



COLLECTIVE WORSHIP POLICY

Policy Version			
Date	Document Version	Document Revision History	Document Author/Reviser
20/4/16	1	New Document	J Appleyard
30.10.17	1.1	Received and Approved at T & L sub committee 14.11.17	A.White

This policy will be reviewed every 12 months in light of local and Government legislation.

The Dunham Trust believes it makes a significant contribution in transforming children's life chances. Our aim and commitment is to transform schools into sustainable learning academy communities.

“We aim to ensure that, for everyone involved, excellence and equity become and remain a reality”

“They come this way only once so we should litter their pathways with quality experiences”

We believe that we are able to help our academies and their young people to aspire to and achieve success. To do this, we are committed to ensuring that every child and young person has a pathway to succeed that:

- gives the best possible start in life
- equips with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for ‘Improvement’ are designed to ensure all academies are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the Trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve.
- provide a flexible approach to improvement that meets the needs of each Academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable.
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

The Trust has a responsibility to ensure the success of each academy by allowing every pupil to maximise his/her potential. As an academy sponsor there will be an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills.

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1944
- Education Reform Act 1988
- Education Act 1993
- Education (Special Schools) Regulations 1994

The following documentation is also related to this policy:

- Religious Education and Collective Worship (Circular Number 1/94) (DfE)

We have a legal requirement to provide religious education and daily collective worship for all our registered pupils but with the exception of those pupils who are withdrawn from these activities by their parents.

We are aware that there are many who object to any form of collective worship but until the law changes it is still a legal requirement and can be used to promote pupils' spiritual, moral, social and cultural awareness

We understand collective worship to be a special act or occasion whose main purpose is to show reverence to God and involves pupils and teaching staff (and at times parents, governors and other visitors) coming together every day.

We will ensure that collective worship, which can take place at any time during the school day, will be wholly or mainly of a broadly Christian character reflecting the broad traditions of Christian belief without being connected to any particular Christian denomination.

We are aware that when we are planning collective worship we must by law that we take in to account the ages of the pupils, their aptitudes and their family and religious backgrounds.

We acknowledge that parents have the right to withdraw their child from collective worship and we will, therefore, agree to any such requests. Alternative supervised arrangements will be made for all pupils' excused collective worship.

We believe that in our daily collective worship when all members of the school come together, we try to create an occasion which produces a variety of responses, one of which is worship. We understand worship to be a special act or occasion whose purpose is to show reverence to God.

However, we believe we must conduct our assemblies in a manner that is sensitive to the individual faith and beliefs of all members of the school. Therefore, throughout the academic year we will hold collective worship that reflects other world religions as we want all children to feel included whatever their beliefs or background.

We would like everyone to take an active part in our collective worship but we are aware that teachers have the right to withdraw from the religious element of collective worship. We acknowledge the right of parents to withdraw their children from collective worship.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We acknowledge that children's entitlement to acts of collective worship should not be affected by gender, culture, race or special needs. We will ensure that there are no barriers to this equality of opportunity.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure that all pupils take part in a daily act of worship of a wholly or mainly of a broadly Christian character.
- To provide all pupils with an opportunity to worship God.
- To show pupils how to worship by participating and responding.
- To enable children to consider spiritual and moral issues and to explore their own beliefs.
- To promote and embed a common ethos with shared values and positive attitudes.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Head of School to ensure collective worship takes place in the school;
- delegated powers and responsibilities to the Executive Principal and Head of School to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body.
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Head of School and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for celebrating the effort, success achievements of pupils and school personnel;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head of School and Senior Leadership Team (SLT)

The Head of School and the SLT will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that daily collective worship will:
 - be well planned
 - be of a high quality

- take place at a set time every day
 - take place as a whole school, phase group or a year group
 - be broadly Christian
 - incorporate reflection, prayer, song and readings
 - take in to account the ages of the pupils, their aptitudes and their family and religious backgrounds
 - be sensitive to the individual faith and beliefs of all members of the school
 - promote a sense of community
 - be a special time in the school day
 - engage with everyone
 - be educational
 - promote spiritual, moral, social and cultural development
- nominate a member of staff to be responsible for the organisation and development of this policy but is aware that teachers cannot be directed to conduct collective worship;
 - work closely with the link governor and coordinator;
 - provide leadership and vision in respect of equality;
 - make effective use of relevant research and information to improve this policy;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
 - annually report to the Governing Body on the success and development of this policy.

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- plan collective worship for the school year;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- keep up to date with new developments and resources;
- undertake risk assessments to ensure:
 - fire exits are clear and not blocked by furniture
 - pupils are supervised at all times
 - pupils enter and leave the school have in a orderly manner
 - pupils sit away from trailing electrical cables
 - pupils are kept a safe distance away from lit candles
 - pupils are aware of the evacuation of the school building procedure
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- be aware of and comply with this policy;

- during assembly time pupils be:
 - dignified and respectful
 - calm and reflective
 - able to behave in an appropriate manner
 - quiet, thoughtful and to listen carefully
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

We want children to participate not only in the hymns and prayers but to show their work and to raise issues that they have discussed in class.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be aware of their right of withdrawing their children from collective worship;
- be invited to attend class assemblies;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Organisation

The Education Reform Act states that collective worship need no longer be at the start of the school day, and worship may take place in a single act of worship or separate acts of worship in different age groups.

We have decided to hold a daily act of worship in each key stage and at different times.

The beginning of any school day is always hectic and we are concerned that rushing pupils through registration and then into the hall for worship is devaluing the occasion and making the pupils unsettled. Therefore, our aim is to move our time of worship to before and after mid-morning break.

There will be occasions when worship, because of unforeseen circumstances, will take place in individual classrooms and be conducted by class teachers.

Length, Time and Pace

We are aware that we have to fulfill a statutory amount of teacher-pupil contact time namely, 22½ hours for infants and 23½ hours for juniors. Collective worship is not included in this time. Therefore, our collective worship will be kept to 15 minutes with several minutes being allowed for the pupils coming in making a maximum of no more than 20 minutes.

Composition

Music - taped/CD music should be played at the beginning and end of collect worship which, if possible, fits in with the theme for the week. The title of the music and the composer should be written on the magi-board above the piano.

Hymns - should be chosen to reflect the theme for the week or the day. Taped hymn singing will be used for the children to sing along with when it is not possible to use piano accompaniment.

Prayers - the children should be introduced to several prayers which we expect them to learn. The compilation of pupils' prayers should be actively encouraged and made into a book of prayers to be used at relevant times.

Provider - the provider may be the Headteacher, Deputy Head, class teacher, pupils, vicar, or outside speaker.

Theme - the theme to follow will be that planned by the co-ordinator.

Activities

In planning collective acts of worship we must bear in mind the following activities: -

- singing, readings and storytelling, rituals, drama, music for listening, responses, audio-visual presentation, interviews, symbols, prayer, dance, visiting speakers and cooking

Planning the Year

When planning the year the co-ordinator will think carefully about the inclusion of the following :-

- High days and holidays
- Saint Days
- Feasting for Festivals
- World Faiths
- National
- World Events

Planning for the academic year will take place before the end of each half term and all staff will then be given a year plan of the proposed collective acts of worship.

Involvement of Local Religious Groups

We believe that the involvement of local religious groups is vital to the development of our pupils. Therefore, speakers from local religious groups will be invited to speak to our pupils when we celebrate collective worship.

Involvement of Others

We actively encourage the involvement of outside speakers such as the local Police, lollipop lady etc. who will be invited to take an active part in our collective worship on a set theme.

Involvement of Parents

Parents will be invited to attend their child's class assemblies which take place once every academic year.

Achievements Assembly

The assembly on Friday morning is an occasion when the whole school meets to share together the successes and achievements of individual pupils either in or out of school. Also, house points are awarded and birthdays celebrated.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Ethos
 - Spiritual, Moral, Social & Cultural Development
 - Celebrating Success
 - Curriculum
 - Health and Safety
 - Risk Assessments
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

▪ Curriculum	▪ Health and Safety
▪ Risk Assessments	▪ Spiritual, Moral, Social & Cultural Development
▪ Celebrating Success	▪ Ethos

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Monitoring and review

The implementation of this policy will be monitored by the Heads of School, who will make an annual report to the Local Governing Body of that school.

Approval by The Dunham Trust

Signed: _____

Date: _____

Review date: _____

This policy, signed by a Director on behalf of the Dunham Trust, is held centrally on the One Drive.

End of policy statement