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**CHARGING POLICY FOR  
THE DELIVERY OF EXTENDED SERVICES FOR CHILDREN AND YOUNG PEOPLE.**

Working together to improve the lives of  
children and young people



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## Hackney Children and Young People's Services

### **Background/Introduction.**

*“Extended schools cannot develop in isolation: schools need to work in partnership with their local authorities, with other schools (for example through their local School Sport Partnerships), the private and voluntary sectors and other children’s services to develop new activities and support services which can complement, not duplicate, existing provision. Many third-party providers are very experienced in delivering activities and childcare and are well placed to work quickly through technical issues, such as business planning and costing services appropriately. Joining up with other providers can also reduce the administrative burden and the costs of establishing and maintaining services and can avoid unnecessary duplication of provision and undesirable competition, which could jeopardise the sustainability of either school-based or third-party services. Successful extended schools have found that early, thorough consultation with local authorities, families and communities has been crucial in developing successful activities and support services. It helps to identify local demand and unmet needs, and to communicate the range and timing of the opportunities schools plan to offer.”*

### ***Planning and Funding extended schools: a guide for schools, local authorities and their partner organisations***

For many years schools provided a range of out-of-school activities either directly or indirectly. These include educational activities for the benefit of their own pupils, “non-educational” activities such as the provision of childcare for school staff or recreational activities for school pupils, and community programmes organised for the benefit of the wider community, often run with or by external groups (e.g. pre-school childcare, sport, performing arts, adult education). Many schools also make their premises and equipment available for hire, and some have well-established joint use agreements covering access to swimming pools and sports facilities.

National regulations are already in place nationally which cover charging by schools for educational and extra-curricular (non-educational) activities. Governing bodies are expected to have in place policies which set out the basis on which they charge for these activities and which detail any remission arrangements for individual pupils. In addition many schools have agreed charges for letting of school premises and hire of equipment, backed up by lettings policies which detail terms and conditions under which such lettings are made.

Under the heading of extended services for children, the range of activities available at or through schools or other hubs will be further extended to include access to parenting support, referral to specialist support services as well as increased community access. As the “core offer” of extended services becomes a reality for

**all schools**, the volume and range of services delivered by or through schools (including by the voluntary and community sectors) will become more complex. The issue of charging therefore becomes an increasingly important strategic issue that, in order to be completely effective, consistent and coherent will need to be addressed across clusters of schools

Out of school activities are currently offered at widely varying charges. Some activities are charged at levels well below cost and others at no charge so they are, in effect, subsidised. From a parent's perspective, there is no consistency in the amounts charged for providing access to a range of services that are relevant to and based on the needs of local communities.

In Hackney we will develop extended services that are:

1. Located in the area where the child and his/her family lives
2. Appropriate to the individual and identified needs of the child/young person/family
3. Integrated with other services required and form the basis of an **entitlement offer** that is based on the Core Offer of extended services.

In order to move forward with the provision and delivery of locally-based services that are matched to needs and that can be accessed by all, it is important that schools, providers and services review their current charging, remissions and lettings policies to ensure they are fit for purpose and reliable i.e.:

- Will they offer a secure foundation for the development of **sustainable** extended services?
- Have we identified the **full costs** of delivery (including direct and hidden costs)
- Have we included the costs of delivering a **quality** service (including quality assurance, staffing, safeguarding etc)

### **Charging Principles**

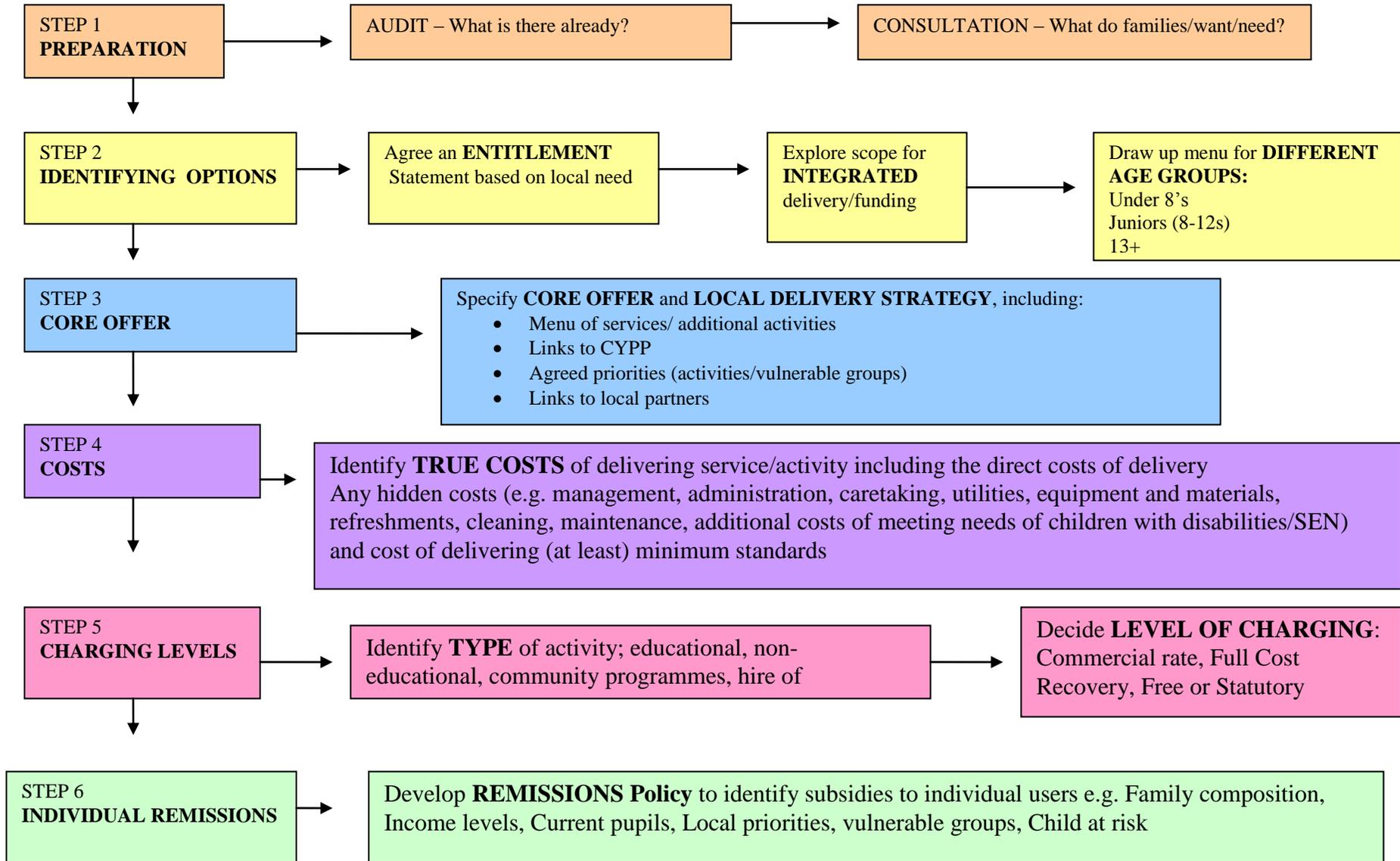
- Pupils **cannot** be charged for education outside school hours if it is part of the National Curriculum, part of a syllabus for a prescribed public examination, or part of RE.
- Schools are encouraged to provide study support free to pupils. Pupils **can** be charged for any other education or non-education services outside school hours. Any additional charges for the provision of materials, books, instruments, or other equipment provided **can only** be charged for by agreement with the pupil's parents.
- Other children, their parents, adults, families, clubs and businesses **can** be charged for participation in community activities or services arranged by the school – subject to governors drawing up a general policy on charging.
- Prime focus of school activities should be on direct benefits for school pupils, families and staff and the local community - some activities /services may be able to generate additional revenue.
- All arrangements for charging should be clear and transparent

- Schools **cannot** spend their budget share on community activities and services – community use of school facilities need to be self-financing
- Services need to be developed in such a way as to ensure they are affordable and sustainable

### **Entitlement Offer**

The entitlement offer needs to be in place in each of the six Children’s Services Clusters so that all children, young people and families have appropriate locally-based range of services available. The menu of Core Offer services should be appropriately age-related and relevant to the different needs of our diverse communities. When planning the range of services to be considered it will be important to consult with local communities and establish what is already available and identify gaps in provision. If this is undertaken in each of the six Clusters then future planning will be more likely to be effective. ***\*See Below***

## BUILDING THE OFFER – THE PROCESS



## THE LAW ON CHARGING

Where schools offer extended activities through third-party providers from the voluntary and private sectors, whether on the school site or elsewhere, those providers are not subject to any of the following legal constraints. However, schools providing activities direct must comply with the law, as follows:

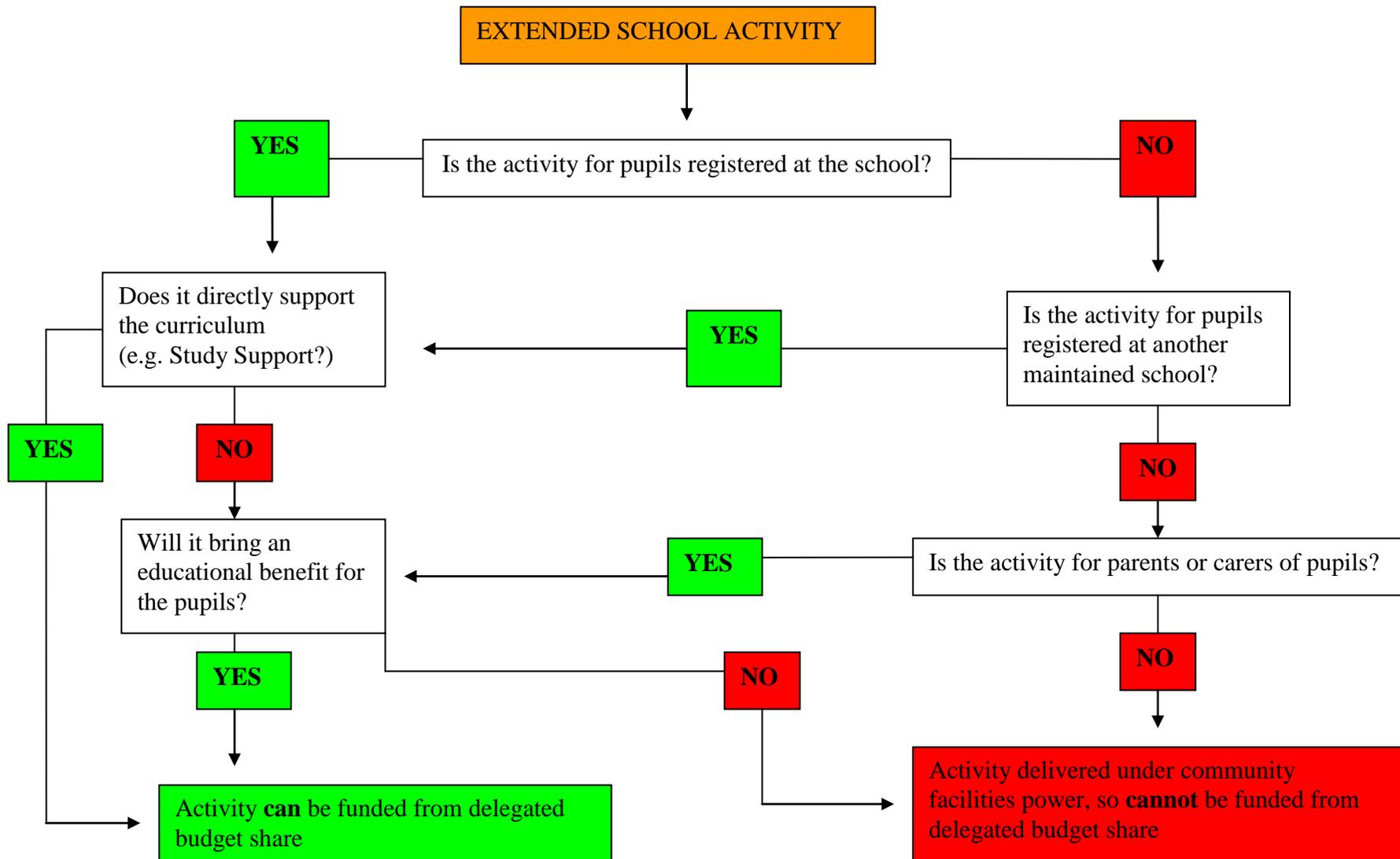
- a. Every school governing body must devise and publish a charging and fee remission policy, in consultation with parents. A school cannot make any charges to parents unless this policy is in place. (The relevant regulations are summarised in the *Guide to the Law for School Governors* and in *Guidance on Charging for School Activities*.)
- b. School governing bodies have powers to provide any facilities or services that further any charitable purpose for pupils, their families and for people who live and work in the local community. This includes childcare.
- c. Any profits made by a school from providing facilities or services must be reinvested in the school or in the service.
- d. Schools may use their delegated budgets to subsidise a child's access to chargeable extended activities, where they consider that the activities are provided for the purposes of the school, because they are of educational benefit to the child.
- e. Schools may not charge for: any study support activities provided during the school day, except for music tuition, or for provision before or after the school day which delivers the National Curriculum or prepares a child for a public examination.
- f. Schools may lawfully charge for other study support (for example, additional sport, drama and music clubs, holiday activities, visits, and additional courses, such as first aid), following consultation.

### Schools can:

- Use their delegated budgets to support or subsidise extended activities that bring an educational benefit to the children, but ***not*** to support extended activities that are solely community facilities such as sports activities for the local community
- Use their School Standards Grant to support the full range of extended activities
- Report income and expenditure on extended activities that have an educational benefit alongside core school activities

### Schools should:

- Have a clear understanding of the ongoing costs of delivering extended activities, and how they will be funded
- Report separately income and expenditure on community facility activities
- Seek advice of their Local Authority on accounting procedures, and on VAT
- Consult the Financial Management Standard website and toolkit to ensure that systems are fit for purpose



### **Consultation and accountability:**

*Schools are legally required to consult about any extended services they plan to offer and about any proposed charging arrangements.*

- *Successful extended schools have found that early, thorough consultation with local authorities, families and communities have been crucial in developing successful activities and support services. It helps to identify local demand and unmet needs, and to communicate the range and timing of the opportunities schools plan to offer.*
- *Schools also need to explain relationships between themselves and any partner providers, by communicating their roles, responsibilities and benefits clearly to all involved.*
- *Parents, in particular, need to understand that headteachers and governors will not always have day-to-day accountability for services offered by other providers using the school or other sites.*
- *Clear, written agreements with partners which set out accountabilities, particularly for issues such as health and safety and thorough Criminal Records Bureau checks, are vital.*

### **Sustainability and charging:**

- *Families need to be able to base important decisions, such as returning to work, on the reliability of services, particularly childcare and holiday provision, offered through schools so it is crucial that the services offered should be well researched, robust in their business planning and realistically costed.*
- *Charging enables schools to enhance the quality and frequency of the extended opportunities they offer and to make these more sustainable and so more reliable for families in the long term.*

### **Schools should charge for:**

- *All childcare (except for the free entitlement). Parents on lower incomes may be eligible to reclaim up to 80% of the costs of childcare through the childcare element of the Working Tax Credit*
- *Community access.*
- *Schools may also charge for some study support*

### **Children and young people from low income families**

*Extended schools offer particular benefits for the most disadvantaged children and young people. So it is important that they have free access to at least some study support activities, especially those designed for children who have fallen behind in attainment, to enhance their achievement and enjoyment and support personalised learning.*

### **Children who have disabilities or special educational needs.**

*By working in clusters and with your children's trust you will need to develop provision to support the needs of these children*

***Planning and Funding extended schools: a guide for schools, local authorities and their partner organisations***

## CHECKLIST FOR SCHOOLS

1. Review existing local provision with other schools in your cluster. Consider any particular local challenges, such as rurality, which might require special transport or other arrangements.
2. Look at good practice examples from other schools and communities.
3. Consult with the school's governing body on the best way forward.
4. Consult with school staff, their professional associations and unions, and any existing collaborative partners.
5. Decide how to consult effectively with children and young people, their families and the wider community. Set up ongoing consultation on the extended opportunities needed by pupils, families and the local community, particularly the most vulnerable and disadvantaged.
6. Identify the skills and resources available to help in the local community and amongst local partner providers, and build partnerships with them.
7. Work with all parents and other stakeholders to identify affordable charges which will help to make extended opportunities sustainable.
8. Define (through the governing body) when and how remission from charging arrangements should come into force.
9. Consider how the staffing of the extended school will be consistent with workforce reform.
10. Incorporate the provision of extended opportunities and support into the School Improvement Plan.
11. Seek guidance/support from the local authority
12. Read the contents of the DfES guidance and the DfES Know-How series on Teacher Net (see references at the end of this document)

### THE ROLE OF THE LOCAL AUTHORITY

Local authorities, working through children's trust arrangements, are taking the lead in strategically planning and auditing extended schools. They are already working to integrate local children's services and, subject to parliamentary approval, when the Childcare Bill is enacted in 2008 they will have a new legal duty to secure sufficient childcare to meet the needs of their local communities, in particular those on low incomes or with disabled children. Every local authority is responsible for producing a Children and Young People's Plan, in consultation with all key partners, which will include strategic planning for the development of extended schools. Local authorities also have responsibility for the strategic co-ordination of study support activities. All local authorities have Extended Schools Remodelling Advisers (ESRAs) and business support officers.

#### Local authorities can provide:

- Information about existing patterns of provision and service gaps in their areas
- Advice about how to use the funding available. (allocations for every local authority's start up funding for 2005-06, 2006-07 and 2007-08 are at [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools))
- Training, skills, advice and support on all aspects of extended schools, including planning, funding and accounting issues, and costing sustainable activities and services
- Advice on the current demand for, and provision of, childcare in each local community
- Information about other children's services and providers who are willing to work with extended schools
- Model policies on charging for services such as childcare
- Advice on working with third party providers and model contracts
- Advice on health and safety

- Advice on how to consult effectively and what resources are available to support the consultation process. All local authorities are offering an extended schools programme to support schools and their partners in developing extended services.

**Reference sources:**

1. Planning and funding extended schools; a guide for schools, local authorities and their partner organisations available for downloading from: [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications) or [www.teachernet.gov.uk/extendedschools](http://www.teachernet.gov.uk/extendedschools)  
[www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/](http://www.teachernet.gov.uk/wholeschool/extendedschools/practicalknowhow/)
2. Extended Schools Prospectus: Extended Schools: Access to Opportunities and services for all
3. Hackney's Children and Young People's Plan (CYPP)