

Collective Worship (Colleges) Policy

Version 3

This policy applies to all NCLT Colleges.

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1.0 Introduction

- 1.1 New Collaborative Learning Trust (NCLT) recognises that Collective Worship in an educational setting can be an important opportunity to make a contribution to the spiritual, moral, social and cultural development of students. At NCLT we aim to support and develop this by providing a curriculum that develops responsible and respectful students, preparing students for the challenge, opportunities and responsibilities of adult life in a multi-faith and multi-cultural society.

2.0 Implementation

- 2.1 The Trust's vision and ethos is built upon 5 core values, Candour, Challenge, Collaboration, Commitment, Care (The 5Cs).
- 2.2 They are the key foundations of the Trust and students are encouraged to uphold these values in every aspect of their school/college life. They underpin the personal development of our students both within our pastoral and academic curriculum and help to develop the character of our students, regardless of academic aptitude or religious beliefs.
- 2.3 The core values are implemented within the colleges by providing students with the following opportunities:
- To foster a sense of belonging by bringing students together to celebrate shared values of the school/college and the community. For example, the Trust's 5Cs are a weekly feature for discussion with students in tutorials.
 - Providing students with an experience of being part of a caring community.
 - To foster a sense of wonder about the world around them.
 - Exploring the language which people use to express their feelings and beliefs.
 - Reflecting on the fundamental questions of life and the values of the society in which they live.
 - By providing opportunity for celebration, thanksgiving and sharing of emotions such as love, joy, hope, friendship, acceptance, anguish, fear, reverence, forgiveness etc. There are a number of different clubs and societies for students to be part of, including the LGBTQ+ group and the Christian Union
 - To foster a concern for the needs of other people. The Trust promotes events in colleges throughout the year that allow students to understand the needs of other and support them. For example, MacMillan coffee morning, Comic Relief, Sports Relief
 - Acknowledgement of diversity and to affirm each person's life stance, whether it be religious or not. The Trust's tutorial programme encourages students to discuss issues surrounding equality and diversity.
 - By providing a dedicated room for prayer, reflection and/or contemplation that is available for all students and staff to use.

3.0 Planning, Recording and Review

- 3.1 Students will also be asked to share their experiences and thoughts around the content through tutor groups and Student Perception of Course and College Surveys (SPOCS), the results of these are then shared with senior teams.

Equality Impact Assessment (EIA)

The completion of this document is a requirement for all existing and proposed New Collaborative Learning Trust (NCLT) policies, major procedures, practices and plans (hereafter referred to as policies) as well as whenever looking at policy updates.

The Equality Act 2010 sets out our legal duty to undertake equality analysis of all trust/college policies. Completion of this EIA is the first step in meeting this duty. Please send the completed EIA (together with a copy of the related policy/draft policy document) to the Trust Director for Human Resources who will review the document and may refer to the Equality and Diversity Committee as necessary to advise on any follow up action that might be required.

Completion of the Equality Impact Assessment is part of the Specific Equality Duties (SED) required of the trust. Over arching the specific duties is the General Equality Duty (GED) required of everyone. Please bear the GED and SED in mind when undertaking this audit.

General Equality Duty

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Specific Equality Duties Relevant to EIA are to provide:

- Sufficient information to demonstrate compliance with the general duties; including effects policies have on people.
- Evidence that analysis of this information has been undertaken.
- Details of information considered during analysis.
- Details of engagement (consultation) that has taken place.

Protected Characteristics are:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Age • Disability • Gender Reassignment • Marriage/Civil Partnership • Pregnancy/Maternity Leave | <ul style="list-style-type: none"> • Race • Religion or Belief • Sex • Sexual Orientation |
|---|---|

Audit Prompt	Response
Name of policy	Collective Worship
Author of document:	Helen Jackson
Responsible Senior Manager:	Richard Fletcher
Briefly describe the aims, objectives and purpose of the policy.	To demonstrate that the Trust's curriculum aims to develop responsible and respectful students and prepare students for the challenges, opportunities and responsibilities of adult life in a multi-faith and multi-cultural society.
Who does the policy apply to: <ul style="list-style-type: none"> • Staff • Learners (please indicate which groups) • Members of the general public (please specify) 	Learners

<p>Will the policy affect members of the target audience equally?</p> <p>If no, please indicate the specific groups targeted by the policy.</p> <p>In targeting the policy at a specific group of people will members of other groups be disadvantaged?</p> <p>If yes, how will this be addressed?</p> <p>What information has been gathered about the diversity of the target audience? Attach details of information considered.</p> <p>How has this diversity been taken into account in writing the policy?</p>	<p>Yes</p> <p>No</p> <p>In writing this policy, the different beliefs and faiths of all students within the Trust were considered and included.</p> <p>As above</p>
<p>Does this policy contain visual images?</p> <p>If yes, are these technical or cultural in nature?</p> <p>If cultural, do they reflect diversity?</p> <p>If yes, please indicate how.</p>	<p>No images</p>
<p>Please indicate how this policy supports the trust/college in its General Equality Duty to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation (A). • Advance equality of opportunity between people who share a protected characteristic and those who do not (B). • Foster good relations between people who share a protected characteristic and those who do not (C). 	<p>This policy highlights the importance that the Trust places on our students understanding and accepting the differences that exist between people and communities and how we teach our students to be celebrate and accept this.</p>
<p>Please indicate any negative impacts identified in relation to the protected characteristics listed below, or how you have arrived at the view that there are not negative impacts in relation to these characteristics:</p> <p>Age</p> <p>Disability</p> <p>Gender Reassignment</p> <p>Marriage/Civil Partnership</p> <p>Pregnancy/Maternity Leave</p>	<p>N/A</p>

<p>Race</p> <p>Religion or Belief</p> <p>Sex</p> <p>Sexual Orientation</p>	
<p>Is the policy free from discrimination on the grounds of:</p> <ul style="list-style-type: none"> • Additional Learning Needs • Economic Needs • Social Needs 	Yes
<p>Please indicate who the policy has been considered by and/or who has been consulted about the policy. Where applicable include:</p> <ul style="list-style-type: none"> • Staff/student consultative groups • Trade unions • Equality and Diversity, Health and Safety and Safeguarding Committee • Other committees/working groups (specify) • Senior Management Team • Trust Executive Team • Board of Directors • External group / Advisory group (specify) 	TET
<p>Can you identify any further consultations that might be necessary to ensure no adverse impact? If yes, please specify.</p>	No
<p>Can you identify any differential or adverse impact the policy might have that is not already recorded? If yes, please specify.</p>	No
<p>How would you assess the overall impact of this policy on equality? Please circle.</p>	High / Medium / Low
<p>Please record who this audit has been completed by (if by committee/work group please indicate and get lead person to sign off):</p>	<p>Name : Helen Jackson</p> <p>Job Title : Trust Director- Curriculum and Education</p> <p>Date : Sept 24</p>