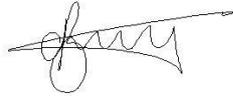


# Collective Worship Policy



**THE LADDER  
SCHOOL**  
Redefining alternative provision



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| Date of Creation (first edition)           | January 2019   |
| Date for Review                            | January 2021   |
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| Policy updates and amendments              | May 2020   |
| Member of staff responsible for the policy | Tracey Lecointe  |
| Date adopted for the Local Governing Body  | June 2020  |
| Signed by Principal                        |  |
| Signed by Chair of Governing Body          |   |

## Version Control

| Version | Author | Date     | Changes Made                           |
|---------|--------|----------|--|
| 1.0     | AAP    | Jan 2019 | First Edition draft                    |
| 1.1     | RW     | May 2020 | Changes to present tense / font change |

## Mission Statement

The Ladder School is a safe, well ordered and caring environment for learning. It delivers high quality education to all its students and supports them to develop their individual potential for growth, self-worth and self-control.

High quality outstanding teaching, and clear and consistent guidance and support facilitates students in succeeding in education. Our broad and balanced academic and vocational curriculum will provide students with access to a broad range of accredited qualifications as well as educational and social experiences, which will address their learning and emotional needs. Our purpose is to support every student to develop their true potential, make positive contributions to their families and find fulfilment in employment.

## Values

1. Alternative Provision doesn't mean a dumping ground...it's mainstream with the reasonable adjustments to succeed
2. High standards and high expectations are incredibly important and are the corner stones to a successful school
3. The Ladder School should become the go-to place for educators from across the country to see best practice
4. Good simply isn't good enough
5. Learning is about a journey and there is more than one way to get to the destination
6. Qualifications, manners, respect and opportunity should be the foundations for students that need a second chance.

## School Ethos



**High Standards**



**Daring to Dream**



**Traditional Values**



**Success**



**Personalised Support**

High standards – students are pushed to achieve beyond their potential, and staff work to ensure everything that we do is better than people expect.



**Daring to Dream** – students at The Ladder School may have been in an educational setting where they lacked aspiration to be successful, at The Ladder School we challenge students to reach their potential and go on to further education and employment.

**Traditional Values** – some things often get forgotten in education, at The Ladder School we pride ourselves on mutual respect, good manners, making a positive contribution, supporting one another and an orderly, litter free environment.

**Success** – can come in many virtues, at The Ladder School we celebrate the small steps every day and tell students when they are doing well. We ensure that students can have a successful future.

**Personalised Support** - all students at The Ladder School have a Learning Coach who guides them, sets them bespoke targets and supports them in making social and academic progress.

### **Statement of Purpose**

The aim of Collective Worship at The Ladder School is to provide the opportunity for pupils and staff to:

- celebrate together e.g. festivals, school values, individual achievements
- build a sense of community/foster corporate identity
- develop a reflective approach to living which sometimes encourages understanding of and invitation to prayer
- look beyond the physical, material and measurable
- reflect on human values;
- consider spiritual and moral issues and to explore their own beliefs
- participate and respond, through active involvement in the planning, leading, presentation and evaluation of worship
- feel safe in doing any of the above

Collective Worship at the Ladder School reflects the broad themes of Fundamental British Values without being distinctively linked to any particular denomination. However, collective worship, may at times, include material from the main world religions as well as non-religious views.

### **Collective Worship and the Curriculum**

Collective Worship is distinct from any RE taught within the curriculum but supports all aspects of learning in the classroom. It provides the opportunity for pupils' spiritual, moral, social and cultural development in line with statutory requirements. To achieve this, it addresses a wide variety of themes and topics; uses diverse stimuli and resources and provides pupils with opportunities to celebrate their achievements with each other.



## The Management of Collective Worship

The co-ordination of the collective worship programme is delegated to a senior member of staff who will assign an overarching theme for each week. The school aims to deliver a minimum of 6 acts of collective worship per term. Teacher, pupil and, where appropriate, parental views will be collected annually to evaluate the quality and impact of collective worship and to identify ways in which it might be improved.

## The Organisation of Collective Worship

Collective Worship Collective involves the whole school and may take place in the school hall or in a multi-purpose room or classroom. Acts of worship usually last for approximately 15 minutes, although it is recognised that this time will be shortened or lengthened when it is appropriate.

## Leadership

Every member of the school staff, pupils and occasional visitors will be involved in leading acts of worship at some point in the school year.

## Planning Acts of Collective Worship

The content of each collective worship session is carefully planned to ensure relevance and suitability for the ages, aptitudes and backgrounds of all pupils, as well as the balance between various faiths, special occasions and events but there is flexibility to allow the inclusion of current and topical issues.

Visitors who help us to increase the pupils' awareness, promote respect and raise the esteem of the pupils are welcome to lead collective worship at The Ladder School from time to time.

## The Act of Collective Worship

The act of Collective Worship uses a variety of styles, activities and a range of interactive resources to engage and promote wider thinking. Leaders of collective worship will make decisions about these elements according to what is most appropriate to the content, the ages, aptitudes and the backgrounds of the pupils.

If prayer is included in our acts of worship, it is introduced with a form of words that invites but does not coerce pupils to participate. Our prayers are addressed to 'God' rather than Jesus as this is inclusive of the beliefs of our non-Christian religious pupils. Pupils and staff who prefer not to pray will be asked to use these moments to reflect on the importance of any messages shared.

Where Collective Worship takes place as part of a general assembly, a variety of strategies e.g. music, silence etc. will be used to indicate clearly when reflection time begins and ends.

## Withdrawal

Our policy sets out clearly our aspiration that collective worship will be a valuable and valued experience for all members of our school community whatever their backgrounds and beliefs. It is invitational and reflective in nature and never coercive



or indoctrinatory. Parents have a right to withdraw their children from all or any acts of worship and staff (and Post 16 students) are also free to withdraw from involvement in this aspect of school life. We request that those who wish to exercise this right inform the Principal in writing so that school records are accurate. We also appreciate opportunities to speak with parents and staff who have concerns about collective worship and always keen to develop our understanding of sensitivities and to overcome difficulties where possible. Those pupils who are withdrawn from collective worship are cared for by a member of the school staff and engaged in other suitable activities.

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