



**CHARTERHOUSE**

**PUPIL EQUAL OPPORTUNITY, DIVERSITY AND INCLUSION  
POLICY, including PROVISION FOR PUPILS WITH PARTICULAR  
RELIGIOUS, DIETARY, LANGUAGE AND CULTURAL NEEDS**

## DEFINITIONS

This policy refers to equality of opportunity, inclusion and diversity as defined below.

Equality of opportunity seeks to:

- Eliminate unlawful discrimination on grounds of any protected characteristic (see appendix)
- Promote equality of opportunity for all members of the school community
- Comply with the school's equality duties under the Equality Act (2010)

Inclusion enables all pupils to have equal access to the opportunities available at the School by ensuring each feels a sense of connection and belonging in all aspects of School life.

Diversity refers to our belief in every pupil's individuality and the importance of enabling difference to flourish.

## INTRODUCTION

We want Charterhouse's core values of kindness, moral courage and open-mindedness to be at the heart of everything we do. We aim to be an internationally-minded School that effectively prepares our pupils for the future beyond School. This means equipping our pupils with an in-depth understanding of issues around inclusion and diversity and instilling a culture of awareness and open-mindedness to diversity and an ethos of inclusion.

We value all our pupils as individuals with unique talents and interests and seek to instill a sense of personal values based on compassion, integrity and sound judgement. Such an ambition involves spiritual, moral, cultural and aesthetic awareness which contributes to a balanced and well-informed approach to life. Within School and beyond it, during their time and after they leave, they'll be ready to contribute and lead harmoniously, to it, and they will be traveling light: unencumbered by the baggage of prejudice, entitlement or intellectual superiority.

Promoting equal opportunities is fundamental to the aims and ethos of Charterhouse. The School recognises the benefit of having a diverse community and is committed to equal treatment for all pupils, regardless of age, race, sex, disability, religion or belief, sexual orientation, gender reassignment and pregnancy and maternity (all of which are protected characteristics in the Equality Act 2010).

This policy should be read in conjunction with the School's Admissions Policy; Anti-Bullying Policy; Behaviour Policy; Disability Policy, Reasonable Adjustments Policy; Relationships and Sex Education Policy, Safeguarding Policy and Accessibility Policy and Plan.

## **OUR VALUES**

A Charterhouse education begins before a pupil's first day and endures long after examination results are published.

We have an exceedingly strong academic education in a beautiful setting, with first rate facilities and staff. Our pastoral care encourages pupils to develop their own unique set of strengths and abilities so that they may flourish and become the best possible versions of themselves.

We recognise the privilege that our context gives to all our pupils and that we also have a responsibility to reflect upon all we have been given and strive to make the most of the opportunities available to us. Within our community, we recognise that, while all are privileged, those with protected characteristics need particular attention to ensure we are fully inclusive.

Carthusians seek to develop the Christian values of service, kindness, compassion and truth, to enable them to reach out and engage positively so that they may leave the world better than they found it. We see the role of our School, quite simply, as supporting our children to become the adults they have the potential to be, and which the world needs them to be: people to learn from and lean on.

We celebrate and reward success in all areas of school life, and as a community we share a commitment to the following values, which are the hallmark of everyone fortunate enough to live, work and study here:

### **Responsibility**

As self-disciplined and self-aware individuals, Carthusians look after themselves and others. They have a compassionate, self-less commitment to the service of others and society, with an eagerness to contribute to the common good. Deo Dante Dedi.

### **Perseverance**

Carthusians have the determination to work collaboratively and learn independently. They learn from their mistakes, overcome obstacles and challenges. and use them to improve

### **Kindness**

Carthusians are kind to themselves and have the compassion to think always of others, whether in the classroom, the theatre, concert hall, on the sports field or through the many charitable community projects they pursue. They aim to become kind, thoughtful citizens the world can lean on and learn from.

## **Moral Courage**

Carthusians have the integrity to stand up for what is right, even when no one is watching. They demonstrate sound judgement; learning from mistakes and seeking to put them right. They consider the impact of their behaviour on the world and others.

## **Open-Mindedness**

Carthusians have a global perspective which values diversity inside and outside our own walls. In a fast-paced, multi-cultural and every-changing society, Carthusians develop the spiritual, cultural and aesthetic awareness to lead balanced lives, accepting and appreciative of others. They are courageous and open to new opportunities and possibilities.

## **AIMS OF OUR PUPIL EQUAL OPPORTUNITY, INCLUSION AND DIVERSITY POLICY AND OUR PROVISION FOR PUPILS WITH PARTICULAR RELIGIOUS, DIETARY, LANGUAGE OR CULTURAL NEEDS**

The School stands fundamentally against everything to do with discrimination, exclusion, inequality and hatred in whatever form it takes. It aims to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. It seeks to remove any barriers to access, participation, progression, attainment and achievement and to comply with its duties contained in the Equality Act 2010.

We aim to:

- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- provide positive non-stereotyping information about different groups of people regardless of age, disability, trans, race, religion, sex, sexual orientation or marital or civil partnership status;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make appropriate arrangements for the provision of pupils' particular religious, dietary, language and cultural needs
- make inclusion a thread which runs through our activities and celebrate our differences.

## **RESPONSIBILITIES**

It is the responsibility of all members of the community to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- intervene to stop and report all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of age, disability, trans, race, religion, sex, sexual orientation or marital or civil partnership status;

- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation and inclusion and diversity development and issues by attending relevant training and accessing information from appropriate sources.

## **OBJECTIVES**

Charterhouse seeks to be a leading inclusive school, being internationally and open-minded and developing a culture of inclusion in which everyone takes delight in our diversity. In order to achieve such a culture, we seek to take positive action at the micro and macro level by identifying issues and tackling them effectively in six areas.

### **1) Leadership and Management**

Ensure that the governing board reflects the diversity of our pupil and staff body and that staff middle and senior leaders and student leaders are open about their work and demystify their roles so that all know that senior roles are accessible to all.

Ensure that governors, staff and student leaders model receptivity to challenge that seeks to improve inclusion and that they stand as allies to all those with protected characteristics, including in spaces where those minorities are not present.

### **2) Human Resources**

Ensure that our recruitment and training processes support the development of an increasingly diverse staff body, to reflect our pupil and parent body, which is appropriately supported in their day-to-day work at the school and in their career development.

Through having an increasingly diverse and empowered staff body, enabling them to be role models for pupils with the same protected characteristics

### **3) Co-curriculum, curriculum and teaching**

Develop our curriculum and co-curriculum content to reflect the richness of the diversity of our pupil and parent body, and staff body over time. Ensure teaching styles are inclusive and that teachers are skilled in supporting the welfare of those with protected characteristics in and out of the classroom.

### **4) Pastoral care**

Through effective recruitment and training, ensure that staff in key pastoral positions, such as Heads of Houses, their Deputies and Assistants, as well as tutors, counsellors and the Hunt Health Centre team, are champions of pupils' individuality and provide safe environments for all to flourish, particularly those with protected characteristics.

## **5) Support services**

Provision of support services must be inclusive, with functions such as catering reflecting the diverse cultures, nationalities, ethnicities and beliefs of our community.

## **6) Physical environment**

Create a physical environment with an overtly inclusive appearance that puts all people with protected characteristics at ease and ensure that physical spaces used by the school are accessible to all.

## **ADMISSION**

1. The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. Although an academically selective school, each application will be considered on its merits in accordance with the School's selection criteria based on an applicant's ability and aptitude. The School accepts applications from prospective pupils irrespective of their gender, disability, gender reassignment, race, or belief (or lack of religion or belief) or special educational needs ('SEN').
2. However, the School must feel reasonably sure that, throughout the pupil's time at Charterhouse, it will be able to educate and develop the pupil to the best of their potential and in line with the general standards achieved by the pupil's peers. In addition, in order to cope with the high academic and social demands of Charterhouse, pupils must be fluent English speakers. Normally pupils would have been educated in the English medium for a number of years before coming to the school. Lessons may be arranged for pupils with English as an Additional Language for an additional fee.
3. Parents should notify the School of any known religious, dietary, language and cultural needs before an offer of a place is made, to ensure that such needs can be accommodated within the day to day life of the School.
4. Parents must inform the School when submitting the Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the School. The School will not offer a place to a child with disabilities if, after reasonable adjustments have been considered, the School cannot adequately cater for or meet their needs.
5. Bursaries are means tested awards offered to those who meet the School's admission criteria but may otherwise be unable to attend the School due to financial hardship. Details of our provision for bursaries can be found on our website or obtained from the Admission's office.

## **EQUALITY IN EDUCATIONAL SERVICES**

6. The School affords all pupils, whether boarders or day pupils, access to educational provision including all benefits, services and facilities, irrespective of any protected characteristic (subject to our reasonable adjustments duty and

considerations of safety and welfare). The School will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment. The School will:

- a. Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination.
  - b. Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any protected characteristics.
  - c. Ensure that pupils with English as an additional language and pupils with an Education Health Care Plan receive necessary educational and welfare support.
  - d. Monitor the admission and progress of pupils from different backgrounds.
  - e. Challenge inappropriate discriminatory behaviour by pupils and staff.
  - f. Offer all pupils access to all areas of the curriculum and a full range of extra-curricular activities (subject to our reasonable adjustments duty and consideration of safety and welfare)
  - g. Work with parents and external agencies where appropriate to combat and prevent discrimination in School.
  - h. Ensure that it reviews, monitors and evaluates the effectiveness of inclusive policies and practices.
  - i. Use the curriculum, co-curriculum, assemblies, Chapel and PSHE to:
    - Actively promote tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010
    - Promote positive images and role models to challenge and avoid prejudice and raise awareness of related issues
    - Provide a balanced and diverse programme that enriches and educates all those involved
7. The School recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Behaviour, Anti-Bullying and Safeguarding policies.

## **REQUESTS FOR VARIATION IN THE SCHOOL UNIFORM**

All pupils are required to wear a uniform. The School will consider requests from parents and pupils for variations in the uniform for reasons related to protected characteristics provided they are consistent with the School's policy on health and safety and it is reasonable in all the circumstances including in light of the School's obligations under the Equality Act 2010. Pupils and parents should contact the Head of House in the first instance.

## **MONITORING AND REVIEW**

The Head regularly monitors and reviews the effectiveness of this policy and reports to the governors regularly on the policy's effectiveness in practice.

## **BREACH OF THIS POLICY**

Anyone in breach of this policy may be subject to the School's Promotion of Good Behaviour Policy (pupils) or Disciplinary and Capability Policies (staff).



## **APPENDIX: PROTECTED CHARACTERISTICS**

### **Age**

This relates to a person belonging to a particular age or range of ages. Pupils of all ages are listened to and their opinions are of equal value to those of staff. Forums for decision-making have representatives from all year groups and the staff body. These include the nine pupil committees and House Councils.

### **Disability**

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

### ***Reasonable Adjustments for Pupils with Disability***

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils. There is a separate reasonable adjustments policy.

Where the School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and the resources available to the School.

The School has an Accessibility Plan in place which can be found on the School website and a hard copy can be made available upon request. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

### **Gender reassignment**

Gender reassignment is the process of transitioning from one sex to another. The School seeks to support pupils who may be questioning their gender identity or who do not identify with the gender they were assigned at birth. Current pupils and families should contact their Head of House or the Director of Wellbeing in the first instance. Prospective pupils and families with any queries should contact the Admissions Department in the first instance.

Gender is currently a key focus of the Equality, Diversity and Inclusion Strategy and details can be viewed on our website.

### **Marriage and civil partnership**

Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act). Charterhouse educates pupils from the age of 13 to 18. This means that it is possible that a pupil may be married or in a civil partnership. The rules regarding sexual relationships are set out in the School Rules and the Visiting & Relationships Policy and the School has a relationships and sex education policy which sets out the ways in which we seek to promote healthy and fulfilling relationships and stable family life.

### **Pregnancy and maternity**

Protection against maternity discrimination, including for any pupil, is for 26 weeks after giving birth. Support and healthcare is available to pupils who are or may be pregnant. House staff will work with the senior pastoral team to accommodate individual needs, including for pupils who are pregnant or are parents.

### **Race**

Race refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. The school welcomes the diversity of its pupil body, with around one third of the pupils being of Black, Asian or Minority Ethnic backgrounds. We are committed to ensuring that all pupils feel included in all aspects of School life and are enriched by diversity.

There are several pupil-led societies and action committees which support racial inclusion, such as the International Action Committee, Wellbeing & Inclusivity Committee and Unity Society. The Society is for all ethnicities and seeks to encourage racial harmony and organises a range of talks and activities throughout the year. It is supported by one of our counsellors and by M Jolly, Director of Wellbeing and Inclusion, who is also the line manager of the counselling team. Race is currently one of the main strands of the Equality, Diversity and Inclusion Strategy and action plan. Details can be viewed on our website.

### **Religion or belief**

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief which affects your life choices or the way someone lives and includes a lack of belief.

The School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the School community.

The Governing Body, through the senior leadership team, actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The School's religious ethos is based on Christian values and tradition and there is are active Christian Union and Catholic Societies.

The School has three Chapels:

- The Memorial Chapel is the largest and is used for School worship and assemblies.
- The Millennium Chapel (located of the NE porch of the Memorial Chapel) is a small and private space which is available to all members of the Charterhouse community as a place for private prayer, reflection and quiet.
- The Founders' Chapel (located half way up the stone stairs at the east end of South African Cloisters) can seat about 80 people and is used for occasional small services. It is a private space that is available for Muslims in Charterhouse to perform salat (daily prayers). Prayer mats are available and the quibla (direction of Makkah) is indicated.

All three chapels are open throughout the day.

The School Chaplains are available to pupils, regardless of their faith. If a non-Christian pupil wishes talk to a faith leader about their own belief, the Senior Chaplain is available to discuss this with the pupil and make any necessary first contact.

Pupils regularly lead morning Chapel; should any pupil(s) wish to share more about their faith with the wider School community during Chapel, or elsewhere, the Senior Chaplain is available as the first point of contact.

We respect the special religious festivals of all faiths and support families when absence is requested in order for pupils to observe these. In addition, we encourage pupils and their families to contact Houses in the first instance with any specific requests relating to their religion or belief so that we can seek to accommodate these whenever possible.

## **Sex**

Sex refers to males and females.

Most activities at school are available to pupils of either sex and we actively seek to ensure that no-one's opportunities are limited on the basis of their sex.

Within the competitive and representative aspects of school sports, the School seeks the advice of sporting governing bodies to enable all pupils to participate in all sports as long as it is safe and fair for them to do so (for example, they have similar levels of strength and stamina).

Pupils are accommodated in single sex houses. Shared changing and toilet facilities are single sex. There are individual facilities which can be used by either sex.

Sex is currently a key focus of the Equality, Diversity and Inclusion Strategy and details can be viewed on our website.

### **Sexual orientation**

The School is determined that members of our LGBTQ+ community feel safe, included and valued. Members of the community must not be discriminated against because they are heterosexual, gay, lesbian or bisexual or because someone thinks they have a particular sexual orientation or they are connected to someone who has a particular sexual orientation.

Relationships and Sex Education via the School's PSHE (PSHE) programme and Biology lessons is delivered to ensure that relationships between people of differing sexual orientations are considered alongside each other, as part of the overall aim of ensuring pupils lead healthy and fulfilling lives and understand the value of caring, long-term relationships.

In the co-curriculum, the School has a pupil-led LGBTQ+ Pride Society with two staff mentors, one of whom is a School counsellor, and opportunities are taken throughout the School year to learn about and celebrate the wider LGBTQ+ community.

Sexuality is currently a key focus of the Equality, Diversity and Inclusion Strategy and details can be viewed on our website.