

Haringey SACRE
(Standing Advisory Council on Religious Education)

COLLECTIVE WORSHIP

seeking a determination

Part A

COLLECTIVE WORSHIP

(i) The law on collective worship (a summary)

The delivery of collective worship in community schools is guided by the law, which states that:

- collective worship must be provided daily (separate arrangements may be made for nurseries and special schools);
- collective worship may take place at any time of the school day;
- schools may decide on the age/groupings of pupils and these may vary from day to day;
- the times decided for the delivery of collective worship may vary for different groups from day to day;
- generally collective worship should take place on the school premises;
- the content of the majority of acts of collective worship in a term should be "wholly or mainly of a broadly Christian character, reflecting the broad traditions of Christian belief.";
- the choice of content should have regard for the family backgrounds, ages and aptitudes of pupils;
- parents may withdraw their children from collective worship;
- teachers may withdraw from collective worship;
- in a community school the responsibility for managing the provision for collective worship is with the head teacher after consultation with the governing body; and
- every maintained school is required under the Education (Schools Information) Regulations 1996 to include in its annual prospectus information about the collective worship provided by the school and how parents may withdraw their children from it.



(ii) What is Collective Worship?

The law has never clearly defined collective worship. It is known, however, that it is **not** the same as faith community worship (corporate worship) because:

- a community school is not a faith community;
- a community school contains pupils and staff from many different faith backgrounds as well as those who have no religious beliefs or no faith background; and
- a school community contains a wide range of people with different views on what 'worship' might mean and what or whom may be worthy of worship.

Neither is collective worship the same as an Assembly because staff and pupils do not have the right to withdraw from Assembly.

Assembly may be taken to mean the time when members of the school are gathered together to pass on information and move forward matters of secular business (notices).

(iii) What is a determination?

If the headteacher of a school feels that the provision of collective worship within the broadest interpretation of the law is still not suitable for that particular school, then the headteacher needs to investigate whether it might be appropriate to ask the SACRE to grant a "Determination" in accordance with the law. (See Circular 1/94).

The determination is the decision of the SACRE as to whether it is appropriate for the requirement for Christian collective worship to apply in the case of the school, or in the case of any class or description of pupils at the school, having regard to any circumstances relating to the family background of the pupils at the school. The SACRE must review the determination if the school so requests and, in any event, within five years of the date when the determination was made or last reviewed.

Part B of this document sets out guidance on the process of the determination procedure.



Part B GUIDANCE

The purpose of this paperwork is to support a headteacher:

- (a) in clarifying whether seeking a determination is appropriate to the school; and
- (b) in collecting the evidence base and other documentation that will be needed in order to make an application to SACRE.

1. Seeking a determination

- 1.1 The law states that the majority of acts of collective worship in a term should be wholly or mainly of a broadly Christian character and it is considered that this should be appropriate for most pupils across the country.
- 1.2 In schools where the head teacher and the governors believe that this requirement is inappropriate for their pupils the school may apply to its local SACRE (Standing Advisory Council on Religious Education) for a "determination" that the "wholly or mainly broadly Christian" criterion will not apply.
- 1.3 This may be in respect of the whole school or in respect of a particular group of students within the school. However, the school must continue to make provision for collective worship for all pupils.
- 1.4 Factors that may inform a head teacher's decision to make an application to the SACRE are:
 - (a) the number of withdrawals from broadly Christian acts of collective worship; and
 - (b) where there are significant numbers of pupils from non-Christian backgrounds
- 1.5 The determination procedure allows this requirement to be lifted in respect of some or all of the pupils in a school where the requirement is inappropriate.
- 1.6 The head teacher of the school must first decide:
 - (a) why wholly or mainly broadly Christian collective worship is not appropriate; and
 - (b) what alternative form of collective worship would be appropriate, and why.



1.7 The head teacher will need an evidence base for the school's proposals which should be submitted with the application. It could include:

- Pupils' faith (or other relevant) backgrounds;
- Information from the school's most recent OFSTED inspection;
- Evidence of the number of withdrawals and the reasons for them;
- Evidence of the views of governors, teachers and / or parents.

1.8 There must be consultation with governors, and it is advisable to also canvass the opinions of parents and staff. All of those being consulted will need the following information to guide their decisions:

- a statement from the school as to why the "wholly or mainly broadly Christian character" of collective worship is not appropriate (for all or part of the school);
- clear information about what the alternative form of collective worship would be and to whom it will apply;
- an outline timetable of the determinations procedure; and
- any other information that the head teacher considers may be appropriate to supporting their application, e.g. relevant paragraphs from the school's OFSTED report, the school's current policy on collective worship.

1.9 Governors must be consulted on the proposals. Governors should be given the opportunity to see collective worship in the school, should they wish. Governors must vote at a meeting of the full governing body.

1.10 Best practice would involve seeking the views of parents and teachers and schools will be asked to inform SACRE of the efforts they have made to canvass the views of these groups and the results of any consultation. If views are sought by ballot these groups must be given the opportunity to vote in a secret ballot which must be time restricted (i.e. there must be a published deadline).

2. Timetable

2.1 SACRE will consider determinations annually. This will normally be at **SACRE's first meeting of the summer term**. SACRE may consider an application at other times if, on the Advice of the SACRE's RE Adviser Consultant, it considers that an earlier decision should be made.



- 2.2 In order to ensure that SACRE members have sufficient time to consider them in its annual timetable, applications for a determination must be sent to the Clerk to the SACRE **no later than the half term holiday in the spring term.**
- 2.3 Applications received after the spring half term holiday will not normally be considered until the following year, unless there are special circumstances that may require an earlier decision.
- 2.4 Therefore, schools will need to organise their consultations with governors and any other groups so that they allow reasonable time for them make a proper consideration of the head teacher's proposals. If a school wishes to make an application, SACRE recommends that the **consultation process should begin during the autumn term.** It should be remembered that governors should be given the opportunity to see collective worship in the school should they so wish.
- 2.5 The headteacher and a governor of the school or their representatives should attend SACRE's determinations meeting to answer any questions or to provide supplementary evidence.

3. What if a determination application is agreed by SACRE?

- 3.1 Where a determination has been granted in respect of all or some of the pupils in the school, daily collective worship must still be provided for them. This will be in the form agreed by the SACRE to be more suitable for their needs.
- 3.2 Where a determination has been granted in respect of a class or description of pupils of a particular faith or religion, the alternative collective worship may be provided for those pupils as a whole. It may not be distinctive of any particular denomination of any faith or religion, but may be distinctive of a particular faith or religion.
- 3.3 **Parents continue to have a right to withdraw their children from the collective worship.** The parental right should be freely exercisable and a school must give effect to any such request. Parents are not obliged to state their reasons for seeking withdrawal.
- 3.4 Where a single determination has been granted for the whole school, it is not permissible for pupils to be divided into faith groups for worship.
- 3.5 Where a determination covers only part of the school, or where more than one determination has been granted in respect of different pupils at a school, a single act of worship may be provided for each group of pupils covered by a single determination. Where such a group has been defined in respect of the pupils' faith background, it follows that the single faith worship may be provided for the pupils involved.



- 3.6 Each group in respect of which a determination has been made may, of course, be further subdivided by school or age group if that is felt to be appropriate.
- 3.7 Information about new arrangements for collective worship in the school should be published in the school prospectus. This information should also be made available to OFSTED.

Please Note:

- (I) If the Secretary of State is satisfied, either on complaint by any person or otherwise that any SACRE:
- (a) has acted or is proposing to act unreasonably in determining whether it is appropriate for the requirement for Christian collective worship to apply in the case of a school or group of pupils; or
 - (b) has failed to discharge its duty in this respect;
- the Secretary of State has the power to direct the SACRE to revoke the determination, withdraw the proposed determination or, as the case may be, to discharge its duty.
- (II) Determinations last for no longer than five years.
- (III) Haringey SACRE is concerned that seeking a determination for some of the school may be divisive and conflict with the desire that the school will have to create a cohesive community. In such cases, SACRE hopes that headteachers will be able to reassure them as to how and why this will not be the case in their particular school.
- (IV) In this guidance the term Parents should be understood as including pupils' legal guardians.

Further information or guidance can be sought from:

SACRE's Adviser for RE (Denise Chaplin)
South London Multi-Faith Multi-Cultural Centre
Kilmorie Road
LONDON SE23

Tel: (020) 8-314-7636

Clerk to the SACRE (Nick Evans)
Civic Centre
High Road
Wood Green
LONDON
N22 8LE

Tel: (020) 8489-2920



Haringey SACRE (Standing Advisory Council on Religious Education)

Part C APPLICATION

Please use additional sheets if there is not enough space in any section.

Qualifying Information

1. Do you wish the requirement to be lifted for: **(please tick)**

some of the pupils in the school? or
all of the pupils in the school?

2. **In what ways do you consider the requirement for collective worship to be of a wholly or mainly broadly Christian collective worship to be inappropriate for the pupils indicated?**

3. The SACRE must have regard to any circumstances relating to the **faith backgrounds** of the pupils, which are relevant for deciding what type of collective worship is appropriate. If the Headteacher of a school considers that the requirement for collective worship to be “wholly or mainly of a broadly Christian character” conflicts with what is appropriate to the **family backgrounds** of the pupils, their **ages** and their **aptitudes** they can apply to the SACRE to lift or modify the requirement. Therefore:
 - 3.1 **what circumstances relating to the faith backgrounds, ages or abilities of the pupils in your school are relevant to your request?**



- 3.2** how many pupils are currently withdrawn from collective worship? (Please state why, if the reason is known)
- 3.3** Please provide a breakdown of the faith groups represented in the school.
- 3.5** as your request may be related to either a clearly described and defined group or to the whole school, **which group(s) are to be included in your case?**
- 4.** What type of collective worship do you consider to be appropriate to your school and why?



Consultations

Consultation 1 - Governing Body (Statutory)

Before making an application for a determination, the head teacher must consult the school's **full** governing body. The governing body must be issued with the paperwork set out in paragraph 1.8 (above):

A majority of the governing body must agree in order to proceed.

5. **Have you formally consulted the full governing body?** Yes/No
6. **Is the governing body in agreement with your request?** Yes/No
7. **How have you consulted the full governing body and what was the response?** (Please provide a copy of the minute)



Consultation 2 – Parents (Optional)

SACRE would like schools to seek the views of parents (or other guardians if appropriate). Parents should be given the same information as governors - see paragraph 1.8 (above) - and should be offered the same opportunity to see the collective worship currently provided in the school.

A parents' vote should be by secret ballot. SACRE would expect majority to be in agreement with the headteacher's proposals in order to proceed.

Parents should be informed that they would still have the right to withdraw their children from collective worship under any new arrangements.

- | | | |
|----|--|--------|
| 8. | Have you formally consulted parents? | YES/NO |
| 9. | If 'yes', are the majority in agreement?
(Please provide evidence of any ballot) | YES/NO |



Consultation 3 - Teachers (Optional)

SACRE would hope that teachers will be formally consulted (as with parents and governors) on whether they agree with the headteacher's proposal(s) and receive the same paperwork, as set out in paragraph 1.8 (above). If a teachers' vote is organised it should be by secret ballot.

Teachers will still have the right to withdraw from collective worship under any new arrangement.

10. **Have you consulted with teachers at the school?** YES/NO
11. **What was their response?**
(Please provide evidence of a ballot)

Other Requirements

Before applying for a determination in relation to the whole school, care should be taken to safeguard the interests of any parents of children for whom broadly Christian collective worship would still be more appropriate.

12. **How have you safeguarded the interests of such parents and their children?**



Following the Determination Application

Haringey SACRE expects the Headteacher will wish to take appropriate steps to notify the governing body, school staff and the parents of the new arrangements.

- 13. How do you intend to notify the governing body, school staff and parents should the determination be made?**

It is essential for the head teacher to keep sufficient records to enable them to reply to any parental enquiry about the reasons for applying or not applying for a determination for a group of pupils.

- 14. Are you already keeping such information and how do you intend to inform parents of their existence?**



Supporting information

Please list here what supporting information is enclosed with this application.

Date: _____

Signature: _____ Headteacher

Signature: _____ Chair of Governors

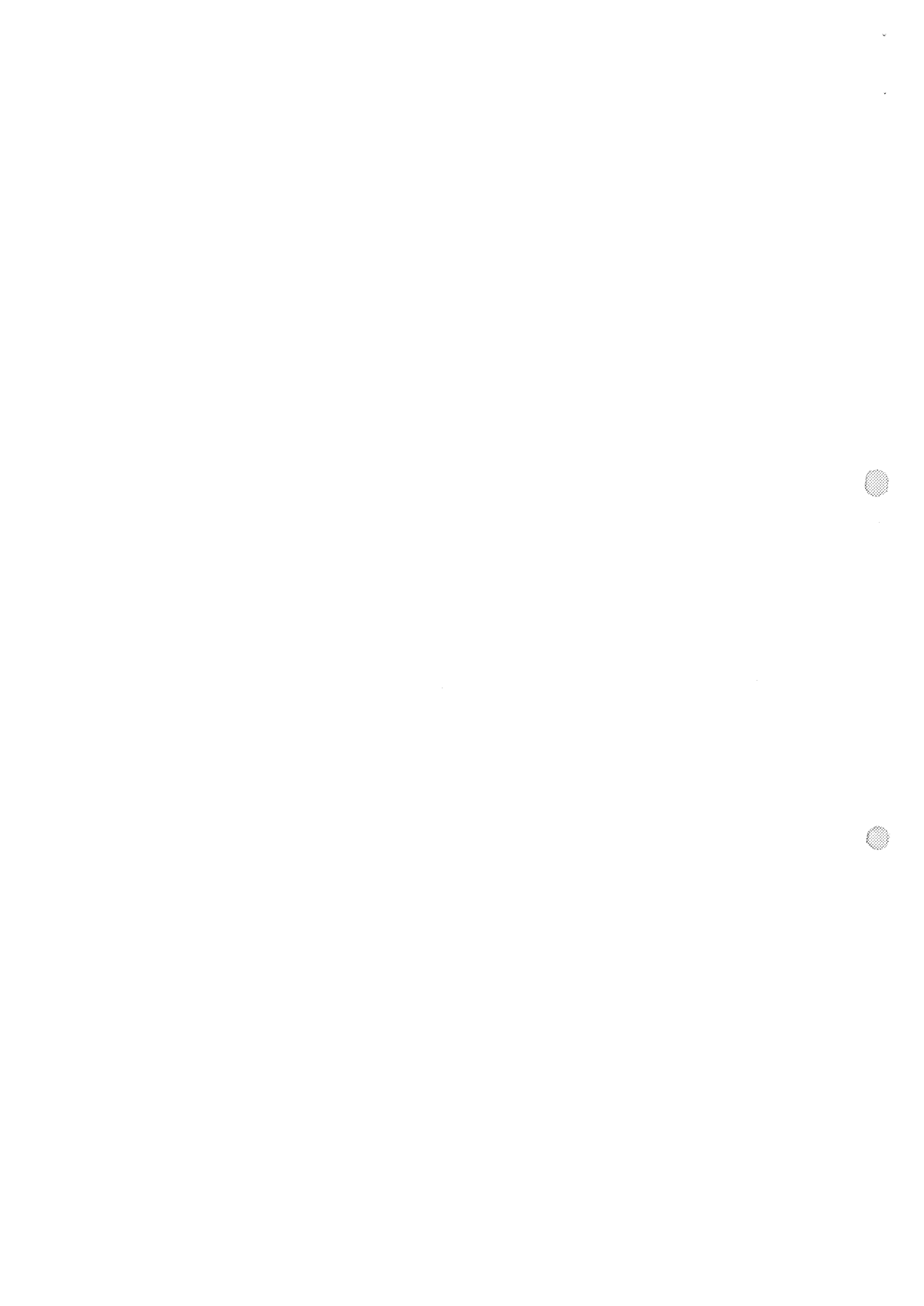
Name of School: _____

SACRE's use only

Date received	Date of Determination
Agreed/Not Agreed	Signed: _____ Chair of SACRE _____ Clerk to the SACRE
Details of the SACRE's decision may be obtained from the Clerk to the SACRE	

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Education Reform Act 1988
s.7(4)(c)+(5) + Education
Act 1993 s.138(5)(c)+(6)

6(3)(a)

Education Reform Act 1988
s.6(1)

Education Reform Act 1988
s.7(5) + Education Act 1993
s.138(6)

Education Reform Act 1988
s.7(4)(a) + Education Act
1993 s.138(5)(a)

Education Reform Act 1988
s.7(4)(b) + Education Act
1993 s.138(5)(b)

Education Reform Act 1988
s.7(4)(c) + Education Act
1993 s.138(5)(c)

Education Reform Act 1988
s.7(1)

s.7(6)+12

Education Act 1993 s.148

Education Reform Act 1988
s.12(1)
s.12(1)
s.12(9)

- 64 The extent to which and the ways in which the broad traditions of Christian belief are to be reflected in such acts of collective worship should be appropriate to the family backgrounds of the pupils and their ages and aptitudes. It is for the head teacher to determine this after consultation with the governing body.
- 65 Pupils who do not come from Christian families should be able to join in the daily act of collective worship even though this would, in the main, reflect the broad traditions of Christian belief. The law intends that, subject to the exceptions provided by section 9 of the 1988 Act (paragraph 83), all pupils will take part in such collective worship.
- 66 In all these matters any departure from the broadly Christian requirement must be justified in terms of the family backgrounds, ages and aptitudes of the pupils concerned. These considerations should inform:
- 1 the extent to which (if at all) any acts of collective worship in the school are not of a broadly Christian character;
 - 2 the extent to which the broad traditions of Christian belief are reflected in those acts of worship of a broadly Christian character; and
 - 3 the ways in which those traditions are reflected.
- 67 It is suggested that the head teacher ensure that the school's plans for daily collective worship, or some other record, are kept in case of queries.

Exemption from broadly Christian collective worship ('determinations')

- 68 The requirements described above (paragraphs 60–66), that collective worship should be wholly or mainly of a broadly Christian character, should be appropriate for most pupils across the country. The 'determination' procedure, however, allows these requirements to be lifted in respect of some or all of the pupils in a school where they are inappropriate. In determining this, the standing advisory council on RE (SACRE) is to have regard to any circumstances relating to the faith backgrounds of the pupils which are relevant for deciding what character of collective worship is appropriate.
- 69 The 1993 Act allows any grant-maintained school equivalent to a county school (i.e. to which section 7(1) of the 1988 Act applies) to apply for a determination in similar circumstances to a county school.

Applying for a determination

- 70 If the head teacher of a school considers that the requirements for collective worship in paragraph 60 could conflict with what is required by paragraph 64, he or she can apply to the local standing advisory council on RE (SACRE) to lift or modify the requirements in paragraph 60. Before doing so the head teacher must consult the school's governing body who in turn may wish to seek the views of parents.

- 71 The head teacher's application may relate either to a clearly described and defined group or to the whole school. Before considering applying for a determination in relation to the whole school, however, care should be taken to safeguard the interests of any parents of children for whom broadly Christian collective worship would be appropriate. One factor which may inform a head teacher's decision to make an application to the SACRE is the extent of withdrawals from broadly Christian collective worship. Education Reform Act 1988 s.12(1)
- 72 In considering whether to grant a head teacher's request, the SACRE must ensure that the proposed determination is justified by any relevant circumstances relating to the family backgrounds of the pupils concerned. When it has made a determination on the request – which can only take the form of acceptance or rejection without modification – it must communicate this in writing to the head teacher and state the date from which it should take effect. Education Reform Act 1988 s.12(2)
s.12(3)+(4)
- 73 Any determination made under these arrangements ends after 5 years, unless renewed by the SACRE. There must be a review by the SACRE no later than 5 years after any determination was introduced; and subsequently within 5 years of each review. The head teacher may request an earlier review at any time, after consulting the governing body. The head teacher must be given an opportunity to make representations in any review and, in turn, is required to consult the governing body who may wish to seek the views of parents. Education Reform Act 1988 s.12(5)(b)
s.12(5)(a)
12(6)
- 74 It is for each SACRE to decide how applications should be made, and to make available any necessary guidance to schools. Education Reform Act 1988 s.12(10)

Information on determinations

- 75 It is desirable for a head teacher to keep sufficient records to enable him or her to reply to any parental enquiry about the reasons for applying, or not applying, for a determination for a group of pupils.
- 76 The LEA is required under the Education (School Curriculum and Related Information) Regulations 1989 to provide annual information by 30 September about the number and type of determinations made by the SACRE (paragraphs 70–74) in respect of collective worship in schools. SI 954/1989 reg 12

Character and organisation of alternative statutory collective worship

- 77 It is for the head teacher to decide what form the alternative worship will take, although the SACRE should be informed of the proposed arrangements. The head teacher will wish to take appropriate steps to notify the governing body and parents of the new arrangements.
- 78 Where such a determination is made in respect of all or some of the pupils in the school, daily collective worship must still be provided for them. Where a determination has been granted in respect of a class or description of pupils of a particular faith or religion, the alternative collective worship may be provided for those pupils as a whole. It may not be distinctive of any particular denomination of any faith or religion, but may be distinctive of a particular faith or religion. Parents continue to have a right to withdraw their children from the collective worship. Education Reform Act 1988 s.7(6)(b)
9(3)

- 79 Where a single determination has been granted for the whole school, it is not permissible for pupils to be divided into faith groups for worship. However, where a determination covers only part of the school, or where more than one determination has been granted in respect of different groups of pupils at the school, a single act of worship may be provided for each group of pupils covered by a single determination. Where such a group has been defined in respect of the pupils' faith background, it follows that single faith worship may be provided for the pupils involved. Each group in respect of which a determination has been made may, of course, be further sub-divided by school or age group, if that is felt to be appropriate (paragraph 68).
- 80 This should not be taken to imply that worship should or should not be provided by faith groups. The arrangements set out above are, however, permitted by the 1988 Act, if this is deemed appropriate (paragraph 68).

Power of Secretary of State to direct SACRE to revoke a determination or discharge duty

Education Reform Act s.12A

- 81 The Education Act 1993 amends the 1988 Act so that, where the Secretary of State is satisfied, either on complaint by any person or otherwise, that any SACRE:

- 1 has acted, or is proposing to act, unreasonably in determining whether it is appropriate for the requirement for Christian collective worship to apply in the case of a school or group of pupils; or
- 2 has failed to discharge its duty in this respect;

the Secretary of State has the power to direct the SACRE to revoke the determination, withdraw the proposed determination or, as the case may be, to discharge its duty.

Character of collective worship at LEA-maintained voluntary and equivalent grant-maintained schools

Education Reform Act
s.6(3)(b)

- 82 The character and content of collective worship in any LEA-maintained voluntary (aided and controlled) or equivalent grant-maintained school continues to be determined by the governing body.

Right of withdrawal

Education Reform Act 1988
s.9(3)

- 83 Nothing in the Education Act 1993 affects parents' rights, as established in the 1944 Act and re-enacted in the 1988 Act, to withdraw their children from collective worship if they wish. To summarise:

Education Reform Act 1988
s.9(1)

- 1 it cannot be a condition of attendance at any maintained school that a pupil attends, or abstains from attending, any Sunday school or place of worship;

Education Reform Act 1988
s.9(3)

- 2 if the parent asks that a pupil should be wholly or partly excused from attending any religious worship at the school, then the school must comply. This includes alternative worship provided by a school as a result of a determination by a SACRE;

- 3 where the parent of any pupil who is a boarder at a maintained school requests that the pupil be permitted to attend worship in accordance with the tenets of a particular religious denomination on Sundays or other holy days, or to receive religious education in accordance with such tenets outside school hours, the school's governing body shall make arrangements to allow the pupil reasonable opportunities to do so. These arrangements may be provided for on school premises, but are not to entail expenditure by the LEA or, in the case of a grant-maintained school, its governing body.

Education Reform Act 1988
s.9(7)
s.9(8)

- 84 A school continues to be responsible for the supervision of any child withdrawn by its parent from collective worship.

Exercise of right of withdrawal

- 85 The parental right to withdraw a child from attending collective worship should be freely exercisable and a school must give effect to any such request. Parents are not obliged to state their reasons for seeking withdrawal.
- 86 The right of withdrawal from collective worship would normally be exercised through the physical withdrawal of the pupil from the place where the act of worship is taking place. Indeed the school could insist that this is the way the right is to be implemented. If, however, both the parent and the school agree that the pupil should be allowed to remain physically present during the collective worship but not take part in it, nothing in the law prevents this.
- 87 Experience suggests that, to avoid misunderstanding, a head teacher will find it helpful to establish with any parent wanting to exercise the right of withdrawal:
- the elements of worship in which the parent would object to the child taking part;
 - the practical implications of withdrawal; and
 - whether the parent will require any advanced notice of such worship, and, if so, how much.

Alternative worship for pupils who have been withdrawn

- 88 Nothing in the law prevents any maintained school from allowing, at parents' request and where they have withdrawn pupils from statutory provision, religious education to be provided or religious worship to take place according to a particular faith or denomination. Governing bodies and head teachers should seek to respond positively to such requests from parents:
- 1 unless the effect would be that denominational worship replaced the statutory non-denominational collective worship;
 - 2 provided that such arrangements can be made at no additional cost to the school; and
 - 3 provided that the alternative provision would be consistent with the overall purposes of the school curriculum set out in section 1 of the 1988 Act.



COLLECTIVE WORSHIP

Application for a Determination

February 2003

Haringey SACRE (Standing Advisory Council on Religious Education)

Part C APPLICATION

Please use additional sheets if there is not enough space in any section.

Qualifying Information

1. Do you wish the requirement to be lifted for: (please tick)

some of the pupils in the school? or

all of the pupils in the school?

2. In what ways do you consider the requirement for collective worship to be of a wholly or mainly broadly Christian collective worship to be inappropriate for the pupils indicated?

I consider that the requirement for collective worship to be of a wholly or mainly broadly Christian character to be inappropriate for the pupils of Homsey School for Girls because the school contains significant numbers of pupils from non-Christian backgrounds - some 65%

3. The SACRE must have regard to any circumstances relating to the **faith backgrounds** of the pupils, which are relevant for deciding what type of collective worship is appropriate. If the Headteacher of a school considers that the requirement for collective worship to be "wholly or mainly of a broadly Christian character" conflicts with what is appropriate to the **family backgrounds** of the pupils, their **ages** and their **aptitudes** they can apply to the SACRE to lift or modify the requirement. Therefore:

- 3.1 what circumstances relating to the faith backgrounds, ages or abilities of the pupils in your school are relevant to your request?

65% of the pupils are from non Christian faith backgrounds. This is the circumstance which is relevant to my request.



3.2 how many pupils are currently withdrawn from collective worship? (Please state why, if the reason is known)

No pupils are currently withdrawn from collective worship. This is because of the nature of the collective worship we are providing for pupils. In two Ofsted inspections we have indicated that we intend

3.3 Please provide a breakdown of the faith groups represented in the school. To regularise the situation by applying for a determination.*

Buddhist	14
Christian	489
Hindu	69
Jewish	4
Muslim	467
No religion	151
No known	153
Other	1
Rastafarian	5
Sikh	8
Unclassified	26

Total: 1387

3.5 as your request may be related to either a clearly described and defined group or to the whole school, which group(s) are to be included in your case?

My case relates to the whole school and all groups are included in my case.

4. What type of collective worship do you consider to be appropriate to your school and why?

Please see attached policy on Collective Worship



Consultations

Consultation 1 - Governing Body (Statutory)

Before making an application for a determination, the head teacher must consult the school's **full** governing body. The governing body must be issued with the paperwork set out in paragraph 1.8 (above):

A majority of the governing body must agree in order to proceed.

5. **Have you formally consulted the full governing body?** Yes/~~No~~
6. **Is the governing body in agreement with your request?** Yes/~~No~~
7. **How have you consulted the full governing body and what was the response?** (Please provide a copy of the minute)

We have discussed this on a number of occasions. We discussed it finally at an Extra Ordinary Meeting on Monday 3 February. The minutes of that meeting are attached.



Consultation 2 – Parents (Optional)

SACRE would like schools to seek the views of parents (or other guardians if appropriate). Parents should be given the same information as governors - see paragraph 1.8 (above) - and should be offered the same opportunity to see the collective worship currently provided in the school.

A parents' vote should be by secret ballot. SACRE would expect majority to be in agreement with the headteacher's proposals in order to proceed.

Parents should be informed that they would still have the right to withdraw their children from collective worship under any new arrangements.

8. **Have you formally consulted parents?** ~~YES/NO~~ Not by ballot
9. **If 'yes', are the majority in agreement?** YES/NO
(Please provide evidence of any ballot)

This has been discussed at the Parent Staff Association meetings and was again at the most recent meeting on 4 February 2003. At this meeting as at others the parents supported the headteacher in seeking a determination from SACRE. All parents were invited to the meeting. A copy of the invitation is attached.



Consultation 3 - Teachers (Optional)

SACRE would hope that teachers will be formally consulted (as with parents and governors) on whether they agree with the headteacher's proposal(s) and receive the same paperwork, as set out in paragraph 1.8 (above). If a teachers' vote is organised it should be by secret ballot.

Teachers will still have the right to withdraw from collective worship under any new arrangement.

10. **Have you consulted with teachers at the school?** YES/NO Not by ballot
11. **What was their response?**
(Please provide evidence of a ballot)

All teachers have received the policy on collective worship and have had an opportunity to discuss it. On this occasion and on others when we have discussed it they have indicated their support for

Other Requirements

a determination being sought by SACRE. Further consultation on the detail of school wide, consistent practice is scheduled before applying for a determination in relation to the whole school, care should be taken to safeguard the interests of any parents of children for whom broadly Christian collective worship would still be more appropriate. during March and April.

12. **How have you safeguarded the interests of such parents and their children?**

We have safeguarded the interests of the parents for whom broadly Christian collective worship would still be ^{more} appropriate through our collective worship policy which supports students of all religions in their knowledge of and reflection on religions and spiritual matters.



Following the Determination Application

Haringey SACRE expects the Headteacher will wish to take appropriate steps to notify the governing body, school staff and the parents of the new arrangements.

13. **How do you intend to notify the governing body, school staff and parents should the determination be made?**

Through our usual means of communication:
'Hornsey News' for all students and their parents and Carers
The Staff Bulletin - for all staff
Headteacher's report to the Governing Body.

It is essential for the head teacher to keep sufficient records to enable them to reply to any parental enquiry about the reasons for applying or not applying for a determination for a group of pupils.

14. **Are you already keeping such information and how do you intend to inform parents of their existence?**

Yes.
Parents will be informed through Hornsey News and the Parents' Handbook.



Supporting information

Please list here what supporting information is enclosed with this application.

Governors Minutes - meeting 3.2.03
Invitation to PSA meeting to all parents and Carers 4.2.03
Collective Worship Policy
Comments from Ofsted report February 2002

Date: 14.2.03

Signature: [Signature] Headteacher

Signature: [Signature] Chair of Governors

Name of School: Hornsey School for Girls

SACRE's use only

Date received	Date of Determination
Agreed/Not Agreed	Signed: _____ Chair of SACRE _____ Clerk to the SACRE
Details of the SACRE's decision may be obtained from the Clerk to the SACRE	

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**MINUTES OF EXTRA ORDINARY
GOVERNING BODY MEETING**

Held on 3rd February 2003

PART 1

MEMBERSHIP

REPRESENTATIVE GOVERNORS

*Catherine Mulgan
*Iain Dewar
*Susan Loewe
Corinna Hyman (Vice Chair)
*Lester Hunte

PARENT GOVERNORS

Barry Brinklow
*Karen Christie (Chair)
*Marnie Caton
*Anu Uttam
*Gerrard Feder
Beatrice Lebow

CLERK TO GOVERNORS:

TEACHER GOVERNORS

*Kavita Kachiwala
*John Keohane

STAFF GOVERNOR

*Glyn Payne

HEAD TEACHER

*Jean Lebrecht

CO-OPTED GOVERNORS

*Martin Palmer
Vacancy
Vacancy
Vacancy
Vacancy

Brida Donoghue

Proposal: That the school apply to SACRE for a determination on collective worship. Proposed by Jean Lebrecht.

Karen Christie welcomed everyone to the meeting and invited Jean Lebrecht to outline her proposal. Ms Lebrecht circulated the school's policy on collective worship and a breakdown of student religions at Hornsey. She stated that this had been an issue since 1996 inspection when the Ofsted Inspector said that school should get a determination. This was reiterated by the Ofsted inspection in February 2002 which stated that the school might wish to apply for a determination. The Ofsted advice was to get it. Ms Lebrecht stated that there is a time pressure for applications to SACRE. SACRE guidance was circulated to Governors who were asked to study the information. A meeting for parents is scheduled for Tuesday 4th February 2003 and school staff will also be consulted.

Ms Lebrecht stated that no school in Haringey has a determination. As SACRE only considers these matters on an annual basis the application must be put to them by February half term.

Ms Lebrecht stated that the school needs to look again at the content of assemblies and registration to ensure greater consistency.

Discussion followed.

Mr Dewar reminded Governors that the question had been discussed at Governors meetings over time and there was now a need to get the matter resolved. It was important to ensure that consultation takes place with all parties. Mr Keohane asked if SACRE would check that the determination was being carried out once it had been granted. Ms Lebrecht said that this was a matter for Ofsted. It was confirmed that such a determination will cover both assemblies and registration.

Ms Lebrecht stated that shortly after her appointment to Hornsey the Dunblane massacre took place and she did not know what to do. Quite often tragedies happen when a minute's silence has been observed. The school also observes two minutes' silence for Remembrance Day, etc., Sometimes staff and students may experience a personal tragedy. Greater consistency in collective worship should allow the school to respond to such tragedies in a familiar way.

It was confirmed that an act of worship has to take place every day. Some people do them superbly and it was a question of spreading good practice. Ms Lebrecht stated that Hornsey school is a very religious school. There are many practising faiths, predominantly Christian and Muslim. Governors had attended assembly as part of their day in school on 3rd February and stated that they had been very impressed with the assembly that took place and the quiet reflection of the students.

Governors expressed their wish that Ms Lebrecht apply to SACRE for a determination.

For parents, carers and students

Hornsey News

*Please
take
me
home*

Issue No: 18

Date: 31 January 2003

**TIMETABLE DAYS: 6-10
BEGINNING 3 February 2003**

To all Parents and Guardians - Collective Worship

Our Ofsted inspection last February advised that the Governors and the headteacher should consider the amount of time allocated to religious education in the main school, and ways of seeking a Determination from the local SACRE in respect of collective acts of worship.

We have considered the amount of time allocated to religious education in the main school and believe that there is sufficient core religious education. We are pleased to note a significant increase in the number of students opting to study GCSE religious education and trust that this will be sustained now that students have more flexibility in deciding their own curriculum pathways at 14 years of age.

We feel that we have reached a stage in our development as a multi-faith, multi-cultural school when it is no longer practicable for the majority of the daily acts of collective worship to be "wholly or mainly of a broadly Christian character" as the law requires. I believe that the school should apply for a Determination from our SACRE (Standing Advisory Council on Religious Education) that this requirement is inappropriate. The SACRE can ratify an alternative form of worship which we feel is more appropriate.

I am therefore inviting you to attend the Parents and Staff Association (PSA) meeting at 19.45 on Tuesday 4 February so that I can discuss this proposal with you and seek your views regarding this matter.

If you are unable to come to the meeting but would like to express your views, please write to me by Wednesday 10 February.

I look forward to seeing you on Thursday 4 February.

Jean Lebrecht
Headteacher

Fire in G Block – Tuesday 28 January 2003

Our daughter will already have told you about a fire which occurred in our 'G' block on Tuesday morning. The fire took place in the students' toilets towards the end of Lesson 1. It was put out by a teacher and by a member of the site management staff to whom we are grateful. No one suffered any injury. We believe that a student started the fire deliberately and we are, along with the Police, carrying out investigations to identify these people. Starting a fire is an extremely dangerous and foolhardy thing to do and can lead to loss of life. We have spoken with all students about this and will work with the Fire Brigade to underline the importance of this message. I should be grateful if you would remind your daughter of how important it is to behave in a safe and responsible way.

Jean Lebrecht
Headteacher

Aim for 100% Attendance - it will help you achieve!

Eighteenth week of the academic year- beginning 20 January

Congratulations to all good attenders. The best classes were as follows:

Best attendance in the school:	8JEC	97.4%		
Second best attendance in the school:	8ST	97.3%		
Third best attendance in the school:	9JK	96.8%		
Year 7 - First, Second, Third:	7ML	7JW	7AH	
Year 8 - First, Second, Third:	8JEC	8ST	8SB	
Year 9 - First, Second, Third:	9JK	9SL	9RG	
Year 10 - First, Second, Third:	10ZA	10NV	10TF	
Year 11 - First, Second, Third:	11LM	11FA	11BH	
Best Year Group	Year 8			

Congratulations to Gizem Yazgun 10MD

Gizem has won the first prize in a poetry competition for her poem. The competition was organised by Translation and Interpreting Services (Haringey Council) and was for students aged between 11 and 18.

For my Mum

Passed her time a lonely woman,
In the darkness of the nights,
It wasn't tears but love, which she cried,
Throughout these nights,
The wind howled at her doorstep,
Thunder, flashes of lightning, floods
In the flickering candle light,
Her eyes would grow,
Her lips would shake,
The house was impoverished,
The house was neglected,
A house without love, like a deserted heart,
Like an orphan,
Without a father,
The woman was a hope, she was a light,
The woman was a mother,
A mother, and a father
The woman was my mother, my mother.....

This poem is about my mum, when she lived by herself for months. In this poem I am talking about how she felt.

Gizem Yazgun
10MD

Hornsey School Parents/Staff Association

This group meets twice a term. All parents are invited to attend. We discuss educational matters, which affect our students and their parents or carers. The meetings are friendly and informal, providing a useful sharing of opinion. Changes in national policy and the organisation of Hornsey School are considered before they are implemented.

The next meeting of this school year will be on **Tuesday 4th February at 7.45pm** in the JCR (16-19 room). The Headteacher will cover recent events and there will be discussion on our move to broaden the range of collective worship (please see the Headteacher's note in this edition of Hornsey News).

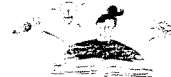
The meetings usually finish at about 9.00pm. Parents/carers of Year 7 students are especially welcome. We hope to see you there.

Perry Reid —Chair,
Chris Pidsley —Secretary

IMPORTANT NEWS



FOR YEAR 9



- Worried about SATS Exams?
- Need a quiet place to study and revise?
- We have 15 places to offer you.

Starting 10 February 2003



Where? The Library

When? Mondays

Time? 3.15pm - 4.30pm



What's available?

- Key Stage 3 Bitesize Books
- Access to Key Stage 3 Bitesize on-line revision
- Revision Skills Booklets

If you would like to attend these sessions you need to collect a permission slip from Ms Yusuf in the library.

ATTENTION CALLING ALL CHESS MASTERS!

WELL DONE TO Nirmala Gupta and Margina Begum Duha 7AH, they are a shining example to us all for setting up The Chess Club. It started on Wednesday in Hut 3 on 15 January 2003. 22 students from Years 7, 8, 9 & 10 turned up. Shakuntla Sirdaw, Evelyn Forde, supported it and 2 students from the UCL (University College of London). The Club will be run and supervised by Denise Coakley.

Anyone interested should contact Denise on extn 275 or in Hut 3.

Year 9 Careers and Equal Opportunities Conference

5 February 2003

Year 9 students have the valuable opportunity once again this year to attend the annual Careers and Equal Opportunities Conference. The conference will be held on Wednesday 5 February and lasts all day. **Students do not need to be in school until 9.15am.** All year 9 students will be off timetable for the day but will still need to wear school uniform. **Students attending the fitness or choreography workshops will need to WEAR their PE kit to school on the day.**

The aim of the conference is to:

- * Inform students about career choices.
- * Allow students to work alongside a range of successful women and men and be shown positive role models for achievement.
- * Challenge stereotypical ideas about who does what work and the status of that work.

This year we have 16 workshops running: law, advertising, law courts, choreography, accountancy, hairdressing, midwifery, armed forces, nursing, radio, theatre, architecture, police, science, fitness and working with survivors of violence. People will be coming in from business, commerce and industry to run three, 50 minute workshops. Each student will visit three areas.

We are also very pleased that Aysin Yilmaz and her daughter Seden will be addressing the year group. Aysin has a vast knowledge of womens' issues and Seden is a concert pianist.

Since year 9 are off timetable all day and sixteen rooms are being used, many staff and students will be re-roomed for both registration and lessons. Below is a list of the staff and rooms involved in the day. If your daughter has registration or lessons in any of these rooms they will be told the room changes the day before. A list of room changes will also be given to students in their registers next week.

Emma Keys	G25	Chris Revell	G12
Peta Griffiths	G11	Rachel Brant	Dance Studio
Leanne Turner	G24	John Keohane	FL2
Kavita Kachiwala	G16	Simone Mahmud	G13
Susan Lumb	G15	Bharvna Vadukul	G14
Lyn Asby	G22	Eleni Karaoli	G23
Amy Tabiner	E34	Nim Hegarty	Assembly Hall
David Kaplan	G21	Rachel Griffiths	A21
Claire Lusher	Food Room 1		
Elaine Anglin			

A lot of hard work goes into making this day a success. Many teachers and professionals will be giving up their valuable time. I hope that year 9 will find the conference a stimulating and memorable experience.

Turkish Drug Awareness

Poster competition

Can you design a poster aimed at 10 – 18 year old Turkish Speakers in Haringey? The poster must be mainly in the Turkish language, although some English can be used.

The purpose of the poster will be to:

- ◆ Raise drugs awareness amongst Turkish speaking young people in Haringey.
- ◆ Reduce the number of young people being arrested for drugs offences.
- ◆ Educate young Turkish speakers about the risks associated with drug use.
- ◆ Provide information about the law and drugs.
- ◆ Show off your artistic skills and talents.

Prize £50 worth of vouchers

100s of posters printed in **YOUR** design all over Haringey, have fun and **GOOD LUCK!**

Please return all entries to **LEARNING MENTORS, Hut 3** or **Jan Ismail, HYOT, 2-6 Middle Lane, Hornsey, N8. Closing date 27th February '03**

Hornsey School for Girls

Policy on Collective Worship

Our policy on Collective Worship is consistent with our School Aims and our Equal Opportunities Policy.

Preamble:

The 1988 Education Act requires that every school should provide a daily act of collective worship, the majority of which each term should be “wholly or mainly of a broadly Christian character”. The act goes on to state that collective worship is of a broadly Christian character if it “reflects the broad traditions of Christian belief without being distinctive of any particular denomination.”

The Governing Body has asked that Hornsey apply to be disapplied from providing this type of a collective act of worship because its student body does not in the main subscribe to the Christian faith.

Collective worship is not the same as corporate worship because corporate worship is the worship of people who have a common understanding of what worship includes and who share the same beliefs. A community school is not a worshipping community. The members of the school community who do have a faith are diverse in what they believe, in what they believe God is and what they believe worship to that God or Gods should entail.

To be meaningful for our students collective worship (or worth-ship) must enable our students to reflect on

- what it means to be a human being,
- questions of meaning, purpose and value
- the best that human beings can be - inspirational, exemplars (people of faith or not) who have
- demonstrated through their actions, lives and qualities. Examples will come from religious and non-religious texts and stories.
- their personal beliefs and values

Aims for Collective Worship:

Collective worship should reinforce the sense of the school community, by giving students the opportunity to share things of worth, within a reflective space. Those students who have a faith may pray or worship and those students who don't have a belief will have the opportunity to reflect, internalise and respond to the same stimulus.

Our collective worship will recognise and value the cultural, linguistic and religious diversity of our school population.

What we want to get out of collective worship:

- To enable students to reflect on and question issues such as belonging to the community and to humanity as a whole
- To develop a reflective approach to life
- To reinforce a sense of community and cohesion through appreciating those things we have in common
- To reinforce work done through the Citizenship offer of the school
- To support the student in developing spiritual, cultural and moral perspectives.
- To develop a sense of the individual's place in the world beyond the physical, material and the here and now
- To share norms, values and beliefs
- To raise awareness of issues raised by living a life based on values and principles which may not be shared by everyone in the wider community
- To celebrate achievement
- To support students in responding to crisis at a personal and collective level
- To support members of the community who have particular needs

Content and organisation

Students will come together in **year group assemblies** once a week and a part of the assembly – c 5 minutes - will be dedicated to collective worship. A planned **list of themes** will inform the content of the collective worship.

The latter part of **morning registration** in each tutor group will include a period of time for collective worship for the other 4 sessions per week. The group may reflect on an aspect of the week's theme or on some other topic, which is relevant to them.

Possible content:

- Religious festivals
- Stories from religious texts
- Examples of lives of people of faith
- Examples of lives of good human beings
- National and international events
- Giving students an opportunity to think about their own beliefs whether religious or otherwise
- Consideration of questions you wouldn't think about elsewhere – not necessarily easy answers
- Putting things into practice – e.g., supporting charities
- Using a moment for silent reflection

Good assembly practice in the school includes tutor groups leading the assembly for their year group and developing the week's theme in a way, which is meaningful for them.

Good practice in the school during registration periods includes tutor groups where students take turns in leading on the theme for the week or bringing ideas for their tutor group to reflect on.

Check-list for collective worship

- Should be relevant and meaningful – something which matters to everyone and will enable all involved to feel comfortable and included
- Must reflect the multi-faith nature of our community and the world
- Should use good resources
- Should not teach about religions but teach from it using examples from different religions and cultural and national traditions
- Avoid drawing conclusions – guide students towards drawing their own conclusions
- Address negative responses from students and put them into a positive context – major religions transcend racial and national boundaries
- Don't make value judgement statements e.g. using "we" when referring to one group and "they" when referring to another group
- We aware that some students may not be well informed about their own religion and its beliefs and practices
- Be aware of how often women are mentioned during collective worship
- Should provide an opportunity for reflection and /or worship
- Be coherent with the Religious Education syllabus.
- Embody the values of our Equal Opportunities and Race Relations Amendment Act Policy.

Resources

A suitable prayer room will be provided for Moslem students for daily prayers as necessary.

Suitable resources including the Secondary Assembly File, weekly themes and daily 'thoughts for the day' will be available for staff.

Details of religious festivals will be printed in Hornsey News.

Monitoring

The Headteacher and Heads of Year will keep records of the assembly themes used. The school will evaluate it in 12 months time to consider the following:

1. Whether we have developed more consistency and good practice
2. Whether the spiritual is developed more often than the moral
3. Whether we have manage to guard against assemblies and registrations being used to proselytise

Procedure for withdrawal from Collective Worship

All students at Hornsey School for Girls are expected to attend Collective Worship which takes the form of a multi-faith approach reflecting the various religious and non-religious belief systems in the school community.

If a student wishes to be withdrawn from Collective Worship the following procedure should be adhered to:

1. The initial request to be withdrawn from Collective Worship should be in writing to the Headteacher and the Governing Body.
2. The Headteacher and a member of the Governing Body should then arrange to see the Parent/Carer concerned to ascertain the reasons for the request and to answer any problems.
3. Only after such a consultation would a student be withdrawn from Collective Worship with the Parents/Carers providing appropriate materials to occupy the student during Collective Worship time.

N.B. All members of staff are asked to participate in Collective Worship. Any request to be exempted should be in writing to the Headteacher.

**Hornsey School for Girls
Ofsted Inspection February 2002**

Extracts

What the school does well

- The atmosphere in the school is very good, with evident respect for each others' values and beliefs. Relationships are very good, supporting personal development and learning very well.
- Equality of access and opportunity to all aspects of the life of the school is very good, as is provision for girls' cultural and social development.
- There are very good procedures for monitoring and supporting pupils' personal development.
- The headteacher and key senior staff provide very good leadership and the governing body is very effective. They all contribute well to the school's clear values and sense of direction.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The majority of pupils show interest in and commitment to their work.
Behaviour, in and out of classrooms	Good. The majority of pupils show consideration towards each other and to adults. Their good behaviour contributes well to their learning.
Personal development and relationships	Very good. Pupils are sensitive to the needs of others and they support each other well. Relationships throughout the whole school community are very good, and inter-ethnic friendships have a positive influence on the atmosphere of the school.

The ethos of the school is a particular strength, because it provides a secure and supportive learning environment in which the vast majority of pupils and students respond very well. The poor attenders also receive good support despite their inability to attend on a regular basis.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's careful fostering of social and cultural development results in an ethos in which these characteristics are strong. There are good opportunities for spiritual development. Moral development is also good.
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides clear educational direction and a strong framework of values for the school. She is very well supported by her leadership team, who provide wide ranging expertise and high levels of commitment to school improvement.
How well the governors fulfil their responsibilities	Very well. They have brought specific expertise and vision to the school. They are strongly committed to the school's effective development and have taken an active part in planning changes in accommodation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school promotes high expectations of what their daughters can achieve. • Their daughters make good progress and achieve well. • The school promotes positive attitudes and the standards of behaviour are good. • The school is approachable and listens to what parents have to say. • Their daughters enjoy school. • The school is well led and managed. 	<ul style="list-style-type: none"> • Of the 314 parents who responded to the pre-inspection questionnaire, a minority (15 per cent) did not feel that the school kept parents well informed about their daughters' progress. • A minority (16 per cent) did not feel that the school promoted a close partnership with parents. • A minority (13 per cent) did not feel that their child gets the right amount of homework.

Pupils' attitudes, values and personal development

1. The attitudes of pupils towards their learning in Years 7 to 11 are good. The vast majority demonstrate interest and enthusiasm for their work and make a positive contribution to lessons. Parents who attended the pre-inspection meeting and returned questionnaires confirmed that their daughters are happy at school, behave well and show respect for adults and each other. They felt that the school promotes high expectations to which pupils and students respond in a positive way.
2. Pupils and students show very good respect for the feelings, values and beliefs of others and have a good understanding of the impact that their actions can have on their peers, teachers and support staff. Pupils are caring towards each other and demonstrate high levels of tolerance. They have the confidence to discuss any unacceptable events or behaviour with a member of staff. Pupils in the main school and students in the sixth form express complete faith that the school will respond positively and sensitively to any problems they discuss with a member of staff, irrespective of whether the problem emanates from within or outside school.
3. Governors and the headteacher may also wish to consider the amount of time allocated to religious education in the main school, and ways of seeking a Determination from the local SACRE in respect of collective acts of worship in this multi-faith school.

WHITE HART LANE SCHOOL

APPLICATION FOR A DETERMINATION

Haringey SACRE (Standing Advisory Council on Religious Education)

Part C APPLICATION

Please use additional sheets if there is not enough space in any section.

Qualifying Information

1. Do you wish the requirement to be lifted for: (please tick)

some of the pupils in the school? or

all of the pupils in the school?

2. In what ways do you consider the requirement for collective worship to be of a wholly or mainly broadly Christian collective worship to be inappropriate for the pupils indicated?

White Hart Lane contains a wide variety of different faith groups and Christian pupils/parents are not in a majority. To provide Christian collective worship when most pupils in each year group do not concur with this faith does not cater for the needs / expectations of most parents and our pupils. We feel this is particularly relevant to the concept of spiritual reflection.

3. The SACRE must have regard to any circumstances relating to the **faith backgrounds** of the pupils, which are relevant for deciding what type of collective worship is appropriate. If the Headteacher of a school considers that the requirement for collective worship to be "wholly or mainly of a broadly Christian character" conflicts with what is appropriate to the **family backgrounds** of the pupils, their **ages** and their **aptitudes** they can apply to the SACRE to lift or modify the requirement. Therefore:

- 3.1 what circumstances relating to the faith backgrounds, ages or abilities of the pupils in your school are relevant to your request?

There are too many different non-Christian faiths represented within our school community.



3.2 how many pupils are currently withdrawn from collective worship? (Please state why, if the reason is known)

None.

3.3 Please provide a breakdown of the faith groups represented in the school.

Muslim - 42%
Not known - 33%
Christian - 23%
Buddhist - 1%
Hindu - 1%

3.5 as your request may be related to either a clearly described and defined group or to the whole school, which group(s) are to be included in your case?

whole school.

4. What type of collective worship do you consider to be appropriate to your school and why?

Individual silent reflection across the whole school at 8.55am upon a pre-determined theme which contains a spiritual, moral, social or cultural issue or upon a major happening in the previous days news. This provision allows an opportunity for pupils of a particular faith to enter into worship or for others to reflect upon a particular value system. The reflection will happen either in a year assembly or in a year based registration group.



Consultations

Consultation 1 - Governing Body (Statutory)

Before making an application for a determination, the head teacher must consult the school's **full governing body**. The governing body must be issued with the paperwork set out in paragraph 1.8 (above):

A majority of the governing body must agree in order to proceed.

5. **Have you formally consulted the full governing body?** Yes/No
6. **Is the governing body in agreement with your request?** Yes/No
7. **How have you consulted the full governing body and what was the response?** (Please provide a copy of the minute)

Yes.

Firstly I wrote to our Chair of Governors on 19th November 2002, asking to present a paper regarding Disapplication at the full governing body meeting of the 10th February 2003. I also invited governors to view our current Collective Worship provision. Nobody took up the offer. On 10/2/03 governors had received all necessary paperwork (as set out in paragraph 1.8) and I talked through the issues. I then withdrew and a vote was taken. I believe there was unanimous support in favour of seeking a determination. I have included part of the minutes and a copy of the governors briefing paper.



Consultation 2 – Parents (Optional)

SACRE would like schools to seek the views of parents (or other guardians if appropriate). Parents should be given the same information as governors - see paragraph 1.8 (above) - and should be offered the same opportunity to see the collective worship currently provided in the school.

A parents' vote should be by secret ballot. SACRE would expect majority to be in agreement with the headteacher's proposals in order to proceed.

Parents should be informed that they would still have the right to withdraw their children from collective worship under any new arrangements.

8. **Have you formally consulted parents?** YES/NO
9. **If 'yes', are the majority in agreement?** YES/NO
(Please provide evidence of any ballot)

I constructed a letter to parents which was posted to every home on March 19th 2003, outlining potential changes to the provision for Collective Worship at White Hart Lane School. At the base of the letter was an anonymous parental / carer reply slip that either offered a choice of supporting the Headteacher or not. The time period for return of reply slips was two weeks. Slips were returned via form tutors and placed in a ballot box in the staffroom marked 'Disapplication'

The results were:

In favour of the Headteacher pursuing a determination (non-Christian assembly)	- 29
Against	- 13
Abstentions / spoilt slips.	- 1.



Consultation 3 - Teachers (Optional)

SACRE would hope that teachers will be formally consulted (as with parents and governors) on whether they agree with the headteacher's proposal(s) and receive the same paperwork, as set out in paragraph 1.8 (above). If a teachers' vote is organised it should be by secret ballot.

Teachers will still have the right to withdraw from collective worship under any new arrangement.

10. **Have you consulted with teachers at the school?** YES/NO

11. **What was their response?**

(Please provide evidence of a ballot)

An anonymous ballot form was given to all staff via pigeon holes. The results were:-

In favour of pursuing a determination	- 41
Against	- 9.
Abstentions	- 1

Other Requirements

Before applying for a determination in relation to the whole school, care should be taken to safeguard the interests of any parents of children for whom broadly Christian collective worship would still be more appropriate.

12. **How have you safeguarded the interests of such parents and their children?**

- Christian groups have full access to all assemblies, e.g. week beginning 6th May 'Enflame' (Christian group) are running assemblies for Year 7-10.
- A Christian group for any interested students runs weekly at lunchtime.



Following the Determination Application

Haringey SACRE expects the Headteacher will wish to take appropriate steps to notify the governing body, school staff and the parents of the new arrangements.

13. **How do you intend to notify the governing body, school staff and parents should the determination be made?**

For staff and governors, - in writing by letter.
For parents - in writing via the parental newsletter.

It is essential for the head teacher to keep sufficient records to enable them to reply to any parental enquiry about the reasons for applying or not applying for a determination for a group of pupils.

14. **Are you already keeping such information and how do you intend to inform parents of their existence?**

Yes.

All supporting evidence is securely stored within the school. This has included evidence of ballots, information packs sent to governors, letters to parents and faith group breakdown of pupils.

Additionally agendas and minutes of future meetings will be available on request.

Parents are informed about Collective worship during their child's admission interview, and views expressed are recorded.



Supporting information

Please list here what supporting information is enclosed with this application.

- Governing Body Briefing paper, including the 4 criteria needed to satisfy 1.8 within the Guidance section.
- The Governing Body minute from 10.2.03

Date: 2nd May 2003.

Signature: *D. J. Paul*

Headteacher

Signature: *Arthur Harty* for Chair of Governors

Name of School: WHITE HART LANE

SACRE's use only

Date received	Date of Determination
Agreed/Not Agreed	Signed: _____ Chair of SACRE
	_____ Clerk to the SACRE
Details of the SACRE's decision may be obtained from the Clerk to the SACRE	

© London Borough of Haringey - April 2002



5. Disapplication from the Daily Act of Collective Worship

- 5.1 Paul Corfield spoke to a tabled paper outlining the composition of faith groups at White Hart Lane and giving the reasons why the Head was asking governors for their endorsement of his recommendation to disapply from the statutory daily act of collective worship.
- 5.2 In the matter of the required secret ballot of parents, Gabriella Assirati expressed her wish that the question be diplomatically phrased with no suggestion of anti-Christianity.
- 5.3 The Head gave the background to the legislation on the act of collective worship which, nationwide, had not been totally successful in its implementation.
- ~~5.4~~ With the Head abstaining, the remainder of the governors were unanimous in asking the Head to proceed with ~~disapplication procedures~~.

6. School Budget 2003/2004.

- 6.1 It was agreed to take this matter as part of Item 8, the Headteacher's Report.

7. Vice-Chair's Items.

- 7.1 The Vice Chair reported receipt of a consultation document on the proposed expansion of Alexandra Park School. The Head noted that a 6th Form at Alexandra Park (part of the proposals) would have a severe, detrimental effect on White Hart Lane. It was agreed that governors were in principle against the proposed expansion and that the Vice-Chair should respond to the consultation document on their behalf.
- 7.2 Governors noted that the Vice-Chair had received the LEA Strategic Plan for ICT Development.
- 7.3 Governors noted receipt of the consultation document on admissions arrangements. It was agreed to monitor the impact of the changes in the coming year.
- 7.4 Governors noted receipt of the Leadership Incentive Grant.
- 7.5 The Vice-Chair reported that there would be a conference on 14-19 education at the PDC on March 19 at 1.30 pm.
- 7.6 The Vice-Chair reported receipt from the DfES of a document on Extended Schools. It was agreed that the Head should report to governors on this matter in the Summer term.
- 7.7 The Vice-Chair reported that he had received a letter from Paul Roberts about the progress of the LEA's partnership with Capita and the appointment of Sharon Shoesmith as Director of Education.
- 7.8 The Vice-Chair reported that the first meeting of the Wood Green Learning Community had taken place in the week preceding this meeting.
- 7.9 Gabriella Assirati reported on the progress of the Annual Report to Parents. It was agreed that Sonia Sinclair would liaise with the Chair and Vice-Chair on a suitable date for the annual meeting with parents.
- 7.10 The Vice-Chair reported that central government's financial settlement on Haringey's LEA did not bode well. Many schools across the borough would not have sufficient funds to maintain the status quo. In White Hart Lane's case the shortfall would be £390,000. Representations were being made by the LEA to Central Government about the matter.

8. Head's Report.

- 8.1 As agreed, the Head gave an oral report.
- 8.2 The York Wing was now open. The opening by HRH the Duke of York had been very successful. All members of the school community had acquitted themselves extremely well and the day was something to be proud of.
- 8.3 The next step in the building programme was the West Wing. Demolition of the current structure was underway and the school was due to take possession of

GOVERNING BODY

BRIEFING PAPER

DISAPPLICATION FROM THE
DAILY ACT OF COLLECTIVE
(CHRISTIAN) WORSHIP

FEBRUARY 2003

Introduction

At present all secondary schools in England and Wales are obliged to provide a daily act of collective worship that is wholly or broadly Christian in nature. In the past this has often been achieved by gathering the whole school together for an assembly in the morning during which there were readings from the Bible together with the singing of Christian hymns in conjunction with one or two Christian prayers.

We are all aware that today many schools have difficulty providing such worship for a variety of reasons. To accommodate such schools there is a mechanism that allows them to become disappplied from the 'wholly or broadly Christian' part although there is still an obligation to provide a daily act of collective worship.

This briefing paper outlines the processes and provides supporting evidence for White Hart Lane School to enter into the disapplication process. To date, the Headteacher has decided that White Hart Lane should be disappplied. As can be seen below the next step is the approval or not of the full Governing Body.

Outline Timetable of the Disapplication Process (called Seeking a Determination)

Autumn Term 2002

- 1 Headteacher decides upon disapplication

Spring Term 2003

- 2 Headteacher provides full Governing Body with evidence for disapplication , in the form of:
 - a statement from the school as to why the wholly or mainly broadly Christian character of collective worship is not appropriate (for all or part of the school)
 - clear information about what the alternative form of collective worship would be and to whom it will apply
 - an outline timetable of the determinations procedure
 - any other information that the Headteacher considers to be appropriate to supporting their application e.g. relevant paragraphs from the school's OfSTED report, the schools current policy on collective worship.
- 3 Governing Body votes in favour or against disapplication
- 4 Teachers and parents views obtained and both balloted separately.
- 5 Application is made to the local S.A.C.R.E. (Standing Advisory Council on Religious Education)

Summer Term 2003

- 6 Local S.A.C.R.E. considers White Hart Lane exemption
- 7 If approved, White Hart Lane School has a five year exemption from Christian Collective Worship.

White Hart Lane School

Statement as to why the 'wholly or mainly broadly Christian character' of collective worship is not appropriate **for all of the school** (November 2002)

We draw our pupils from a culturally diverse, multi-lingual community whose life experiences and faiths are not predominantly Christian in nature.

Whilst we believe in offering a broad and balanced Religious Education Curriculum we equally believe that collective worship on a daily basis that is Christian in nature is wholly inappropriate and does not reflect the religious beliefs and aspirations of the vast majority of both our pupils and their parents.

Additionally we believe that a broadly based Christian act of Collective Worship conflicts with the emerging ethos of the school, which often draws positively upon the diversity that our pupil population has.

Finally we have worked hard to foster positive links within different, often divergent parental community groups based upon trust and mutual respect in which value systems may be often complimentary yet different. If a system of Collective Christian Worship became the daily norm we believe that much of those positive parental relationships could disappear rapidly. In short White Hart Lane would not be serving its local community and pupil first choices at the primary-secondary interface may decrease significantly.

White Hart Lane School

Alternative Form of Daily Collective Worship

White Hart Lane will offer daily collective worship in a variety of different ways for the whole school between the times of 8.40 and 9.00am each morning. Unless the parental right to withdraw has been exercised this will include every student in the school.

The act of daily collective worship will also necessitate staff participation and unless a similar right to withdrawal has been exercised all staff that are part of a year team will be expected to participate.

The daily collective worship will consist of several simultaneous happenings at approximately 8.55am, whereby all students will be asked to reflect upon a pre-determined theme, or upon a major happening from the previous days news. Each theme will contain a spiritual, moral, social or cultural issue.

In practice this means that whether a student is in a year based assembly or following a structured tutorial programme in their registration room, a daily opportunity will be provided for silent reflection upon the agreed theme. Moreover this provision also creates an opportunity for students of a particular faith background to enter into worship, whilst others may reflect and draw upon their personal beliefs. Both alternatives also create a daily opportunity for the intellectual and personal development for all students and provide a positive yet calm start as individuals contemplate the day ahead.

What OfSTED Said About the Daily Act of Collective Worship in April 2002

Page 2

under the heading **'What Could Be Improved'**

- Arrangements for meeting statutory obligations for daily acts of collective worship

Under the heading **'How the School Has Improved Since Its Last Inspection'**

- Daily assemblies now make an important contribution to students' personal development.

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under the heading **'Spiritual, moral, social and cultural development'**

- Provision for students' spiritual development is satisfactory overall. Assemblies take place once a week, for each year group. The statutory requirement for a daily act of collective worship is not met. Assemblies rarely constitute worship, although one good assembly on the theme of 'respect' did provide some opportunity for reflection. However, the school makes provision for Friday prayer for Muslim students which is well attended, and a Christian group that meets weekly is well supported.

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under the heading **'Sixth Form Curriculum'**

- However, religious education is available for only about a quarter of the Sixth Form cohort. The failure to extend this provision and the failure to provide a daily act of collective worship mean that the school continues to be in breach of its statutory requirements in both respects. These were key issues in the previous report and have not been addressed yet.

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under the heading **'How Well Is The School Led And Managed?'**

- The governing body is aware that it does not fulfil all its statutory obligations at present.....A daily act of collective worship throughout the school is not provided.....

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under the heading **'What Should The School Do To Improve Further?'**

- The school should consider ways of improving arrangements to meet curriculum and other statutory obligations for daily acts of collective worship.

Assembly and collective worship policy

Principles

Assembly and collective worship at White Hart Lane School is planned for the benefit of the pupils. It provides an opportunity for members of the school community to gather together and reflect upon the key values and beliefs that bind us together as a community. For those with a religious commitment and those without such a commitment there is the opportunity to enter into worship or to have a sense of what worship is and reflect deeply. In this way we aim to affirm all within the school community

Objectives of assembly and collective worship.

with reference to the social, moral, spiritual, cultural and intellectual development of pupils.

- * To develop a sense of a school community and to promote a common ethos and shared values.
- * To allow pupils time for reflection.
- * To give pupils the opportunity to consider spiritual and moral issues and to explore their own beliefs.

Aims of Assembly and collective worship.

- * To provide an opportunity for all members of the school community to come together and share the community identity.
- * To encourage an attitude of acceptance of difference and tolerance of each other.
- * To make explicit the values and assumptions which underpin the school.
- * To celebrate the achievements, cultural events and special occasions of individual pupils, the school and the wider community.
- * To encourage an atmosphere where difference and diversity are valued.
- * To enable pupils in particular and all members of the school community to co-operate in the planning and presentation of assemblies and collective worship.

Aims of collective worship

- * To provide an opportunity to consider moral issues.
- *To provide an opportunity to respond to the spiritual dimensions of life.
- *To create an atmosphere conducive to silent contemplation and reflection.
- * To provide an opportunity for pupils to be introduced to a variety of forms of worship and religious symbolism and language

Assembly Guidelines

1. Pupils to come into the hall while there is music playing which sets the scene.
2. Pupils to put their bags under the seat and coats on the back on their chairs.
3. All tutors and attached staff to be present. Tutors are to sit with their tutor groups.
4. Pupils are to be encouraged to sit in silence.
5. Very important notices to be translated.
6. Pupils depart in tutor groups when dismissed by their tutor.

Conclusions and Way Forward

White Hart Lane School does not contain a student population whose daily spiritual, social moral and cultural development can be furthered by an act of collective worship that is **Christian** in nature.

Having read this briefing paper and listened to the presentation given it is now your job to consider your position as a governor in relation to the process of disapplication. (properly called seeking a determination)

Do you wish the Headteacher to continue the process of seeking a determination that (if successful) provides the school with a five-year exemption from providing a daily act of collective worship that is broadly or wholly Christian in nature?

Yes I wish the Headteacher to continue

No I do not wish the Headteacher to continue