

# BUNGAY HIGH SCHOOL

## Community Cohesion Strategy



<b>Adopted:</b>	March 2016
<b>Review Date:</b>	Spring 2018
<b>Responsible for Review:</b>	Associate Head
<b>Committee for Review:</b>	C&A
<b>Frequency of Review:</b>	2 Years
<b>Statutory:</b>	No

## Rationale

Our Community Cohesion Strategy was first developed in 2007. At the time, the Department for Children, Schools and Families (as it was then called) had published guidance on the duty to promote Community Cohesion and Ofsted focused on the ways in which schools were implementing this duty during their inspections. Whilst promoting Community Cohesion is no longer high on the national agenda, at Bungay High School, we feel it is still very relevant. It links with the development of the Spiritual, Moral, Social and Cultural aspects of our curriculum and with our Prevent Strategy. We have therefore updated our Community Cohesion Strategy to reflect current provision.

## What is Community Cohesion?

“By community cohesion, we mean working towards a society in which there is a **common vision** and **sense of belonging** by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar **life opportunities** are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”

Alan Johnson, Secretary of State for Education and Skills, speaking in Parliament on 2 November 2006. Based on the Government and the Local Government Association’s definition first published in Guidance on Community Cohesion, LGA, 2002 and resulting from the Cattle Report in 2001.

As a school, our contribution to community cohesion falls into three broad categories:

- **Teaching, Learning and Curriculum** - helping young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.
- **Equity and excellence** — to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- **Engagement and extended services** — to provide reasonable means for young people, their friends and families to interact with people from different backgrounds and build positive relations: including links with different schools and communities and the provision of extended service with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

It is also important to consider what is meant by community. There are 4 dimensions that we must consider and incorporate into school life. These are:

- The school as a community
- The community within which school is located (Bungay), and the communities that our families live in. (Bungay, Halesworth, Southwold, Harleston, Lowestoft, Beccles, all catchment villages.)
- The UK community
- The global community

## **What are we aiming for? –**

**In 2007, Ofsted used the following paragraph to describe ‘outstanding’ provision:**

*‘The school’s contribution is exemplary in significant elements, as shown by clear strengths in the school community itself and in its role with partners in the wider community. Overall, the school can demonstrate through accurate self-evaluation that it has made an important and beneficial contribution to cohesion through: its outstanding provision which has had a significant impact on learners’ levels of understanding of others and valuing of diversity; its ethos and promotion of equality; the participation and positive interaction between groups of pupils, parents/carers and staff.’*

## **What do we know about our community?**

Bungay High School is a rural comprehensive with 1180 students and 150 staff.

### **Local Community**

Our school is located in the town of Bungay which is situated in the Waveney District of Suffolk. Waveney is the most easterly district in Britain, it is situated in north-east Suffolk and is within the East of England Region. Bungay is situated in the north-west of Waveney District on the border with Norfolk. Waveney District is a mixture of urban and rural areas covering 143 square miles with an attractive beach coastline and an estimated population of 115,300. The population of Bungay is approximately 5,127.

Our school serves the market towns of Bungay and Halesworth (pop. approximately 5,000) and the surrounding villages. The area is largely rural. The populations of the villages which the school serves range from the largest, Holton St. Peter (pop. 832), through to a number of villages in “The Saints” where populations are far fewer than 100 people. In the midst of those are a number of medium sized villages such as Rumburgh (pop.327).

Our school attracts a significant number of children who live outside the immediate catchment area. Most significantly, we have 87 children on roll who live in Lowestoft (pop. 58,560), 78 who live in Southwold and Reydon (pop. 3680) and 92 who live in Harleston (pop. 4058).

Within Waveney District 97.69%\* of the population is ‘white’. The age profile of the population is relatively high with approximately 31.5% of Waveney residents over 60 years of age. Employment in the District is dominated by four main sectors: public services (24.10%), distribution, retail, hotels and restaurants (28.60%) and manufacturing (13.50%).

### **Student community**

- 93% of our students are “White British”. Students from other cultures include a number (currently 4) from Macau who are privately fostered in this country.

- Our religion data indicates that the vast majority of our students are Christian (50.84%) with 37.2% of no specified religion. Other religions represented include Muslim (0.25%.)
- Our percentage of students eligible for free school meals currently stands at 8.8%.
- The percentage of students with statements of SEN stands at 2.3%.
- We have six 'looked after' children on roll.
- For 2.03% of our students English is their additional language.

**How must this information influence our planning?**

All of our plans must focus on the three main areas of community cohesion, and also faith, culture, ethnicity and socio-economic status.

Our key factors for consideration are:

- Predominantly white British student population
- Local area also predominantly white British
- Predominantly Christian student and local population
- Wide rural catchment area
- Challenge to engage with the wide catchment area and the areas beyond in which our students live.
- A small but increasing number of students with English as an additional language

\*Source of this information (and the information which follows):

"A Profile of Waveney: Economic Development & Regeneration Team, last updated March 2015.

# Community Cohesion – What are we doing this year? Some examples

## Academic Year 2015 – 2016

Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
<p>Religious Education – KS3 and KS4 Curriculum – students learn about a variety of religious beliefs and cultures.</p>	<ul style="list-style-type: none"> <li>• SB</li> <li>• All KS3 and 4 students</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop an understanding of the beliefs of Muslims, Sikhs, Jews and Christians.</li> <li>• Students develop an awareness of a variety of cultures.</li> <li>• Small group for full course are learning about community cohesion in terms of gender, faith and ethnicity</li> </ul>	<p>Teaching, learning and curriculum.</p>
<p>Health &amp; Social Care– KS4 Curriculum – students learn about some cultural differences in the context of their studies.</p>	<ul style="list-style-type: none"> <li>• SCo</li> <li>• KS4 students who opt for Health &amp; Social Care</li> </ul>	<p>Students develop an understanding of:-</p> <ul style="list-style-type: none"> <li>• Communication and language</li> <li>• Cultural differences in body language and gestures</li> <li>• Dietary implication of religious adherence</li> </ul> <p>Students gain experience</p>	<p>Teaching, learning and curriculum.</p>

Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
		working with community groups including: <ul style="list-style-type: none"> <li>• Primary schools</li> <li>• Residential homes</li> <li>• Hospitals</li> <li>• Police and justice sector</li> </ul>	
<b>Graphics – KS4 and KS5 students study the work of international designers and design movements.</b>	<ul style="list-style-type: none"> <li>• CG</li> <li>• KS4 and 5 Graphics students</li> </ul>	<b>Students develop an understanding of the work of a number of international design movements/designers/architects including</b> <ul style="list-style-type: none"> <li>• Art Deco</li> <li>• Art Nouveau</li> <li>• Bauhaus</li> <li>• Santiago Calatrava</li> <li>• Felix Candela</li> </ul>	<b>Teaching, learning and curriculum.</b>
<b>Food Technology – KS3 and 4 curriculum has a strong emphasis on foods/dishes from a variety of cultures.</b>	<ul style="list-style-type: none"> <li>• NG</li> <li>• All KS3 students</li> <li>• Students who opt for Food Tech, at KS4</li> </ul>	<b>Students develop an understanding and appreciation of Cuisine in a variety of cultures.</b> <ul style="list-style-type: none"> <li>• Religious influence on food choices.</li> <li>• The concept of ‘Fairtrade’</li> </ul>	<b>Teaching, learning and curriculum.</b>

Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
		<ul style="list-style-type: none"> <li>• Sustainability of food resources.</li> </ul>	
'Inspire' Maths events	<ul style="list-style-type: none"> <li>• Maths Dept</li> <li>• Some Year 10,11,12,13 students</li> <li>• Trip is organized and led by students</li> </ul>	<ul style="list-style-type: none"> <li>• Students meet peers from all over the UK</li> <li>• Students experience the organization and planning of the trip</li> <li>• Students develop skills of independence</li> <li>• Students experience travel to London and Cambridge</li> </ul>	Equity and excellence Teaching, learning and curriculum
Publication of School Newspaper – 'Insight'	<ul style="list-style-type: none"> <li>• KH</li> <li>• Student contributes</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion of school in the community</li> <li>• Journalistic experience for students</li> <li>• Links with local business – advertisers</li> </ul>	Engagement and extended services.





Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
<p><b>Duke of Edinburgh's Award activities – various</b></p>	<ul style="list-style-type: none"> <li>• Led by Jackie Dix</li> <li>• Involving a wide range of staff</li> <li>• Students from all year groups</li> </ul>	<ul style="list-style-type: none"> <li>• Student engagement in local community through 'service' projects</li> <li>• Students visit unfamiliar environment elsewhere in this country and abroad – this year Yorkshire, Wales and Scotland</li> <li>• Students gain real understanding of the environments visited, meet local communities and appreciate the need for stewardship</li> </ul>	<p>Engagement and extended services</p>

Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
Careers week	<ul style="list-style-type: none"> <li>• Led by Karen Hurdle</li> <li>• Involving all students and all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Members of the local community visit school to give 'my job' talks</li> <li>• Students gain first hand understanding of the world of work and employment within our local community</li> <li>• Visitors to the school gain understanding of our school community, our students and their aspirations</li> <li>• Aspirations of students developed</li> </ul>	Equity and excellence
'Print it' competitions involving Fairtrade organisations and world wide food fairness.	<ul style="list-style-type: none"> <li>• CG</li> <li>• Year 10 students</li> <li>• 'Print it' organisations</li> <li>• Local printing companies</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop on understanding of international printing and packaging techniques.</li> <li>• Students develop understanding of concept of 'fairtrade' and knowledge of Fairtrade organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching, learning and communication</li> <li>• Equity and excellence.</li> </ul>

Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
<p>Charitable fundraising for a variety of causes including</p> <ul style="list-style-type: none"> <li>• Jeans for Genes – Oct 2015</li> <li>• Sport Relief – Spring 2016</li> <li>• Children in Need – Autumn 2015</li> </ul>	<ul style="list-style-type: none"> <li>• School Council</li> <li>• Prefects</li> <li>• Groups of (e.g Health and Social Care group leading Children in Need</li> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Students gain an understanding of charitable causes and a variety of human need.</li> <li>• Students gain experiences of event management</li> <li>• Positive image of our students in the community is enhanced.</li> </ul>	<p>Engagement and extended services/Equity and excellence.</p>

Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
<p><b>'Student Voice'</b></p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Year Councils</li> </ul>	<ul style="list-style-type: none"> <li>• CW</li> <li>• Heads of House</li> <li>• All Students</li> </ul>	<ul style="list-style-type: none"> <li>• Well established School Council ensures that 'Student Voice' is heard.</li> <li>• School Council Election process develops student understanding of democracy</li> <li>• Students organisational and leadership skills developed.</li> </ul>	<p>Equity and excellence</p>
<p>Taekwondo is a well established activity. Thriving club. Attendance and success at international competitions. Use of the Korean language. Students have attended international sessions led by masters from other cultures.</p>	<ul style="list-style-type: none"> <li>• CG</li> <li>• MG</li> <li>• A large number of students from all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Students develop an understanding of Korean culture and language.</li> <li>• Students exposed to participants from a variety of cultures.</li> <li>• Students enjoy travel to competitions throughout the country.</li> <li>• Students enjoy success.</li> </ul>	<p>Engagement and extended services.</p>

Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
<p>Firstly established links with local primary schools enable us to deliver many cross school events e.g.</p> <ul style="list-style-type: none"> <li>• Science based activities</li> <li>• Maths activities</li> <li>• Library Activities</li> </ul>		<ul style="list-style-type: none"> <li>• Local schools share expertise.</li> <li>• Students have opportunities for new experiences.</li> <li>• Students and parents appreciate and understand the smooth transition opportunities.</li> <li>• The High School's place at the heart of its community is enhanced.</li> </ul>	<p>Teaching and Learning/ Equity and excellence/ Engagement and extended services.</p>
<p>Ongoing and regular parental consultation via a variety of methods including the website, newsletters, questionnaires at parents' evenings, consultation events.</p>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• All parents</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are regularly consulted on school organisation, activities and events.</li> <li>• Parents feel involvement in school life and support their child's learning</li> </ul>	<p>Engagement and extended services/ Equity and excellence</p>

Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
<p>The North Suffolk Skills Academy is established as a vocational training provider in the heart of our community.</p>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Vocational teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>• The existence of the centre enriches the community with the provision of vocational training in this rural location.</li> <li>• There are well-established links with local businesses.</li> <li>• Students are able to access training in the heart of the community in which they live.</li> <li>• The centre is an important community resource.</li> </ul>	<p>Engagement and extended services/ Teaching, learning and curriculum/ Equity and excellence</p>

Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
<p>Varied programme of lettings of the schools facilities to community groups including Cubs, Scouts, "Slimming World" etc.</p>	<ul style="list-style-type: none"> <li>• Business Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Schools place at the heart of the community is reinforced.</li> <li>• Leisure opportunities for community are increased.</li> </ul>	<p>Engagement and extended services.</p>
<p>Availability of Sports Hall for community use by individuals/clubs.</p>	<ul style="list-style-type: none"> <li>• Business Manager</li> <li>• Student sports leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Important component of Extended Schools programme</li> <li>• Schools place at heart of community is reinforced.</li> <li>• Sporting opportunities for local people are increased.</li> <li>• Student Leaders gain employment experience</li> </ul>	<p>Engagement and extended services.</p>

Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
<p>Recruitment and retention of local community to work in school – All positions are advertised on the school website. Many members of the support staff and some teaching staff live in catchment area. A number of staff attended this school as students. Many staff have their own children in school.</p>	<p>All</p>	<ul style="list-style-type: none"> <li>• The school community reflects the local community.</li> <li>• School staff are part of local community.</li> <li>• 'Family' atmosphere is promoted.</li> <li>• The school community is cohesive.</li> </ul>	<p>Equity and excellence. Engagement and extended services.</p>



Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
<p>Various community music events including</p> <ul style="list-style-type: none"> <li>• Youth Proms</li> <li>• Recital at the Old Granary, Toft Monks</li> <li>• Schools Music day</li> <li>• Christmas music at Bungay Castle</li> </ul>	<ul style="list-style-type: none"> <li>• F D-B</li> <li>• Many students</li> </ul>	<ul style="list-style-type: none"> <li>• Students gain experiences of public performance to a variety of audiences.</li> <li>• Positive image of our students in the community is enhanced.</li> </ul>	<p>Engagement and extended services.</p>
<p>'The friends of BHS' – A group of involved parents who meet to support the school, host social community events and raise funds for the school.</p>	<p>'Friends' Committee includes a number of staff and parents.</p>	<ul style="list-style-type: none"> <li>• Encourages parents to become involved in school life.</li> <li>• Creates an inclusive school community encouraging all parents to participate.</li> </ul>	<p>Engagement and extended services.</p>

Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
<p>Staff and students involvement in local churches. Thriving Christian Union meets on a weekly basis.</p>	<p>Many students and staff and Governors are involved in Local Churches including the Church of England, Roman Catholic Church, Baptist Church, United Reformed Church and others.</p>	<ul style="list-style-type: none"> <li>• Excellent links with local faith communities.</li> <li>• School contributes to specific events – e.g. Civic Services</li> <li>• School has a positive perception in the eyes of the community.</li> </ul>	<p>Engagement and extended services.</p>

Activity	Involving? Lead by?	Impact	Which strands of Community Cohesion are being met?
<p>International Visits – e.g. 6<sup>th</sup> Form trip to Madrid, 6<sup>th</sup> Form trip to Iceland, Ski trip to Austria</p>	<ul style="list-style-type: none"> <li>• NB</li> <li>• SMR</li> <li>• MDL</li> </ul>	<ul style="list-style-type: none"> <li>• Students experience travel abroad and another culture</li> <li>• Students develop independence</li> <li>• Students develop skills in sporting activities</li> </ul>	<p>Teaching, Learning Curriculum</p>