

Hunsley Primary Charities Policy

This policy is applicable to Hunsley Primary

Version 4

<p>Important: This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	<p>Lucy Hudson, Headteacher</p>
<p>Name of Responsible Committee/Individual:</p>	<p>Hunsley Primary Local Governing Body</p>
<p>Implementation Date:</p>	<p>Spring 2026</p>
<p>Review Date:</p>	<p>Autumn 2028</p>
<p>Target Audience:</p>	<p>All Staff, Parents, Pupils, Community Users, Key Stakeholders</p>

<p>With reference to the following Hunsley Primary policies: (non-exhaustive)</p>	<p>Hunsley Primary Child Protection and Safeguarding Policy</p> <p>Hunsley Primary Behaviour, Sanctions and Rewards Policy</p> <p>Hunsley Primary PSHE Policy</p> <p>Hunsley Primary SEND Policy</p> <p>Hunsley Primary Educational Visits Policy</p>
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	Statement for the Safe Use of Multi Media in the classroom and beyond Hunsley Primary Online Safety Policy
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Charities Policy

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Policy Statement

This policy outlines the principles and values underpinning the expectations of Hunsley Primary regarding charities and fundraising.

1. Purpose and Scope

The curriculum purpose with regard to charities and fundraising is to increase pupil awareness of the important role that charities play in the UK:

- To involve pupils in charitable work and actions – this is defined as work which aims to support and help others in our school community and beyond
- To develop aspects of SMSC relevant to charitable work
- Help develop a sense of the wider community and its needs
- Develop teamwork and innovation skills by raising money for charity
- Interact with charitable agencies in order to have a sense of the work they undertake
- Become aware of the importance of voluntary work in the support of charities
- Charitable work and actions does not have to involve fundraising and should also consider actions such as giving ones time or attention

2. Roles and Responsibilities

Local Governing Body

It is the responsibility of the Local Governing Body to ensure there is a policy in place and that it is reviewed in accordance with the agreed policy review cycle

Headteacher

It is the responsibility of the Headteacher:

- To provide parents with a clear policy regarding expectations for Charities and to ensure that the policy is readily available to read
- To ensure this policy is fully and consistently followed by Hunsley Primary staff, and upheld by parents and children
- To ensure that no child's participation in a school-led charitable event or activity (e.g. Children in Need) depends on their provision of a donation – we want all children to participate and as such, it will always be made clear that any donations remain optional and will be treated with sensitivity

- To remain fully mindful of the impact of the 'cost of living crisis' on families when considering any charitable actions and / or fundraising activities in school and to ensure that this is a consideration shared by others leading activities, so that adjustments might be made as appropriate

Staff

It is the responsibility of the teaching staff:

- To help to plan and deliver a programme of learning activities, appropriate to the needs of the children within the curriculum plan
- To ensure all children understand activities they have been given and why they are relevant

Parents and Carers

It is the responsibility of Parents and Carers:

To support their child/ren in completing curriculum activities and to engage with school in accordance to the Home School Agreement

Pupils

The responsibility of the child differs across the Key Stages as children develop and progress through the school. As children progress through the school, their responsibility increasingly focuses on the following:

- To engage in pupil leadership activities, as appropriate, in order to develop the input of pupil voice across the school
- To participate in charitable or fund-raising activities, as appropriate, working collaboratively with peers and staff
- To take responsibility as a member of the school, as appropriate, for being involved in and contributing to the community life of the school, including where this involves charitable actions or fundraising activities.

3. Equality, Inclusion and Diversity

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged

4. Vision, Values and Ethos

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for

all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education. By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning Rationale Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

5. Systems and Procedures

Decisions about charities or causes to be supported by school activities and events will always be discussed by the staff team and taken to the Senior Leadership Team level to be agreed as part of a strategic approach. Pupils will be involved at different levels in discussions about the charities or causes the school will support and the events we will become involved in, as the school grows and develops, and as the children move through the key stages.

Pupils will have input in

- Suggesting the charities or causes the school might support on an annual basis
- Proposing activities that will raise money
- Liaising across year groups (and key stages – including KS2-3) to facilitate charitable actions or fund-raising activities

Event Days

There will be opportunities for the children to participate in activities which involve fundraising at preplanned points in the academic year. These might include the following:

- Non-uniform days which will link up with nominated charities
- Voluntary projects, supporting the local community
- House Team activities
- Sporting events
- Fun events and Open Activities
- Enterprise activities
- PTA activities

The Role of Teaching Teams in Delivery of the Wider Curriculum

Across the Key Stages, curriculum planning will make a significant contribution to the pupils' understanding of charities and their importance. Curriculum areas making a contribution include:

- Geography and History, for example Year 6 curriculum time with the Anne Frank Trust
- TalkTime / Jigsaw sessions – PSHE programme, for example the charitable work of the NSPCC and Speak Out, Stay Safe, or the planning of charitable action which makes a difference in the community
- Religious Education, for example learning about the work of world faith leaders, such as St Theresa, and the charitable acts they have performed
- Assemblies and House Team Development Days, for example learning about the work of inclusive charities, such as Odd Sock Day
- National charitable days, for example celebrating Red Nose Day and Children in Need Day

We appreciate that the school may at times be involved in both charitable activity, for example collecting donations for a current cause, also in raising funds for recognised charities, such as the cake-sales carried out for registered charities like Macmillan Cancer. Any questions regarding the school's charitable activity should

be forwarded for the attention of the Headteacher via the school's enquiries@hunsleyprimary.org.uk address.

There is extensive information about charities that provide educational material or give support via training or visits. These can be found on the DfE website: <https://www.gov.uk/find-charity-information>

Pupil Leadership

Each year, pupils are encouraged to join in whole school and small group leadership activities, including enterprise activities which encourage them to plan, organise and lead. Older pupils are encouraged to help younger pupils to participate and share ideas about events to take part in and charities to support, where appropriate, for example the Cake Sales.

Hunsley Primary Parent Partners - HPPPs

The Parent Partners group is a voluntary group of parents and carers who offer support to the school's delivery of curriculum, social activities and cultural experiences. As part of the school's curriculum delivery, the contribution of Parent Partners might also relate to charitable and fund-raising activities. It will always be at the school's discretion to make final decisions about charitable events and activities.

Protocol for Collection of Money

All cash monies donated during charitable activities are physically collected from pupils or parents by a nominated member of staff, e.g. the class TA, and taken directly to the School Office. The money is then counted by the Administrator, clearly labelled with the name of the charity and the source of the money to be collated. This is then processed via the Trust Finance Team. Amounts raised will be shared with pupils and parents/carers via assemblies, and the school newsletter. Letters provided by charities will be shared to acknowledge the pupils' wider community contribution. Donations provided via online payment format, e.g. Arbor, will also be processed by the School Administrator and Trust Finance Team.

6. Monitoring of compliance with and effectiveness of the policy

The **Local Board of Governors** is responsible for the final approval of this policy and procedure and for ensuring that this policy and procedure is implemented fairly, consistently and objectively.

The **Headteacher** is responsible for overseeing the introduction, implementation, monitoring and review of this policy.

7. Review

The Charities Policy will be reviewed at regular intervals and may be adjusted as a result of that review process. It will be reviewed at least every 3 years.