CHARTERHOUSE

STATEMENT OF PRINCIPLES AND PRACTICE

Author: Senior DH | **Lead**: Principal Deputy Head | **Last reviewed**: 09/2026| **Next Review**: 09/2027

AIMS:

At Charterhouse we aim to equip pupils to lead fulfilled and purposeful lives by providing an all-round education based on Christian values. Teaching and learning is at the heart of what we do, although this does not mean achieving only qualifications and passing examinations. A Charterhouse education should endure long after examination results are published.

We value all our pupils as individuals with unique talents and interests and seek to instill:

- Academic rigour, intellectual curiosity and the ability to learn independently
- The knowledge, skills and attitudes to succeed in a complex, fast-changing, multi-cultural society
- A sense of personal values based on compassion, integrity and sound judgement
- A commitment to the service of others and to society and a readiness to contribute to the common good
- Spiritual, moral, cultural and aesthetic awareness which contributes to a balanced and well-informed approach to life

The School's values are:

- Kindness
- Perseverance
- Responsibility
- Moral Courage
- Open-Mindedness

1. ADMISSION CRITERIA

Registration consists of completing a form and paying a Registration Fee. In Year 6 applicants are asked to sit the Common Pre-Test and attend an interview and activities afternoon. A report is requested from the prospective pupil's current school. Following this process, successful applicants are offered places in the School and entry for girls and boys at 13+ is guaranteed (often subject to acceptance through Common Entrance or other prep school qualification). For girls and boys at 16+, places are awarded on the basis of a selective examination and interview.

2. SENIOR LEADERSHIP TEAM

The Head has a Senior Leadership Team to assist him with the day-to-day running of the School. This is chaired by the Principal Deputy Head and made up of the Deputy Heads, Assistant Heads, Director of Wellbeing & Inclusion, Senior Heads of House (Girls and Boys), Director of Admissions and the Deputy Chief Operating Officer.

3. ORGANISATION OF BOARDING

The House forms the home away from home for all pupils. There are fifteen 13-18 boarding Houses (eight for boys, six for girls and one mixed), each offering a unique sense of identity to pupils at all stages of the School. The four old Houses differ only in date and character from the eleven new ones. Each House enjoys a degree of autonomy and individuality. House spirit is encouraged by inter-House competitions in a wide variety of activities, both sporting and cultural.

4. HEADS OF HOUSE, DEPUTY HEADS OF HOUSE, PASTORAL ASSISTANTS AND TUTORS

All Heads of House are fully residential and have the support of either a residential Pastoral Assistant or Tutor and a team of Tutors including a Deputy Head of House. Each Tutor has a small number of pupils with whom he or she meets several times each week to provide the help and encouragement that enables every pupil to make the most of the opportunities that Charterhouse has to offer.

Heads of House, assisted by their House staff and a team of Tutors, share responsibility for discipline with the Principal Deputy Head, Deputy Head (Pastoral) and, ultimately, the Head. Discipline, however, is more cooperative than adversarial in spirit.

A separate Boarding Principles and Practice document is published.

5. ADDITIONAL SUPPORT SERVICES FOR PUPILS

In addition to a pupil's Head of House, Tutor and Pastoral Assistant, pupils are free to approach other adults who are involved in pupils' welfare. These include:

- the Chaplains;
- the School Medical Officers;
- the nursing staff in the Hunt Health Centre;
- the School Counsellors at the Wellbeing Centre;
- Heads of Year;
- Principal Deputy Head;
- Deputy Head (Pastoral);
- Assistant Head (Pastoral);
- The Peer Support Scheme;
- Deputy Head (Safeguarding, Learning and SEND

6. SPIRITUAL AND MORAL DEVELOPMENT

The spiritual life of the School centres on Chapel. Short services for different groups of pupils are held at 8.30 am on week days. The main School service is held on Fridays at 3.30 pm, alternating between Specialists and Under School. Roman Catholic pupils may attend Mass on Sundays at a local church as well as occasional services in School. Voluntary services of Holy Communion are held thrice weekly. An Anglican confirmation service is held annually and pupils are prepared for this by the Chaplains. There is also a Christian Union which meets one evening each week and is regularly attended by around 30 pupils. Special arrangements can be made at parents' request for pupils of other faiths.

The moral development of the pupils is fostered not only through Chapel, but also through the ethos and rules of the School. Heads of House, Tutors, Pastoral Assistants, the Chaplain and PHSE all play a significant role.

7. SOCIAL AND CULTURAL DEVELOPMENT

Pupils' social and cultural development is fostered through a wide range of provision and activities including sport, music, drama and other evening and weekend activities. A pupil's social life centres on the House as well as around such places as Crown, the Oak Café, the Ben Travers Theatre, the RVW Music Centre and the Queen's Sports Centre. Pupils are expected to attend a stated number of plays and concerts within the School each Quarter. There are also opportunities to attend cultural events outside the School.

8. RULES AND POLICIES FOR PUPILS

The School Rules are published each Quarter in the *Pink Book.* Any changes are indicated by bold type.

There are numerous policies, relating to various aspects of School life, which are displayed on notice boards in all Houses.

9. SAFEGUARDING AND CHILD PROTECTION POLICY

The School has a Safeguarding and Child Protection Policy and a team of Designated Safeguarding Leads. All staff are regularly trained in child protection issues.

10. LINKS WITH PARENTS

Links with parents are fostered through:

- regular Parents' Briefings for each year group;
- regular reports on each pupil's academic progress;
- newsletters to parents;
- School Calendar – available on the website;
- Parents' attendance at matches, plays and concerts - which is actively encouraged;
- Parents' attendance at House events such as House concerts and Year Group social evenings;
- Leavers' Ball for all Year 13 parents at the end of Cricket Quarter.

11. COMPLAINTS PROCEDURES

If a pupil has a complaint or concern, it may be addressed to their House Head Monitor, the Heads of School, their Tutor, Head of House and any other trusted adult such as a Chaplain, Counsellor or Nurse or a relevant member of the Senior Leadership Team. If matters cannot be resolved by them, or if circumstances dictate, the Head can be consulted.

Alternatively, the complaint can be referred the School's Independent Listener, whose identity and contact details must be clearly displayed in Houses:

Mrs Mary Morris
07949 685683 (mobile)
+44 (0)1276 475910 (evenings)
marymorris31@outlook.com

Parents or pupils may also contact:

- OFSTED on 0300 123 1231; or email: enquiries@ofsted.gov.uk
- the Local Authority Designated Officer on 0300 1231650
- the Children's Commissioner for England on 0800 5280731
  Link: https://www.childrenscommissioner.gov.uk/about-us/contact/
  Link: https://www.childrenscommissioner.gov.uk/
- ChildLine: 0800 1111
  website (on-line confidential chat to a counsellor): https://www.childline.org.uk/get-support/contacting-childline/
- Independent Schools Inspectorate on 0207 6000100 or email : enquiries@ofsted.gov.uk

- Surrey County Council Childrens' Services on 0300 4709100

For Child Protection issues please consult the Designated Safeguarding Lead or her deputies:

Mrs Alex Colclough (DSL)	**07833 435904**	**alc@charterhouse.org.uk**
Mr James Hazeldine (Deputy DSL)	**07827 956697**	**jsh@ charterhouse.org.uk**

12. PARENT COMPLAINTS (COMPLAINTS POLICY AND REVIEW PROCEDURE)

This procedure is for use by parents of pupils of the School in circumstances in which they have a legitimate complaint or concern regarding their own or their child's treatment and which does not fall within the scope of other procedures.

The School will make written records of all complaints, the date on which they were received, any meetings or interviews held in relation to the complaints, and whether they were resolved at the formal stages or proceeded to a review hearing.

13. EQUAL OPPORTUNITIES POLICY

Within the School, there is no inappropriate discrimination on grounds of gender, disability, race, religion, cultural background, linguistic background, sexual orientation or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

School documents (for example, the School's policies on Promoting Good Behaviour and on Bullying) demonstrate a commitment to equal opportunities and avoidance of inappropriate discrimination of all forms.

No identifiable minority groups within the School population are excluded or suffer from discrimination. Minority groups amongst boarders are supported appropriately and helped to integrate.

The School supports those boarders with individually agreed welfare plans who for any reason do not 'fit in' to the School, House or pupil body.

Appropriate provision or exemption is made, where feasible and desired, for boarders with special dietary, dress or religious observance requirements or needs because of religious or cultural background.

Culturally sensitive and appropriate support is provided for boarders for whom English is not their first language, in boarding as well as through the curriculum.

14. DISABILITY POLICY

The School has a Disability Policy. In accordance with the provisions of the Equality Act 2010, Charterhouse will seek to treat those with disabilities as favourably as those without disabilities. It will make reasonable adjustments, wherever practical, including, for example, the relocation of certain classes and activities to ground floor accessible rooms to avoid putting those with disability at a disadvantage.

15. SOCIAL RESPONSIBILITY

Charterhouse began as a school for poor scholars - their education wholly funded by Thomas Sutton's bequest
- and by giving the School his motto, *Deo Dante Dedi* (roughly translated as 'God having given, I gave'), there is no question that he expected those who benefitted from his generosity and his far-sighted philanthropy to give back to society in their turn. Carthusians understand clearly that the privilege of a Charterhouse education brings with it a responsibility to give back, to help those less fortunate than themselves, and to give a hand to the next generation.

Social responsibility can be seen in a number of ways: in widening access to Charterhouse, to enable talented pupils from all backgrounds to benefit from a Charterhouse education; in a tradition of service within the School that means all our pupils make a meaningful contribution to society, whether locally or further afield; in thinking creatively about how we can share what we have with others, in schemes like our programme to build capacity in Physics and Mathematics teaching in the maintained sector or sharing our facilities with other local schools or developing new ways to enable pupils from less privileged backgrounds to share in the wider enrichment of what a Charterhouse education provides for our pupils. In short, to ensure that the School is a force for social good, as our honoured Founder intended.