



# International & Integration Policy

## COVERING FELSTED PREP SCHOOL INCLUDING EYFS AND BOARDING

<b>Governors' Committee normally reviewing:</b>	FPS Leadership Team
<b>Date last formally approved by the Governors:</b>	November 2020
<b>Date policy became effective:</b>	September 2007

<b>Period of Review:</b>	2 Yearly
<b>Next Review Date:</b>	Autumn 2022

<b>Person responsible for implementation and monitoring:</b>	The Head, HOPs, HODs, All Staff
<b>Other relevant policies:</b>	Admissions procedure and statement on English as an Additional language, Assessment Policy, PSHCE Policy, Collective Worship Policy, Disability and Accessibility Plan, Educational Visits Policy, Equal Opportunities Policy, Health and Safety Policy, E-Safety and Computer Usage, Leadership Policy, Learning and Teaching Policy, Class size, Pastoral Care Plan, Sports, Games and Activities, Supervision policy,

The following Policy covers both schools and encompasses the Aims and Ethos of the Senior School

Mr Simon James  
Head, Felsted Prep School

[Aims and Ethos](#)

**SAFEGUARDING STATEMENT**

*Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.*

**EQUAL OPPORTUNITIES STATEMENT**

*The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of differences in ethnic background, culture, language, religion, sexual orientation, gender and disabilities, so long as in the last matter the student is able to involve himself or herself in the activity concerned; equally these differences will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.*

<b>Contents</b>	<b>Page No.</b>
1. Introduction	3
2. Aims	4
3. Objectives	4
4. Monitoring and Evaluation	5

## **1. Introduction**

The governors and staff recognise that:

- global issues are an important part of the lives of our students living in a world where economies are increasingly interdependent and global communication is a daily reality.
- Our students have access to the internet and increased opportunity to travel, watch news stories from around the world, as they develop and follow for example, international sporting events as they happen
- the global dimension should be reflected in the attitudes and values of our students, the ethos of the school, Admissions Planning, the Programmes of Study and Key Skills, particularly the cross-curricular focus on Education for Social Responsibility.
- as a school we have a commitment to both gender and racial equality as expressed in our Equal Opportunities Policy.

Felsted Prep School aims to make all pupils of all cultures welcome. It seeks to be international through understanding different cultures and integrating pupils from different countries into the school by giving them opportunities to learn English and express themselves.

For Young Felstedians who do not have English as a first language, Felsted aims to:

- a) deliver a first class boarding experience together with a full weekend activity and relaxation programme or day experience
- b) provide appropriate and expert teaching for students for whom English is not the first language
- c) provide opportunities to speak in pairs or small groups, to get to know each other through a buddy system, speak with the teacher or make brief presentations (often using defined vocabulary or to a defined task) with view to building as much fluency as possible as quickly as possible
- d) encourage listening - as much of this as possible with simple comprehension or vocabulary acquisition goals
- e) promote reading - with simple comprehension or vocabulary acquisition goals. Selection of books in Hamilton House to help pupils on EAL Programme supported by the English Department.
- f) develop writing - to know how to write connectives, adjectives, adverbs, a variety of tenses and time expressions, negatives and questions, a variety of vocabulary and pronouns. To provide a dictionary and other means of translation including Google Translate via Chromebooks.

## 2 Aims

**For all Young Felstedians, Felsted aims to develop global understanding by:**

- a) continuing to develop a challenging curriculum that makes links to the world we live in
- b) celebrating the rich and diverse heritage represented in our school, and local and national communities.
- c) explaining complex international interdependencies in the global economy
- d) respecting and valuing different cultures and beliefs particularly those of students represented in Felsted Prep School
- e) enjoying regular contact with students and adults living in different countries
- f) providing training on different cultures and equal opportunities for all members of the community

## 3. Objectives

- To work towards achieving and maintaining the International School Award
- To conduct annual audits of both our formal and informal curriculum which, in turn inform action plans to develop the global dimension through all appropriate areas of the curriculum
- To develop and fully exploit a variety of global learning partnerships. This will include activities such as:
  1. email and internet projects including video conferencing
  2. interacting with visitors from other countries [students & adults]
  3. student/staff visits to places of cultural interest in the UK and abroad
  4. student exchanges and foreign work experience placements
- To actively encourage the study of foreign languages for all our students by offering a range of appropriate language options with a compulsory foreign language from all pupils from Reception and the possibility of studying a second foreign language from year 7
- To organise regular celebrations of our and others rich and diverse heritage such as our termly cultural days

## 4. Monitoring and Evaluation

This policy is monitored and evaluated annually through tracking individual pupils:

- The setting and evaluation of the International Plan
- The setting and evaluation of the Boarding Plan
- The setting and evaluation of the Education for Social Responsibility Plan
- The setting and evaluation of the Personal, Social, Health and Citizenship Plan
- Monitoring surveys, complaints and child protection logs termly

It is also evaluated with what has been achieved in order that lessons can be captured and the policy adjusted in accordance with these experiences, changing guidance and regulation.

*This policy has been informed by the two DfES publications: 'Developing the global dimension in the school curriculum' DfES 1409-2005DOC-EN 'Putting the World into World-Class Education' DfES/1077/2004 PPEW/D16/5819/1104/14 will be reviewed by the Governors annually.*