

A1: ADMISSIONS (also applies to International Study Centre)

Policy A1: Admissions

Review September 2025

Document Quality Control

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1.1. Mission Statement

The mission statement of the school, which includes our aims and ethos, is as follows:

“We reach out to provide excellence in individualised education, to nurture, extend and enrich young people to develop into the global citizens and leaders of the future.”

Notes on the Mission Statement

1. **“excellence”** - Academic excellence has long been an aim of the school, and has been demonstrated in recent years as students have gained places at Oxford University and shown great progress during their time here at Chase Grammar School and Chase Grammar School International Study Centre
2. **“individualised”** – We pride ourselves on our ability to offer a high quality of individualised attention to our pupils, including high quality individualised academic monitoring and interventions, high quality individualised pastoral care, and high quality individualised personal development
3. **“extend”** – Student are challenged to aim for their Silver or Gold targets in curriculum subjects and to achieve Bronze, Silver and Gold visas in their Chase Passport
4. **“global citizens”** – Students come to Chase Grammar International Study Centre and Chase Grammar School from all round the world. We aim to broaden the minds of all pupils to promote global understanding and responsibility.
5. **“leaders”** – Our Student Leaders play an important part in the personal development of pupils and contribute to our overall provision

“Expect to Achieve”

The positive ethos of the school is encapsulated in our ethos of “Expect to Achieve”, which highlights five key guidelines:

1. Be proactive and participate
2. Extend and enrich yourself

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3. Communicate clearly
4. Be considerate and kind
5. Make the right choices

1.2 Links to Other School Policies

See A4: Policy to promote good behaviour and to set out the sanctions for misbehaviour. (On website).

See A4ii: Exclusions Policy (Paper copy available from School Office). See Appendix A for full Equality Policy.

1.3. Procedure

Students are admitted at any entry point in the school. Usually a trial day is part of the admissions process. This gives staff the opportunity to assess, in a variety of ways, the suitability of the prospective student. The aim of the process is to ensure that Chase Grammar is the right school for a child. We are looking for students with a genuine interest in education in the broadest sense, with interests that stretch beyond the confines of the academic curriculum. The school has strong traditions in art, dance, drama, music and sport, and there are many other enrichment activities, all of which are important in developing a well-balanced, confident individual.

If a student joins at a time other than the beginning of the academic year in September, then the Local Authority is notified.

1.4. Scholarships and Bursaries

At Chase Grammar we encourage students to aim high and exceed their own expectations. We support all students in their individual gifts and talents and endeavour to help each one of them to discover their passion and unlock their potential. Our scholarship programme is designed to identify strengths, nurture commitment and resilience, provide excitement and challenge and celebrate success. Requests for bursaries are considered on a means-tested basis.

1.5 Sibling Discount

A sibling discount of 20% is applied for all siblings.

1.6. Equality

Chase Grammar is committed to providing equal opportunities for all students. Chase Grammar has a Christian ethos, however, we do not select for entry on the basis of religious belief. We welcome the contributions that members of all denominations and faiths make to the community. We aim to provide an environment in which all can achieve their full potential, regardless of gender, pregnancy or maternity, disability, race, religion or belief, cultural background, linguistic background, special educational need, sexual orientation, gender reassignment or academic or sporting ability.

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All forms of discrimination are unacceptable. We are committed to meeting the individual needs of each student and acknowledge and value all linguistic, religious and cultural backgrounds. Chase Grammar promotes British values and accepts applications from students of any faith or nationality. Specific religious, dietary, language or cultural need do not form part of the admissions process and are only discussed once a student has accepted an offer of a place at the school. (See Appendix A for full Equality Policy.)

1.7 Applicants with Disabilities/Medical Conditions and/or Learning Difficulties

The Term Medical conditions includes all chronic health conditions including, but not limited to Diabetes, Epilepsy, Asthma, Anaphylaxis and Cystic Fibrosis. Disabilities includes all disabilities from birth or occurring from illness or accident.

Parents must inform the School when submitting a Registration Form of any health conditions or disabilities relating to their child which may affect their child's performance in the admissions process, and their ability to fully participate in the education provided by the School. They must keep the School apprised of any changes. When the School becomes aware of a student's medical condition or disability, a member of the admissions team will consult with SLT, SENDCo, matrons, teachers, and boarding house staff, as appropriate, and with parents, to consider what reasonable adjustments could be made to enable a student, if they are able, to satisfy the admission requirements. Although Chase Grammar School will always look at ways to support a student with a medical condition or disability, there may be occasions when the school is unable to reasonably make adjustment or safely meet a child's individual needs. If, after due consideration, the School considers that it cannot make suitable provision, or appropriately meet the student's needs, parents will be informed of its decision and the reasons for it.

We welcome students with learning difficulties, provided that our Learning Support Department can offer the support they require. We welcome students with physical disabilities provided that our site can cope with them. However, we advise parents of students with learning difficulties or physical disabilities to discuss their child's requirements with us in detail so that we can make adequate provision for them.

Parents should provide a copy of an Educational Psychologist's report or a medical report to support any specific requests, for example for extra time or other special arrangements.

We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child if they become a student at the school.

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1.8 International Applicants

We welcome students from overseas and believe that an international mix is both positive and healthy at Chase Grammar. In order to cope with the academic and social demands of life and study at Chase Grammar, students must be prepared to manage spoken and written English in varying levels of complexity. Written and spoken English are assessed prior to entry through written tests and interviews, which may be conducted in person, via Skype or telephone call. EAL provision is one of the strengths of Chase Grammar. Students will be tested regularly and be prepared for IELTS (or equivalent) qualifications. A candidate may be advised to undertake an intensive course in English in the holiday period prior to admission to the School. Students may be directed to the Pre-A Level course, or the Foundation course.

Students may also be directed to additional EAL tuition during the school day, resulting in a reduction of the curriculum until such time as the student is fluent enough in English to access all aspects of the curriculum.

1.9. Misbehaviour and Exclusions

See A4 and A4ii for policies relating to misbehaviour and exclusions.

1.10. Complaints

We hope that parents do not have any complaints about our admissions process. However, if any aspect of our admissions procedure gives you cause for concern, a copy of the school's complaints procedure is set out in Policy A14. (On our website or paper copy available from the School Office).

1.11. Children Missing Education

All professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education. Please see staffshare for Attendance Policy (an appendix of our A4 Behaviour Policy).

Our school holds **at least 2** emergency contact numbers for each pupil. If a child goes missing from our school and we are unable to locate them, we will inform parents/carers and we will also contact the Police to report them missing. This will ensure that the Police and other partners have a true picture of missing episodes, which are indicators of risk for some children.

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The school will notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) will also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he/:

- Has been taken out of school by their parents and is being educated outside the school system (e.g., elective home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced because of a crisis e.g., domestic violence or homelessness;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered [‘missing’](#).

The Local Authority is informed if children join, or leave, the school at non-standard transition points (see *Children Missing Education*, DfE, September 2016). The school investigates all unauthorised absence. If it becomes apparent that a boarding student is missing in boarding time (Monday –Thursday 16.40 – 08.30, Friday 16.40- Monday 08.30)

1. Boarder identified as missing (e.g. missed roll call).
2. Check sign-in/out logs, check the daily log for any reminders/notes about appointments etc. Re-register and do a headcount to corroborate missing student. Begin to record all details on an incident timeline.
3. Call to inform HoB Faculty/Emergency SLT contact.
4. Call missing boarder's mobile phone & talk with other students/friends for more information. Act on any information given.
5. Contact other boarding houses to ask if the missing boarder is present there. Tylecote Boarding House: +44 7365 224908 Parton Boarding House: +44 7480 948080 Lee Boarding House: +44 7397 034742
6. Search the boarding House looking for signs of a security breach. Double-check all bathrooms and bedrooms in case boarder is hiding.

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7. HoB Faculty will organise a co-ordinated whole campus search
8. AFTER 1 HOUR, IF STILL NOT FOUND, HoB Faculty will co-ordinate a whole community fire alarm. Duty House staff will register/account for all boarders.
9. CMT will contact parents/guardians to ascertain whether they have taken the boarder without informing staff.
10. CMT will contact the police (101) and provide full support to the police. HoB Faculty/DSL will contact SSCB MASH.
11. HoB Faculty to contact Principal who will decide whether or not to convene the CMT.

Outcomes:

1. Boarder found: safe and well- investigation into whereabouts. Support if needed, sanction if necessary.
2. Boarder found: injured or unwell- first aid, 111/999, investigation and follow-up actions as necessary. RIDDOR.
3. Boarder found: fatality. RIDDOR. Police investigation.
4. Boarder not found. Police investigation.

Chase Grammar School will notify UKVI there are any changes to a Student or Child Student's circumstances.

Afterwards, HoB will manage the following: write an incident report; the follow-up pastoral care of Staff and students involved (including possible counselling).

Staff should never speak to media outlets regarding a missing child. Refer all questions from 3rd parties to the CMT.

Other Relevant Documentation

Children Missing Education, DfE, September 2016

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Equal Opportunities Policy

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1. Equal opportunities statement

Chase Grammar School is committed to promoting equal opportunities in employment. All staff and job applicants will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (**Protected Characteristics**).

2. About this policy

- 2.1 This policy sets out our approach to equal opportunities and the avoidance of discrimination at work. It applies to all aspects of employment with us, including recruitment, pay and conditions, training, appraisals, promotion, conduct at work, disciplinary and grievance procedures, and termination of employment.
- 2.2 This policy covers all employees, officers, consultants, contractors, volunteers, casual workers and agency workers.
- 2.3 This policy does not form part of any employee's contract of employment and we may amend it at any time.

3. Who is responsible for this policy?

- 3.1 The Principal has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law.
- 3.2 All staff must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Staff will be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice.
- 3.3 If you have any questions about the content or application of this policy, you should contact the Vice Principal to request training or further information.
- 3.4 This policy is reviewed on an ongoing basis.
- 3.5 Staff are invited to comment on this policy and suggest ways in which it might be improved by contacting their line manager in the first instance.

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4. Discrimination

- 4.1 You must not unlawfully discriminate against or harass other people including current and former employees, job applicants, pupils, parents, suppliers and visitors. This applies in school, outside school (when dealing with pupils, parents, suppliers or other work-related contacts), and on school-related trips or events including social events.
- 4.2 The following forms of discrimination are prohibited under this policy and are unlawful:
- (a) **Direct discrimination:** treating someone less favourably because of a Protected Characteristic. For example, rejecting a job applicant because of their religious views or because they might be gay.
 - (b) **Indirect discrimination:** a provision, criterion or practice that applies to everyone but adversely affects people with a particular Protected Characteristic more than others, and is not justified. For example, requiring a job to be done full-time rather than part-time would adversely affect women because they generally have greater childcare commitments than men. Such a requirement would be discriminatory unless it can be justified.
 - (c) **Harassment:** this includes sexual harassment and other unwanted conduct related to a Protected Characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.
 - (d) **Victimisation:** retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment.
 - (e) **Disability discrimination:** this includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

5. Recruitment and selection

- 5.1 Recruitment, promotion, and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Shortlisting should be done by more than one person, where possible. Our recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities.

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- 5.2 Vacancies will be advertised to a diverse section of the labour market. Advertisements will avoid stereotyping or using wording that may discourage particular groups from applying.
- 5.3 Job applicants should not be asked questions which might suggest an intention to discriminate on grounds of a Protected Characteristic. For example, applicants should not be asked whether they are pregnant or planning to have children.
- 5.4 Job applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which can only be used with caution. For example:
- (a) Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
 - (b) Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
 - (c) Positive action to recruit disabled persons.
 - (d) Equal opportunities monitoring (which will not form part of the selection or decision-making process).

Where necessary, job offers can be made conditional on a satisfactory medical check.

- 5.5 We are required by law to ensure that all employees are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, must be able to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from Visas and Immigration.
- 5.6 To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in our organisation, we will monitor applicants' ethnic group, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information is voluntary and it will not adversely affect an individual's chances of recruitment or any other decision related to their employment. The information is removed from applications before shortlisting, and kept in an anonymised format solely for the purposes stated in this policy. Analysing this data helps us take appropriate steps to avoid discrimination and improve equality and diversity.

6. Training and promotion and conditions of service

- 6.1 Training needs will be identified through regular appraisals. You will be given appropriate access to training to enable you to progress within the organisation and all promotion decisions will be made on the basis of merit.

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- 6.2 Our conditions of service, benefits and facilities are reviewed regularly to ensure that they are available to all of you who should have access to them and that there are no unlawful obstacles to accessing them.

7. Termination of employment

- 7.1 We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.
- 7.2 We will also ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

8. Disabilities

- 8.1 If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.
- 8.2 If you experience difficulties at work because of your disability, you may wish to contact your line manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your line manager may wish to consult with you and your medical adviser about possible adjustments. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible.
- 8.3 We will monitor the physical features of our premises to consider whether they might place anyone with a disability at a substantial disadvantage. Where necessary, we will take reasonable steps to improve access.

9. Part-time and fixed-term work

Part-time and fixed-term staff will be treated the same as comparable full-time or permanent staff and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

10. Breaches of this policy

- 10.1 We take a strict approach to breaches of this policy, which will be dealt with in accordance with our Disciplinary Procedure. Serious cases of deliberate discrimination may amount to gross misconduct resulting in dismissal.

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- 10.2 If you believe that you have suffered discrimination you can raise the matter through our Grievance Procedure. Complaints will be treated in confidence and investigated as appropriate.
- 10.3 There will be no victimisation or retaliation against staff who complain about discrimination. However, making a false allegation deliberately and in bad faith will be treated as misconduct and dealt with under our Disciplinary Procedure.

11. Related policies

This policy is supported by the following other policies and procedures:

- (a) Grievance Procedure.
- (b) Disciplinary Procedure.
- (c) Flexible Working Procedure.
- (d) Maternity, Paternity, Adoption and Shared Parental Leave Policies.
- (e) Parental Leave Policy.
- (f) Time Off for Dependents Policy.
- (g) Dress Code.

Authorised by Richard Baum, Director of Operations Achieve Education and Advisory Board Member

Executive Director Signature:  **Date: 01.09.2024**