

## Collective Worship Policy

**Fully updated 26.11.19 by Darren Barton, TL Director of Standards**

**Approved by Trustees Outcomes Committee 05.02.20**

**Ratified by Board of Trustees 12.02.20**

**Next review date February 2022**

*This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.*

Within this policy the term Headteacher refers to the Headteacher of the school and the term CEO, refers to the Chief Executive Officer of Twynham Learning Multi-Academy Trust.

The trustees of the Trust are charity trustees and company directors and for the purpose of this policy these terms are interchangeable.

## **PRINCIPLES**

The Trust believes that collective worship both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos, and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in our worship. We value this special time in the school day for the space it gives children to develop a reflective approach to life and the ability to express their reflections in traditionally religious ways or any other appropriate manner.

Any act of worship must be “wholly or mainly of a broadly Christian character” for the majority of the time. They must also be “appropriate, having regard to the ages, aptitudes and family backgrounds of the students”.

We recognise that in asking our pupils to worship we have to consider the background that our children come from. The faith background of both the staff and the student's family is respected at all times.

## **AIMS**

Through our collective worship we aim to provide a caring and supportive environment for our students to:

- Become increasingly aware of themselves as individuals and groups within the school and wider community
- Grow in understanding of the feelings of other people in everyday situations and beliefs
- Explore the language which people use to express their feelings
- Deepen their sense of wonder about the world around them
- Grow in confidence when making a presentation to the group or whole school
- Respond freely to religious and/or spiritual stimulus
- Acknowledge diversity and affirm each person's life stance, whether it be religious or not

## **PRACTICE**

Within the Trust we combine our acts of worship with assembly, helping to ensure that worship takes place within a broad educational framework. There is a collective act of worship for each year pupil once a week and this will take place either in either class groups, year groups, phase groups or on a 'whole school' basis given the size of the school.

## **ROLES AND RESPONSIBILITIES**

- The Headteacher is responsible (under the School Standards and Framework Act 1998) for arranging the collective worship after consulting with the local advisory board (LAB).
- Parents of a student have a right to withdraw their children from collective worship.
- Parents are welcome to discuss assemblies, and any parent who wishes to withdraw their child from assembly on religious grounds should write to their child's Head of Year in secondary schools or the Headteacher in primary schools.

## **DISSEMINATION**

The policy will be made available to staff and parents on the school website.

## **MONITORING AND REVIEW**

The Board of Trustees will review this policy on a bi-annual basis. Compliance with this policy is monitored by Heads of Year (in the case of secondary schools) and by the Headteachers (in the case of primary schools) on a termly basis.

Equality Impact Assessment – Initial Screening Record

|                                   |                           |
|-----------------------------------|---------------------------|
| 1. What policy is being reviewed? | Collective Worship Policy |
| 2. Upon whom will this impact?    | All students and staff    |

3. How would the work impact upon groups; are they included and considered?

| <b>The Equality Strands</b>                                | Negative impact | Positive impact | No impact |
|--|-----------------|-----------------|-----------|
| Minority ethnic groups                                     |                 |                 | √         |
| Gender   |                 |                 | √         |
| Disability   |                 |                 | √         |
| Religion, faith or belief                                  |                 | √               |           |
| Sexual orientation   |                 |                 | √         |
| Transgender  |                 |                 | √         |
| Age <small>(N/A to pre-school and school children)</small> |                 |                 | √         |
| Rurality   |                 |                 | √         |

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

|                           | NO | YES | Uncertain |
|---------------------------|----|-----|-----------|
| Minority ethnic groups    | √  |     |           |
| Gender                    | √  |     |           |
| Disability                | √  |     |           |
| Religion, Faith or belief | √  |     |           |
| Sexual Orientation        | √  |     |           |
| Transgender               | √  |     |           |
| Age                       | √  |     |           |
| Rurality                  | √  |     |           |

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Comment by CEO: