



## Statement of Principles and Practice

CHARTERHOUSE



# STATEMENT OF PRINCIPLES AND PRACTICE

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## CHARTERHOUSE

### **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 instil:

- 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

### **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 boys at 13+ is guaranteed subject to acceptance through Common Entrance. For boys and girls at 16+, places are awarded on the basis of a selective examination and interview.

### **Senior Leadership Team**

The Headmaster has a Senior Leadership Team to assist him with the day-to-day running of the School. This is composed of the Headmaster, Second Master, Deputy Head (Academic), Deputy Head (Pastoral), Assistant Head (Academic), Assistant Head (Pastoral), Assistant Head (Pupil Welfare) Senior Housemaster, Director of Finance and Strategy and the Director of Admissions.

### **Organisation of Boarding**

The House forms the home away from home for all pupils. There are eleven 13 -18 boarding Houses, each offering a unique sense of identity to boys and girls at all stages of the School. The four old Houses differ only in date and character from the seven 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. While girls have studies in the Houses, and are as much involved in the House and the School as the boys during the daytime, they have separate sleeping accommodation in halls of residence.



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### **Sixth Form House**

Fletcherites, a co-educational sixth form House, opened in September 2010 and is home to 65 girls and boys.

### **Housemasters, Assistant Housemasters, Matrons and Tutors**

All Housemasters are fully residential and have the support of a residential Matron and a team of Tutors including an Assistant Housemaster. The School has also begun to introduce residential tutors to assist the Housemaster. Each Tutor also has a small number of pupils with whom he or she meets at least once a week to provide the help and encouragement that enables every pupil to make the most of the opportunities that Charterhouse has to offer.

Housemasters, assisted by an Assistant Housemaster and a team of Tutors, share responsibility for discipline with the Deputy Headmaster (Pastoral), Assistant Head (Pastoral) and, ultimately, the Headmaster. Discipline, however, is more cooperative than adversarial in spirit.

### **Additional Support Services for Pupils**

In addition to a pupil's Housemaster, Tutor and Matron, pupils are free to approach other adults who are involved in pupils' welfare. These include:

- the Chaplains;
- the School Medical Officer;
- the nursing staff in the Hunt Health Centre;
- the School Counsellors;
- Head of the Yearlings (for pupils in Year 9);
- Deputy Headmaster (Pastoral)
- Assistant Head (Wellbeing)
- Assistant Head (Pastoral)
- The Peer Support Scheme (started in January 2011).

### **Spiritual and Moral Development**

The spiritual life of the School centres on Chapel. There are two full-time Chaplains, a lay Chaplain and a part-time Roman Catholic Chaplain. A short service for the whole School is held at 8.30 am on Mondays, Wednesdays and Fridays. The main School service on Sunday is usually held at 8.00 pm and takes the form of either Evensong or Eucharist. Roman Catholic pupils may attend Mass in the Founders' Chapel at this time. Once or twice a term, the main School service is Matins at 10.45 am. Voluntary services of Holy Communion are held thrice weekly. A confirmation service is held annually and pupils are prepared for this by the Chaplains. There is also a Christian Union which meets one



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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. Housemasters, Tutors, Matrons, Chaplains and the PSHE programme all play a significant role.

### **Social and Cultural Development**

Pupils' social and cultural development is fostered through a wide range of co-curricular activities including sport, music, drama and other evening and weekend activities. A pupil's social life centres on the House (plus the Halls of Residence for girls) as well as around such places as Club and the Queen's Sports Centre. Under School pupils must attend a stated number of plays and concerts within the School each Quarter. There are also opportunities to attend cultural events outside the School.

### **Rules and Policies for Pupils**

The School Rules are published each Quarter in the Calendar. 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.

### **Child Protection Policy**

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

### **Links with Parents**

Links with parents are fostered through:

- annual Parents' Briefings for each year group (2 meetings for Year 9 parents);
- regular reports on each pupil's academic progress;
- newsletters to parents;
- School Calendar - sent termly to all parents;
- School Events Calendar - sent termly to all parents;
- Parents' attendance at matches, plays, concerts and Sunday Chapel - all of which is actively encouraged;
- Parents' attendance at House events such as House concerts and Year Group social evenings;
- Leavers' Lunch for all Year 13 parents at the end of Cricket Quarter.



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### **Complaints Procedures**

If a pupil has a complaint it may be addressed to the Head of House, Head Boy, Head Girl, Tutor, Matron, Housemaster, School Medical Officer, Master of the Under School, Assistant Head (Pastoral) & Head of Girls, Deputy Headmaster (Academic), Deputy Headmaster (Pastoral) or Second Master. If matters cannot be resolved by them, or if circumstances dictate a direct reference to him, the Headmaster can be consulted, who is the senior staff member responsible for the complaints procedure.

Alternatively, the complaint can be referred to a member of the Independent Panel. Names and contact details are available from the Headmaster's Office.

Parents or pupils may also contact the Children's Commissioner on 0800 5280731, Surrey Children's Services on 0300 4709100, Child Line 0207 6000100, the Safeguarding Line on 0300 2001006, or ISI on 0207 710 9900 (e: [concerns@isi.net](mailto:concerns@isi.net)).

In the case of Child Protection (Safeguarding) issues, Mr JM Richardson or Miss AJA Hawkins should be consulted.

### **Parent Complaints (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.

### **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.

### **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.

### **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 up 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; and in thinking creatively about how we can share what we have with others, in schemes like our programme to build capacity in Physics 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.