



CHARTERHOUSE

**PUPIL EQUAL OPPORTUNITIES POLICY
'WE BELONG'**

I. INTRODUCTION, DEFINITION & AIMS

- I. The Pupil Equal Opportunities Policy - 'We Belong' - outlines the promotion of Equality Diversity and Inclusion (EDI) at Charterhouse and the duty to:
 - follow legal and statutory guidance¹
 - eliminate discrimination, harassment and victimisation in all forms, and
 - advance equality of opportunity and to foster good relations between people who share a relevant protected characteristic and those who do not share it, as outlined in the Equality Act 2010². Also see Appendix.

- II. The Charterhouse commitment to EDI is reflected in the School's policies and procedures, especially those related (but not limited) to:
 - Admissions
 - Anti-Bullying
 - Promotion of Good Behaviour
 - Accessibility
 - Relationships and Sex Education
 - Safeguarding and Child Protection
 - Safer Recruitment, Selection & Disclosure
 - SEN & Disabilities
 - Staff Code of Conduct

- III. For Charterhouse, EDI is defined as:
 - Equality, equity, kindness and respect in everything that the Charterhouse community says or does.
 - Diversity in the range of people, cultures, thoughts, talents and contributions that help to co-create the Charterhouse community.
 - Inclusion through consultation and design that recognises the universal need for safety and wellbeing for learning.
 - Belonging at the core of the aim to deliver a future-ready education offering acceptance, welcome and unity, where every individual is safe to create and reach their potential.

- IV. For Charterhouse, the EDI aims are to:
 - Actively demonstrate accountability from the whole School community in addressing EDI, using a united language, vision and intent.
 - Address any potential for discriminatory practice through legal and statutory guidelines.
 - Commit to understanding the barriers to change, through a process of learning, professional enquiry and a mindset for positive change.
 - Engender the School Vision and Values, ensuring that every member of the community understands what it means to belong to Charterhouse.

¹ Including guidance from, [Mental health and behaviour in schools](#) , [The Equality Act 2010 and schools](#) , [ISI Inspection Framework](#), [Keeping Children Safe in Education](#), [National Minimum Standards for Boarding](#) and SEND 0-25 years Code of Practice 2015

² The Act makes it unlawful to discriminate against someone on the grounds of any of these characteristics: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion/belief, sex (gender) and sexual orientation.

II. CHARTERHOUSE VISION AND VALUES

- I. The Pupil Equal Opportunities - 'We Belong' policy harnesses the Charterhouse Vision and Values, and delivering a **'future-ready' education offering acceptance, welcome and unity, with belonging at the core, where every individual is safe to create and reach their potential.**

- II. The Charterhouse Values and EDI are outlined as:
 - **Kindness**
 - Upholding the golden thread of kindness and respect throughout the Charterhouse journey, ensuring that everyone in the School community is equal and is protected against discrimination.
 - **Open-Mindedness**
 - To embody open-mindedness and embrace difference in a meaningful and consistent way, ensuring that everyone is valued and feels safe to innovate and create together.
 - **Perseverance**
 - Perseverance in the drive to ensure that all staff and pupils are aware of their responsibilities for EDI, are accountable for their actions and have clarity around expectations and sanctions to uphold this ethos.
 - **Moral Courage**
 - Having the moral courage to listen, learn and communicate about the barriers to EDI and how to support, care and enable the community, through consultation and the conviction for positive change.
 - **Responsibility**
 - Fostering an ethos of purposeful inclusion, where everyone takes responsibility for saying something about discrimination in all its forms, constructively and respectfully challenge any inappropriate behaviour

- III. The School recognises that discrimination may be direct or indirect, whether or not it is intentional. Discrimination occurs when people are treated less favourably than other people that are in a comparable situation only because they belong, or are perceived to belong, to a certain group or category of people. Harassment and victimisation are also unacceptable and will be dealt with in accordance with the School's Promotion of Good Behaviour, Anti-Bullying and Safeguarding policies (for pupils) and Disciplinary or Capability Policies (for staff).

III. RESPONSIBILITIES

- I. **The whole School community, including governors, staff, parents, pupils and partners are responsible for:**
 - Promoting equality and good relations and not discriminating on grounds of age, disability, gender reassignment, race, religion, sex, sexual orientation or marriage or civil partnership status.
 - Promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

- II. **The Governing Body is additionally responsible for ensuring that:**
 - The School complies with all EDI legislation relevant to the School community, and that this policy and its related procedures and action plans are implemented.
 - An EDI governor is appointed and has oversight of this policy.

- III. **The Head and all School Leaders are also responsible for:**
 - Overseeing the implementation of this Policy.
 - Ensuring that EDI is integrated into the School's strategic planning and day-to-day operations.
 - Ensuring that staff are aware of their responsibilities and are given relevant training and support.
 - Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying.
 - Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the School.

- IV. **All staff are responsible for:**
 - Making reasonable adjustments to ensure pupils do not experience discrimination or exclusion.
 - Dealing with prejudice-related incidents in line with their safeguarding responsibilities.
 - Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation.
 - Challenging bias and stereotyping.

IV. ADMISSIONS

- I. Charterhouse welcomes applications from a range of prospective pupils regardless of race, ethnicity, religion, gender reassignment, disability, sex and sexual orientation, or other relevant protected characteristic, social background or special educational need (SEN). The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy.
- II. Charterhouse is an academically selective school, and each application will be considered in accordance with the School's selection criteria based, and on the assurance that the School will be able to educate and develop the pupil to reach their potential and in line with the standards set by the vision and values of the School.
- III. In addition, in order to cope with the high academic and social demands of Charterhouse, pupils will require a good level of English to succeed. Charterhouse has provision for the teaching and learning of English as an Additional Language (EAL) pupils to ensure they are able to access the curriculum fully. Where additional support is needed, extra one-to-one or small group lessons can be offered for an additional charge.
- IV. 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, as outlined in the Accessibility and the Special Educational Needs and Disability policies. At the time of application, parents are asked to inform the School of any disability or SEN that may affect performance in the admissions process and/or ability to fully participate in the education and co-curricular opportunities provided.
- V. During the assessment of any prospective pupil, the School may take advice and require additional information as appropriate. 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.
- VI. Charterhouse will make appropriate arrangements for the provision of pupils' particular religious, dietary, language and cultural needs; as above, parents should inform the School to ensure that any such needs can be accommodated within the day to day life of the School.
- VII. Bursaries, when available, 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 Admissions office.

V. EDUCATIONAL SERVICES

Curriculum and Co-Curriculum

- I. The curriculum is crucial in tackling inequalities for pupils including stereotyping, preventing bullying and raising attainment for certain groups, providing a balanced and diverse programme that enriches and educates all those involved with dignity and respect.
- II. The principles of EDI are embedded in the academic and Spiritual, Moral, Social and Cultural (SMSC) curriculum, including through Chapel services and assemblies
- III. Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any person in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities
- IV. The School actively promotes tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- V. The School promotes positive images and role models to challenge and avoid prejudice and raise awareness of related issues.
- VI. The School monitors the academic progress of pupils from different backgrounds.
- VII. The School ensures that pupils with English as an additional language and pupils with an Education Health Care Plan receive necessary educational and welfare support.
- VIII. The School offers 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).

Pastoral Care, Behaviour & Boarding

- I. The decision to exclude a child for a fixed period or permanently is a last resort. The exclusion criteria are defined under the Promotion of Good Behaviour Policy and are applied consistently to every pupil, irrespective of any protected characteristic.
- II. Boarders are not discriminated against, paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010. In addition, boarders are not discriminated against because of their cultural background, linguistic background, special educational needs, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs and an inclusive environment is promoted within the school.

School Uniform

- I. The School will consider requests from parents and pupils for variations in the uniform for reasons related to protected characteristics, provided that 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.

Recruitment and Selection

- I. Ensure that our recruitment and training processes support the development of an increasingly diverse staff body, to further reflect our pupil and parent body. Through having an increasingly diverse and empowered staff body, enabling them to be role models for pupils with the same protected characteristics.

Reporting and Recording

- I. All incidents of discriminatory treatment or language, bullying and harassment by pupils must be reported to senior staff and recorded as soon as is reasonably possible, in accordance with School's Promotion of Good Behaviour, Anti-Bullying and Safeguarding policies.
- II. Concerns about staff will be reported to the Head, as stated in the Safeguarding and Child Protection Policy.

Support Services

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

Environment and Facilities

- I. We will make reasonable adjustments to ensure that all pupils, regardless of their abilities, can access our facilities and participate fully in School life.
- II. Accessible information and communication channels will be provided to accommodate different needs.

Complaints and Grievances

- I. Complaints should be made through Charterhouse Complaints Policy.

VI. 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, with input from the Principal Deputy Head and Pastoral Management Committee, and reporting within the Senior Leadership Team and Strategic and Business Committee meetings.

VII. 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 or Capability Policies (staff). Any breach of the School Rules that includes an element of victimisation, discrimination or harassment due to any protected characteristic will be considered as an aggravating factor when deciding on the appropriate sanction.

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 different year groups and the staff body. These include the Pupil Action Committees and House Councils.

Disability

A person has a disability if an individual 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 and Accessibility Plan.

Gender reassignment

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

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 2010). 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.

Pregnancy and maternity

Protection against maternity discrimination, including for any pupil, is for 26 weeks after giving birth. Support and healthcare are 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.

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 School's religious ethos is based on Christian values and tradition and there is an active Christian Union. As a Christian foundation, the expectation is that all of our pupils attend our chapel services unless special permission is granted by the Head.

The School has three Chapels:

- The Memorial Chapel is the largest and is used for School worship and assemblies.
- The Millennium Chapel (located off 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 qibla (direction of Makkah) is indicated.

All three chapels are open throughout the day.

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. The School Chaplains are available to all pupils, regardless of their faith.

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

In the Equality Act 2010, sex is understood as binary being either male or female.

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 or, where a boarding house is transitioning from accommodating one sex to another, there are clearly demarcated and protected areas for pupils of one sex from another. Shared changing and toilet facilities are single sex. There are individual facilities which can be used by any pupil.

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/RSE 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.