



## APPLEFORD SCHOOL CULTURAL CAPITAL (CC) POLICY

**This policy applies to the whole school, including boarding**

*The Policy is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This policy also takes into consideration the National Minimum Standard (NMS) for residential special schools (RSS).

**We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support our approach to safeguarding (child protection). Our fundamental priority is our children and their wellbeing; this is first and foremost.**

**Legal Status:** Complies with The Education (Independent School Standards) (England) Regulations currently in force.

**Monitoring and review:** This policy is subject to continuous monitoring, refinement and audit by David King (Headmaster) and Dudley Manning (Head of Pastoral Care) who is the Designated Safeguarding Lead (DSL). The Managing Director will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. If significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require it will be reviewed earlier than the published date. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically.

Policy agreed: September 2025

Date Reviewed: September 2025

Date of Next Review: September 2026

Signed:

Dr Peter Gardner (Proprietor and Managing Director)

Mr David King (Headmaster and Company Director)

Aside from the sociological perspective from Bourdieu<sup>1</sup>, there is no agreed definition of cultural capital (CC). In terms of educational development, however, it is understood as knowledge, experience and skills relating to cultural matters that can help improve a child's life chances and enrich them. A definition of cultural capital from Bourdieu's work is given at the end of this policy.

Evidence shows that educational attainment is strongly associated with participation in cultural activities, including reading books, experiencing cinema, theatre, museums, concert attendance, as well as experiencing art galleries and a broad range of music. Enhancing a pupil's awareness of culture is also important for social mobility. It is our responsibility to make our pupils aware of the richness of their own Western and non-Western culture.

<sup>1</sup> <https://www.britannica.com/biography/Pierre-Bourdieu>

<sup>2</sup> www.sciencedirect.com/science/article/pii/S0049089X17300339

Appleford School is committed to improving pupils' cultural awareness with a view to broadening their interests and providing them with tools to gain personal enjoyment and vicarious pleasure, especially from collective experiences, such as a musical or concert. Developing cultural capital is also intricately linked to personal development of pupils, as well as spiritual, social, moral, and physical development, all of which are highly interdependent. It is important for us to express interest in the ethnic backgrounds of pupils and be mindful of cultural sensitivities.

Appleford School has a limited mix of ethnicities. We recognise that increasing pupils' cultural awareness has real benefits in both the short and long-term. Greater awareness and access to cultural events and issues tends to increase a pupil's curiosity, improves their level of confidence, and their ability to focus and concentrate<sup>2</sup>. Appleford School links aspects of CC to other important matters such as:

- **Mental health and wellbeing**
- **SEN**
- **Physical Activity**
- **PSHE and SMSC**
- **Career opportunities**
- **Digital/economic/ emotional literacy**
- **Social awareness**
- **Personal development**
- **British Values in terms of respecting pluralism and tolerance of diversity**

### **Cultural Capital at Appleford**

Our aim is to enrich every child's school experience and create an environment where they are encouraged to succeed and be the best they can be. Cultural capital is about preparing children with the knowledge and skills for what comes next. We realise the exploration of new skills and experiences helps to nurture resilience, curiosity and creativity. Ultimately, this leads to the growth of new forms of cultural capital that makes a difference in individual mindsets and shapes the future.

In addition to cultural references that are already embedded in the core curriculum, CC is practically realised through:

- The theatre
- Nature walks
- Visits to historic and iconic buildings such as local castles.
- Visits to Museums
- Biology and geography field trips – getting pupils out with nature (biophilia)
- Visits to West End theatres (while on residential)
- Art gallery and art exhibition visits
- Outside speakers to talk about career opportunities
- British Armed Forces to discuss the role, value and purpose of a modern military and its role in humanitarian intervention, amongst many other roles

### **Access to and engagement with:**

- A range of fiction and non-fiction literature: Appleford School encourages pupils to access and read the books in the library.
- Reading poetry and plays
- Book reviews
- Engagement with pupils via: Pupil Council
- Peripatetic lessons
- Music club
- Charity events

- Drawing, painting and sculpting

### **Cultural Capital: Meaning and Definition**

Bourdieu identified three sources of cultural capital:

1. Objective: cultural goods, books, works of art
2. Embodied: language, mannerisms, preferences
3. Institutionalised: qualifications, education credentials

More recent work on the idea of cultural capital by a range of academics has added

- Technical: IT and use of technology
- Emotional: empathy
- National and subcultural forms of cultural capital: prevailing popular culture