditions for learning (planning, pitch, pace, participation, etc.) will impact positively on general classroom behaviour.

The class teacher reports to parents about the progress of each child, in line with the whole-school policy. The class teacher may also contact a parent on a need-to-know basis if there are concerns about the behaviour of a child.

All adults have a responsibility to record incidents on CPOMS in line with the school's CPOMS user guide. When using CPOMS to log incidents staff should:

- Report any incident factually without emotion
- Report any incident in a prompt and timely fashion

6.3 The role of our Children

Children will be made aware of the following during their time at Sudell

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Children will be supported to meet the behaviour standards and will be provided with repeated support sessions wherever appropriate. Children will be supported to develop an understanding of the school's behaviour policy and wider culture. Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for children who are mid-year arrivals.

6.4 The role of Parents/Carers and Families

We expect parents to support the school and work in partnership to resolve behaviour difficulties. The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's behaviour.

If the school has to use reasonable sanctions to discipline a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Key Stage Leader/Assistant Principal's. If the issue remains to be resolved, it will then be referred to The Principal.

6.5 The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and alongside the school, review their effectiveness. The Principal has the day-to-day responsibility to implement the school's policy on behaviour and discipline, but governors may give advice to the Principal about particular disciplinary issues. This will be supported by the lead staff members for behaviour, where appropriate.

3. Absconding

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The Principal should be informed immediately and lessons returned to normal as quickly as possible. In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the Principal or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation. If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable, the police should be informed directly.

Upon returning to school, it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

If the child does not remain in visual contact with a member of staff, the Principal may direct a Sudell member of SLT to follow the child/look for the children in the local area. At all times the staff members must maintain contact and regularly update the Principal/office team. This staff member must always have their mobile phone with them. The following must take place:

- The school office team will call the child's parent or carer.
- The local PCSO/101 should be called. If no contact can be made through these numbers 999 must be used.

4. Risk Assessment

A risk assessment may be undertaken in relation to curriculum activities, visits and events. If, due to the likelihood of dangerous behaviour, risks cannot be minimised to an acceptable level, the school reserves the right provide alternative, safer work or activities for the child.

Where there are specific behaviour concerns for a child, group of children or a class an 'Event Specific Risk Assessment' must be created, stored on the school's Sharepoint system and uploaded to 'Evolve'. This will be reviewed fully and approved by the Educational Visit Coordinator and then being finally sanctioned by the Principal. This will be shared with all staff taking part in the educational visit.

5. SEND

9.1 Recognising the impact of SEND on behaviour.

The school recognises that Children's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

9.2 Adapting Consequences for children with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

6. Transition

10.1 New Incoming Children

The school will support incoming children to meet behaviour standards by discussing the school's systems with them to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing Outgoing Children for Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to behaviour issues may be transferred to relevant staff at the start of the term or year.

7. Monitoring and Review

The Principal, Lead teacher for behaviour and SENDCo will monitor the effectiveness of this policy.

It is the responsibility of the governing body to monitor the number of exclusions, and to ensure that the school policy is administered fairly and consistently.

This policy will be formally reviewed annually. It may be reviewed earlier than this if the government introduces new regulations, or if the school or governing body receives agrees that this policy should be improved.

8. Links to Other Policies

The following are other school policies with links to our behaviour policy:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti Bullying policy

9. Rights Respecting Schools

Sudell is a 'Right Respecting School' and actively seeks to promote and discuss the UN Rights of the child with both children and staff. Each September all classes develop a class charter based on the UN Rights of the child and the right are also referred to in each whole school assembly.

More information about the UN Rights of the child can be found here: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

10. Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please refer to the Anti-Bullying Policy for more information regarding how bullying is dealt with in school. Any incidents are recorded on CPOMS, and parents are informed.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period (Several Times on Purpose)

Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobia• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

More information about the school's approach to bullying can be found in the school's anti-bullying policy.