

CULTURAL CAPITAL POLICY INTRODUCTION AND RATIONALE

This document which applies to the whole college inclusive of boarding is publicly available on the college 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 college office.

Scope: All who work, volunteer or supply services to our college have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal college hours, including activities away from college. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

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

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit by the Principal, who will undertake a full annual review, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Reviewed: February 2026

Next Review: February 2027

Signed

David Game
CEO and Founder

John Dalton
Principal

College Definition of Cultural Capital

For the purposes of clarity and shared understanding across the College, Cultural Capital at David Game College is understood as:

The knowledge, experiences, vocabulary, cultural awareness, and social confidence that enable students to participate fully and confidently in society, higher education, and professional life.

Cultural Capital at the College is therefore not limited to exposure to cultural events, but also includes:

- The ability to interpret and critique cultural material
- The confidence to engage in discussion and debate
- The vocabulary and conceptual understanding to articulate ideas clearly
- The ability to navigate professional and academic environments

This institutional definition complements, but does not replace, the sociological perspective outlined later in this document.

Aside from the sociological perspective from Bourdieu 1, 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 article.

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 student's awareness of culture is also important for social mobility. It is our responsibility to make our students aware of the richness of their own Western and non-Western culture.

The College is committed to improving students' cultural awareness with a view to broadening their minds and providing them with tools to gain personal enjoyment and vicarious pleasure, especially from collective experiences, such as musical or concert. Developing cultural capital is also intricately linked to personal development of students, 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 students and be mindful of cultural sensitivities.

The College has an interesting student mix of students with about 40% of students coming from abroad, while the balance reflecting London's and the Home Counties' diversity in terms of ethnic and socio-economic backgrounds. In order to help harmonise and increase students' access to cultural events and increase their cultural capital, the College has created a framework that helps realise this objective and helps support a growth mind set. Our experience is that students vary significantly in their awareness and knowledge of cultural issues. We recognise that increasing students' 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 student's curiosity, improves their level of confidence, and their ability to focus and concentrate.

The College 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

For the purposes of convenience, the College has divided its approach to CC into 10 categories.

1. Art: Art galleries, art classes, art history, art and cultural expression
2. Music: Classical music; concerts, choir/singing; genres of music; pop music
3. Drama: Plays; opera; mime; ballet; dance
4. Literature: Books, novellas, poetry: classical and modern/ethnic authors
5. Classical civilisation: Egyptian; Greek; Roman; Islamic; Byzantine civilisations
6. History and museums: Renaissance and Reformation, British, V&A, Natural History
7. Architecture: Classical; Neoclassical; Gothic; Art Deco; Modern
8. Media culture: TV, film, Comedy
9. Languages: French, Russian, Spanish, Mandarin
10. Miscellaneous: Events; lecturers; visits; sub-cultures; ethnic cultural, etc.

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

Framework

The best way to deliver and realise students' experience of and access to culture capital is to leverage the opportunities that exist within the core, support and area-based curricula.

The framework for CC at David Game College is based on six key elements:

1. Experiential
2. Embedded within curriculum
3. Outside speakers and talks
4. Technology content support
5. Language, glossary of terms
6. Literature

Strategic Coherence of Cultural Capital Provision

The College's Cultural Capital model operates through the following progression:

1. Exposure – Students encounter cultural references within curriculum and enrichment.
2. Experience – Students engage directly through visits, performances, speakers and activities.
3. Interpretation – Students develop vocabulary and conceptual understanding.
4. Reflection – Students analyse, debate and contextualise experiences.
5. Application – Students apply cultural understanding in academic work, interviews and professional settings.

This ensures Cultural Capital provision is developmental, cumulative and embedded rather than incidental.

Practical Realisation

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

Visits to/by

- Globe theatre – immersive experience of Shakespeare’s plays in a historic context
- The Royal Opera House
- Walking opportunities – encouraging students to take walks at weekends and enjoy nature
- University visits – encourage students to visit different universities and appreciate their history, architecture and relevant historic significance
- Visits to historic and iconic buildings to review their architecture and aesthetics
- Visits to Natural History Museum; British Museum; Victorian & Albert; Natural History: etc.
- Bank of England visit – appreciating the historic significance of this institution
- Synagogue and mosque visits – getting students to learn more about the religions
- Religious representatives to explain their role in society
- Biology and geography field trips – getting students out with nature (biophilia)
- Visits to West End theatres
- Visit to the Opera and Ballet – getting students to understand the structure, language and music around these sometimes complex, “high-brow” performing arts – and to demystify them
- National Portrait Gallery/National Gallery/specific exhibitions
- Visits to photography exhibitions
- Lloyds of London
- Outside speakers to talk about career opportunities
- Visiting artist – Keith Grant, one of Europe’s leading landscape artists gives talks to students about painting and creativity
- Performers for Chinese New Year Dragon celebrations
- British Armed Forces to discuss the role, value and purpose of a modern military and its role in humanitarian intervention, amongst many other roles
- British Universities as part of a University Fair that is held annually at the College, giving students direct access to talk to key recruitment staff
- Senior staff from Diplomatic missions - Russia, US, China

David Game College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential.

Access to and engagement with:

- Wide range of fiction and non-fiction literature: College encourages students to access and read the wide range of fiction and non-fiction books in the main library
- Book club
- Royal Opera House Schools Programme: Schools’ Matinees
- Barbican – young Barbican events
- National Arts pass
- Reading poetry and plays
- Book reviews on the College website
- Engagement with students via: Student Council, Debating Society and student voice
- Medical and Life Sciences Programme

- Leadership and Resilience course – helping students build character and resilience and metacognition
- Musical instruments/Music club
- Choir practice
- Chess club
- Chinese and Russian centres - help explain Russian and Chinese cultural contribution in terms of literature, performing arts and art
- Russian, French and many other European literary figures and their works
- Black historic and modern-day artists and cultural icons
- Visiting speakers
- Charity events
- Drawing, painting and sculpting
- Dance from a range of different cultures

Non-Western Culture

It would be remiss, wrong and unbalanced not to highlight the important contributions made by non-Western cultures when providing students with a broad overview of cultural capital. In this regard, the College holds a number of important literary works from African authors, as well as information on Chinese and Islamic civilisations and their significant impact on our history, knowledge, architecture, food, music, and many other aspects of lives. Information of the impact of Latin American music, literature and art is also available and the teaching of Spanish is encouraged.

Cultural contributions made by black artists, authors and musicians are highlighted during Black History Month in October. Artists' works, for example, such as Gordon Parks, Jacob Lawrence, Kara Walker and Robert Seldon Duncanson are all highlighted along other black cultural icons, such as Toni Morrison and James Baldwin.

Books, such as Diana Darke's *Stealing from the Saracens* - will also be made available to students who are interested in architecture to highlight the huge influence Islamic architecture has had on European architecture.

David Game College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all children fulfil their potential.

Language and Cultural Demystification

Many students fail to properly engage with certain elements of music, art and the performing arts because they have limited exposure to them or because some may see them as too "high-brow", even elitist. This creates barriers to enjoyment and learning. Accordingly, David Game College is committed to help demystify some of the language and genres that surround art, music and literature. To achieve this, the College publishes small booklets for students that help explain the varying genres and language associated with different cultures.

Equity, Access and Inclusion

The College recognises that access to cultural experiences may vary significantly depending on students' prior exposure, socio-economic background, geographic origin, or personal circumstances.

In order to ensure equitable access to Cultural Capital opportunities, the College will:

- Monitor participation in visits, trips and enrichment activities
- Ensure that cost does not become a barrier to essential cultural experiences
- Provide alternative in-college provision where off-site access is not possible
- Make reasonable adjustments for students with SEND
- Ensure parity of access between boarding and day students
- Seek to provide both Western and global cultural representation

Impact, Monitoring and Evaluation

In order to ensure that Cultural Capital provision is effective and meaningful, the College will evaluate its impact through:

- Student voice surveys
- Participation tracking
- Monitoring of reading engagement
- Feedback following visits and events
- Departmental curriculum review
- Review of progression outcomes
- Annual review by the Principal

Intended Outcomes

Through implementation of this policy, students should be able to:

- Demonstrate increased cultural vocabulary
- Engage confidently in cultural discussion
- Show awareness of both Western and global cultural contributions
- Participate in enrichment opportunities
- Demonstrate improved confidence and curiosity
- Apply cultural references in academic writing and discussion
- Navigate university interviews and professional conversations with assurance