



## **Pupils' Equal Opportunities Policy**

CHARTERHOUSE



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### CHARTERHOUSE

#### Introduction

1. 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 race, sex, disability, religion or belief, sexual orientation, gender reassignment and pregnancy and maternity ("protected characteristics").
2. This policy should be read in conjunction with the School's Admissions Policy; Anti-Bullying Policy; Behaviour Policy; Disability Policy, Reasonable Adjustments Policy; and Accessibility Policy and Plan.

#### Aims

3. The aims of this policy and the School's ethos as a whole is to:
  - a. Eliminate unlawful discrimination on grounds of any of the protected characteristics.
  - b. Promote equality of opportunity for all members of the School community
  - c. Comply with the School's equality duties contained in the Equality Act 2010.
4. All members of the School community are expected to comply with this policy.
5. All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect.

#### Admission

6. 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').
7. 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.
8. 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.



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9. 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.

#### **Educational Services**

10. The School affords all 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:
- Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination.
  - Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any protected characteristics.
  - Ensure that pupils with English as an additional language and pupils with an Education Health Care Plan receive necessary educational and welfare support.
  - Monitor the admission and progress of pupils from different backgrounds.
  - Challenge inappropriate discriminatory behaviour by pupils and staff.
  - 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)
  - Work with parents and external agencies where appropriate to combat and prevent discrimination in School.
  - Ensure that it reviews, monitors and evaluates the effectiveness of inclusive policies and practices.
  - Use the curriculum, assemblies and PSHE to:
    - 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 avoid prejudice and raise awareness of related issues.
11. 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 and Anti-Bullying policies.



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#### **Religious Belief**

12. Although the School's religious ethos is based on Christian values and tradition, 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.
13. 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.

#### **Requests for Variation in the School Uniform**

14. All pupils are required to wear a uniform. The Headmaster will consider requests from parents and pupils for variations in the uniform for reasons related to disability, gender reassignment and/or on religious grounds 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.

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

15. 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.
16. 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.
17. 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.

#### **Monitoring and Review**

18. The Headmaster 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**

19. Pupils who are in breach of this policy may be sanctioned in accordance with the School's Behaviour Policy.