



Bishkek International School

Learning Diversity & Inclusion Policy

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Preface

Mission, Policies, Handbooks and Regulations

The Mission of Bishkek International School is to enable our students to:

- Develop their intellectual curiosity and achieve their academic, sporting and creative potential;
- Be confident in their abilities and respectful of others;
- Learn about local and global issues and prepare to tackle common challenges.

In a school which:

- Delivers and celebrates excellent teaching for internationally accredited education;
- Values and demonstrates diversity and inclusivity;
- Promotes the well-being of the whole school community;
- Contributes positively to the development of the Kyrgyz Republic.

This policy is one of several policies, procedures and related documents that guide operations at Bishkek International School (BIS) and help to facilitate the achievement of our mission. The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Learning Diversity and Inclusion Policy
4. Counseling Policy
5. Language Policy
6. Academic Integrity Policy
7. Assessment Policy
8. Health & Safety Policy
9. Child Protection Policy
10. Educational Visits Policy
11. Ethics Policy
12. Environmental Policy
13. Accounting Policy

Handbooks:

1. Staff Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request. All policy documents and handbooks are reviewed and revised by the Management Board every year for approval by the Governing Board for the following academic year. All students, parents and staff are invited to send comments and suggest any changes to the Management Board at any time before the end of May each year for consideration for policies/handbooks for the next academic year.

Overall Governance of BIS is guided by the legal charter and various internal regulations. These are:

1. Legal Charter of 'Bishkek International School'
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

International Baccalaureate

BIS is an International Baccalaureate (IB) World School, offering the International Baccalaureate Diploma Programme (DP), the Middle Years Programme (MYP), and the Primary Years Programme (PYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For more information about IB see www.ibo.org

International Baccalaureate Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right”

International Baccalaureate Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. As IB learners we strive to be:

1. **Knowledgeable:** *We love learning new things.* We explore concepts, ideas, and issues that have local and global significance. In doing so, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
2. **Thinkers:** *We think about everything and make good decisions.* We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
3. **Inquirers:** *We like to find out how things work and why they work this way.* We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.
4. **Caring:** *We care about other people and want to make them feel good.* We show empathy, compassion, and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
5. **Principled:** *We are responsible for our own actions. We always try to do what is right.* We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. We take responsibility for our own actions and the consequences that accompany them.
6. **Reflective:** *We think about what we have learnt and what we have done, to be better in future.* We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.
7. **Balanced:** *We have a balanced life with lots of learning, lots of activity, and lots of friends.* We understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for ourselves and others.
8. **Risk-Takers:** *We are not afraid of trying new things, and we are brave.* We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
9. **Open-minded:** *We understand different cultures and different ways of doing things.* We understand and appreciate our own cultures and personal history, and we are open to the perspectives, values, and traditions of other individuals and communities. I am accustomed to seeking and evaluating a range of points of view, and am willing to grow from the experience.
10. **Communicators:** *We can speak in more than one language. We are good at working with others.* We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively in collaboration with others.

In BIS we also have an additional profile, which is essential for wellbeing and success:

11. **Resilient:** *The path may be difficult, but we will succeed.* We are resilient and capable of overcoming any challenge that comes our way. We have the inner strength and determination to navigate through difficult times and emerge stronger than before.

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1. Introduction

The aims of the learning diversity and inclusion policy are to:

- Define the provision for learning diversity and inclusion across the school Ensure that any special requirements are identified early, assessed, and provided for where possible;
- Create a welcoming environment for each student accepted by BIS;

Clearly outline the roles and responsibilities of staff in supporting student learning and well-being.

2. Definition of Learning Diversity and Inclusion Requirements

A student is considered to have a significant learning diversity and inclusion requirement if they have one or more of the following criteria:

- Significantly greater **ability** in learning than the majority of students in their age group; or
- Significantly greater **difficulty** in learning than the majority of students in their age group; or
- A diagnosed or undiagnosed disability that limits their ability to access, engage with, or benefit from the educational facilities or curriculum typically provided for students of the same age
- A disability or learning difference that affects their ability to perform at the expected level relative to their peers;
- Barriers to learning due to social, emotional, behavioral, cultural, or environmental factors.

A student is not regarded as having a learning diversity and inclusion requirement because they need English Language Acquisition support. Language support is covered in the BIS Language Policy.

3. Philosophy and Provision

BIS supports the provision of inclusive education and welcomes all students without regard to exceptional ability or disability or special educational requirements, provided that there are good prospects of meeting the student's requirements without unduly prejudicing the education and welfare of other students. Within this general philosophy, as a relatively new and small non-profit community school, BIS has limited resources to support students with significant disability or with specialised educational requirements at this time. The physical premises at BIS are designed to support a wide range of students and can accommodate wheelchair access on all floors of the main building.

BIS has many experienced educators who are used to dealing with students of varied ability and backgrounds. Differentiated instruction is a core practice across the school and is supported by relatively small class sizes and the presence of Co-Teachers in each Preschool and Primary class . Differentiated learning acknowledges that:

- Students have different educational and learning requirements abilities, profile and aspirations;
- Students gain knowledge and skills at different rates through different learning styles;
- Students are all capable and unique and are lifelong learners;
- Effective differentiation builds on existing strengths and promotes deeper, more meaningful learning.

BIS has a Learning Diversity, Inclusion and Counselling (LDIC) Department, comprising the LDIC Coordinator, 3 Learning Diversity and learning support teachers and 3 School Counsellors. This team collaborates with classroom teachers to observe, if necessary to assess students, develop Individual Education Programmes (IEPs), Individual Student Profiles (ISPs) and the Behaviour Intervention Plans (BIPs) and advise the individualized learning strategies for the students with any learning differences. If external professionals are

required, BIS will either recommend that parents organise such assessments themselves, or that parents cover the cost of external assessment if arranged by BIS. More information on the specific testing and support provided by BIS is given in Annex 1.

From August 2025, BIS also has an Enrichment Programme for Innovative Challengers (EPIC) designed to support students with exceptional talents in any grade level. This programme is overseen by the EPIC Coordinator who is responsible for designing, implementing, and overseeing the programme. This role involves developing a structured and sustainable approach to support students identified as ‘innovative challengers,’ ensuring that they receive tailored educational enrichment beyond standard classroom differentiation. The Coordinator provides direct specialist support within their expertise while also building a network of internal and external resources to enhance the programme’s impact across all grade levels.

For Counselling provision, please see the BIS Counselling Policy.

4. Assessment of and Support for Learning Diversity and Inclusion Requirements

During the admissions process, families are required to disclose any known educational, social-emotional, physical, sensory, or medical needs. This includes past or current support services, psychological or medical reports, diagnostic assessments, psycho-educational evaluations, Individual Education Plans (IEPs). Failure to disclose relevant information may impact the school’s ability to provide adequate support and may affect enrolment status.

Either at the time of application to join BIS, or at any time that education staff recognize a possible issue with academic and/or behavioural requirements for enrolled students, the relevant section Principal may request assessment by the Learning Diversity and Inclusion Team or by an independent Educational Psychologist/Psychiatrist or for health problems by appropriate health professionals, e.g.: Doctor, Occupational Therapist, Speech Therapist, Physiotherapist. The cost of any independent testing and reporting is the responsibility of the family. This assessment applies equally to students who are being assessed for significantly greater **ability** in learning than the majority of students in their age group; or those assessed for significantly greater **difficulty** in learning than the majority of students in their age group; or being assessed for educational adaptations required for any disability. No student will be placed in a different year group from that decided by birth date, or prior grade in another school, or given an Individual Education Plan, without first completing assessment under the guidance of the LDIC Coordinator and being observed by the LDIC team. After assessment, the LDIC Coordinator will allocate each student to a group based on the type of support services required, as described in the table below.

Group	Support Services Required
0	Students require no additional services beyond English Learning Acquisition (ELA), counselling, regular differentiated classroom instruction, and/or slight modifications to the physical learning environment to accommodate physical, sensory, and/or medical requirements.
1	Students without an Individual Education Plan (IEP) who receive differentiated instruction within the regular education classroom in consultation with the LDIC Coordinator.
2	Students have an IEP and/or Individual Student Profile (ISP) and are actively monitored by the Learning Diversity and Inclusion Team but are accommodated within the classroom by the teaching staff.

Group	Support Services Required
3	Students have an IEP and/or ISP and are actively monitored and accommodated within the classroom but also receive scheduled support time in-class from a member of staff with guidance from the LDIC Coordinator.
4	Students have an IEP or a curriculum accommodation/modification, are actively monitored and accommodated within the classroom but also require a moderate amount of additional support to access the learning at a level that remains within the school's capacity to provide. For example, frequent scheduled pull-out support and/or moderate amount of in-class support from a trained member with guidance from either the LDIC Coordinator or another trained member of staff.
5	Students require services which cannot readily be provided by BIS including: significant classroom monitoring; modification of the general curriculum; intensive one-to-one support. Placement is conditional on full cost coverage by the family and agreement by BIS Management Board.

BIS is generally able to accommodate students up to Group 4. Group 5 students may be enrolled only if the school determines that appropriate individualised support can be sustainably provided with full funding from the family (e.g. dedicated shadow teacher/learning assistant).

An Individual Education Plan (IEP) is a detailed plan that sets out targets and strategies to help a student learn. An Individual Student Profile (ISP) is to ensure that those who interact with a young person on the LDIC register have the key information they need to do so appropriately and effectively. Depending on their individual needs and goals, a student recognised as having a learning profile outside the normal range may have either an IEP or an ISP or both.

BIS is normally able to accommodate students up to Group 4; however, students in Groups 3 and 4 may have additional costs to be funded by the student's family.

Students who are assessed as being in Group 5 can only be accommodated at BIS if, at the discretion of BIS, it is possible to provide appropriate specialised support for the student with a full-time dedicated member of staff, employed by the school but funded by the student's family.

Students in groups 1-4 and students in group 5 who have agreed additional support to enable them to be accommodated at BIS will be reviewed regularly to ensure the appropriate level of support is in place.

Most students will be in Group 0 or Group 1 and receive appropriate support in the classroom through differentiated learning. However, if a student has a prior diagnosis of learning differences or impairment, or if despite the normal provision of differentiated learning a student shows little or no overall progress in learning or has difficulty in developing key skills, or shows emotional or behavioural difficulties which cannot be managed within the class; the LDIC Team will prepare an IEP in consultation with Form Teacher, Subject Teachers and the relevant section Principal. The plan will be agreed wherever possible, with the involvement of parents and the pupil, depending on the student's requirements and particular circumstances. The IEP will show the short-term targets set for the student, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed.

The IEP will be shared with parents and the Form Teacher and Subject Teachers so that all parties work together to support the student. Assessment analysis as related to the learning of the child will be made available to teachers alongside recommendations for support strategies to help the student access the curriculum more easily.

The IEP will not disclose confidential information about the student assessment which will only be made available upon request to the relevant Principal or Head of School, the LDIC Coordinator and the parents/guardians of the student and form teachers.

Inclusive Assessment Arrangements for Cambridge IGCSE Students

Cambridge Assessment International Education recognizes the need for learning diversity and inclusion, as outlined here: <http://www.cambridgeinternational.org/images/271195-special-educational-needs.pdf> and provides access arrangements for students with particular requirements, for example, the use of a scribe, or modified papers or extra time as described here: <http://www.cambridgeinternational.org/exam-administration/cambridge-exams-officers-guide/phase-1-preparation/access-arrangements/> Requests for special access arrangements must normally be made in December of the year before IGCSE exams, which take place in April/May/June of the following year.

Inclusive Assessment Arrangements for IB Diploma Programme (DP) Students

The IB Diploma Programme (DP) allows all candidates to take examinations under conditions that are as fair as possible. Therefore, where standard examination conditions and assessment procedures would put candidates with special educational requirements at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorised.

Candidates eligible for inclusive assessment arrangements are those with individual requirements such as:

- Learning disabilities
- Specific learning difficulties
- Communication and speech difficulties
- Autism spectrum disorders
- Social, emotional and behavioural challenges
- Physical and sensory challenges
- Long-term medical and/or mental health challenges (with onset or occurrence more than 3 months before the intended examination session)
- Additional language learning

Any reasonable adjustments for a particular candidate pertaining to his or her unique requirements will be considered, as described in the IB publication “Access and inclusion policy” as well as the section of Inclusive Access in the latest “Diploma Programme Assessment Procedures”

The Head of School together with the DP Coordinator may authorise some specific special examination arrangements without prior authorization from the IB Assessment Centre. These possible arrangements are listed in the IB publication. Other arrangements require prior approval from the IB Assessment Centre well in advance of assessment and require supporting documentary evidence with the request, including medical/psychological/psycho-educational documentation and at least one piece of educational evidence. Such assessment may need to be sourced externally and therefore funded by the child’s family.

5. Responsibilities for Learning Diversity and Inclusion Provision

5.1. The relevant section Principal will:

- Promote staff awareness and understanding of the needs of students with learning differences or special educational requirements;
- Advise parents on this policy and its application during the admissions process and before any assessment of a student for special educational requirements.
- Facilitate communication between staff, parents, and the LDIC Team regarding student support needs;
- Allocate resources necessary for the effective implementation of this policy, including time, staffing, and access to external specialists where appropriate.

5.2. The Learning Diversity, Inclusion, and Counselling Coordinator will:

- Lead training and capacity-building for teaching and support staff to implement inclusive and differentiated teaching strategies aligned with the LDIC policy.
- Assess any students who may have special educational requirements and involve different professionals in this assessment as required;
- Prepare Individual Education Plans (IEPs) and Individual Student Profiles (ISPs), as required, with support from other staff;
- Support classroom teachers in the implementation of IEPs/ISPs and inclusive practices, and monitoring student progress to review and adjust plans accordingly;
- Provide training for staff to successfully implement and support differentiated learning strategies and the LDIC policy;
- Make recommendations to the Head of School for any changes required in student or teaching arrangements, staff support and/or resource allocations.

5.3. For the IGCSE Programme, the IGCSE Coordinator and the IGCSE Examination Officer will:

- At enrolment, advise parents on the suitability of the IGCSE programme for their child and (in discussion with subject teachers and Cambridge Assessment International Education as appropriate) ensure that course selection is appropriate for any candidate with known special educational requirements;
- Work collaboratively with the LDIC Coordinator and other staff to support students with special requirements;
- Work with the LDIC Coordinator and subject teachers to design an IEP for IGCSE students with special educational requirements or students who are struggling;
- Maintain records of all students who may require inclusive assessment arrangements;
- Design any inclusive assessment arrangements for a candidate based on individual requirements, not for administrative convenience, and ensure that arrangements are carefully individualised, planned, evaluated and monitored;
- Ensure that any inclusive assessment arrangements remove any disadvantage, to the extent possible, due to the candidate's challenge, but do not give the candidate an advantage over other students without inclusive assessment arrangements.
- Ensure that any proposed inclusive assessment arrangements for a candidate are planned in advance to give a candidate ample time to learn to use them effectively during classroom activities;
- Communicate with Cambridge Assessment International Education about any candidates with special assessment requirements, in accordance with Cambridge Assessment International Education "Access Arrangements".

5.4. For the IB Diploma Programme (DP), the IB DP Coordinator will:

- At enrolment, advise parents on the suitability of the DP for their child and (in discussion with subject teachers and the IB Assessment Centre as appropriate) ensure that course selection is appropriate for any candidate with known special educational requirements;
- Work collaboratively with the LDIC Coordinator and other staff to support students with special requirements;
- Work with the LDIC Coordinator and subject teachers to design an IEP for candidates with special

educational requirements or students who are struggling;

- Maintain records of all students who may require inclusive assessment arrangements;
- Design any inclusive assessment arrangements for a candidate based on individual requirements, not for administrative convenience, and ensure that arrangements are carefully individualised, planned, evaluated and monitored;
- Ensure that any inclusive assessment arrangements remove any disadvantage, to the extent possible, due to the candidate's challenge, but do not give the candidate an advantage over other students without inclusive assessment arrangements.
- Ensure that any proposed inclusive assessment arrangements for a candidate are planned in advance to give a candidate ample time to learn to use them effectively during classroom activities;
- Work with the LDIC Coordinator to communicate to IB about any candidates with special assessment requirements, in accordance with the updated version of the IB publication *"Candidates with Assessment Access Requirements"*.

5.5. All BIS teaching staff:

- Are committed to students and their learning:
 - Understand how students develop and learn (cognitively and socially) and with different learning styles;
 - Recognize individual student differences in abilities, interests, and prior knowledge and adjust practice accordingly, including for students who have learning differences;
 - Treat all students equitably and give them the same opportunities to learn no matter what their differences are.
 - Seek collaboration with colleagues and use current research to enhance teaching and inclusion practices.
 - Know the subjects they teach and how to teach these subjects;
- Generate multiple paths to knowledge through differentiating activities and assessments and using a problem-solving perspective;
 - Encourage students' engagement and motivation;
 - Regularly assess student progress through assessment, monitoring, grading, and reporting, and encourage students to self-assess and/or reflect on their learning;
 - Provide regular feedback to students through face-to-face discussion and meaningful assignment marking procedures;
 - Reflect on student difficulties and take responsibility to help students succeed.
 - Reflect and think about their practice and learn from experience:
 - Choose wisely for curriculum organisation, time management, and educational tools;
 - Seek the advice of others and draw on education research to improve teaching practice.
- Identify students who are struggling and work with the LDIC Coordinator as required:
 - Assist the LDIC Coordinator in assessment and design of IEPs;
 - Implement appropriate interventions and recommendations;

- Maintain accurate records of student progress;
- Report concerns to the LDIC Coordinator when appropriate.

5.6. Parents/Guardians Responsibilities

Parents or Guardians of children with learning diversity and inclusion requirements are treated as partners by BIS and are expected to:

- Maintain open, honest communication with the school and share all relevant documentation concerning their child's educational, developmental, medical, or psychological needs;
- Play an active role in their child's education in partnership with the school;
- Support agreed-upon interventions and collaborate with school staff to ensure consistency between home and school environments.

5.7. Student Responsibilities

The views of individual students are an important component in deciding on any provision and any IEP. Students are encouraged to:

- Express their feelings, needs, and preferences regarding their learning and well-being;
- Ask for information and support; clarification, or accommodations when needed;
- Indicate their own choices when decisions are made about their education and support;
- Actively participate in discussions and reviews of their Individual Education Plans (IEPs), where appropriate.

Annex 1: Specific Learning Diversity and Inclusion Provision at BIS in 2025/26

The Learning Diversity, Inclusion, and Counseling Department's roles include:

- Providing support and professional guidance for all staff working with children;
- Advising on matters of effective learning;
- Advising teachers on a range of teaching strategies and resources where progress has slowed and quality first teaching and wider teaching strategies have not been effective in ensuring progress;
- Advising on specific learning difficulties;
- Assessing learners with multiple barriers to learning for a specific set of learning disabilities;
- Assessing learners with exceptional ability to ensure appropriate learning provision;
- Providing psychological counseling for students as required, as described in the Counseling Policy.

The department can:

- Assess for specific learning difficulties (including dyslexia and dyslexic tendencies) and provide class teachers and parents with a full diagnostic report including strengths and weaknesses as well as recommendations for support.
- Administer standardized screeners to gather additional information for students suspected of having learning difficulties. While these screeners do not provide a formal diagnosis, they can offer valuable insights to inform teaching approaches and may guide referrals for external services..
- Provide fact sheets and advice for teachers to help support any children with suspected cases/tendencies in the classroom in line where a full diagnosis has not yet been made.
- Advise families and teaching staff on appropriate next steps for further evaluation, whether internally supported or externally referred.

The LDI Department uses the following standardized assessments to inform all parties involved and to have data as evidence in the IEP and learning process.

Assessment	What it tests	Age range
TOWRE	Assesses overall reading accuracy and fluency	6 years old to 24 years, 11 months
WIAT-III-T UK	Evaluates reading comprehension, word reading accuracy, fluency, and spelling	4 years old to 25 years and 11 months
CTOPP2	phonological awareness, phonological memory and working memory recall;	5 years old to 24 years and 11 months
WRIT	verbal and visual intelligences	4 years old to 85 years old
TOMAL2	Assesses learning, working memory, and long-term memory processes	5 years old to 59 years old
FAM (Feifer Assessment of Mathematics)	Identifies math learning difficulties by examining mathematical thinking, fact retrieval, working memory, and executive functioning	5 years to 21 years, 11 months

The TOWRE, FAM, WIAT-III-T, WRIT, CTOPP2 and TOMAL2 are used to evaluate underlying ability when investigating if a student may have a specific learning difficulty. Before administering these tests, parental permission must be obtained.

The following services are also available from external providers in Bishkek:

- Assessment for ASD/ASC (Autism);
- Assessment for ADHD/ADD.

The Learning Diversity and Inclusion (LDI) Department does not provide tutoring or general academic catch-up support for students who are performing below grade level due to knowledge gaps, absences, or missed learning opportunities.

Such support—targeted at closing academic gaps unrelated to diagnosed learning needs—is coordinated separately through the relevant section Principal, who may assist families in arranging additional academic support as needed.

Annex 2: Behaviour Consequences for Students Supported By the LDIC Department

All BIS students and parents are expected to act in accordance with school values and the IB Learner Profile. In particular, students are expected to be principled, meaning they take responsibility for their actions and accept the consequences that accompany them.

For the majority of BIS students, the consequences of behaviour issues are covered in the Student Handbook and Parent Handbook. As these handbooks state, the standard consequences may be adjusted *“taking account of any special educational needs that students have”*. This annex covers the regime that applies to students with identified special educational needs, including those with a Behaviour Support Plan (BSP).

The school has a legal and ethical responsibility to prevent harm, respond promptly to incidents, and ensure the safety and well-being of all students and staff, therefore we prioritise student safety at all times.

This annex is specifically focused on instances of repetitive physical harm or aggression which must be treated as a safeguarding concern, not solely a disciplinary matter.

1. Risk Assessment

For all students with a BSP, and any LDIC student with consistent aggressive behaviour issues, a formal safeguarding risk assessment must be completed and reviewed regularly (every 2 weeks) by the Case Managers in collaboration with all stakeholders. This assessment will:

- Identify known triggers for physical aggression.
- Identify high-risk environments (e.g., playground, transitions, group work).
- Identify high-risk times of day.
- Document early warning signs of escalation.
- Include a reflective age-appropriate review after each incident.

The risk assessment will be updated following any incident of physical harm to the student themselves, another student, or a staff member.

2. Supervision Strategies

A Behaviour Support Plan must include clear, written supervision protocols designed to prevent physical and peer-on-peer harm. These may include:

- Assigned staff supervision during transitions, breaks, and collaborative tasks.
- Structured or restricted access to specific environments.
- Temporary removal from high-risk lessons or activities.
- Modified timetable if required for safety.
- Increased adult proximity during unstructured times.

Supervision arrangements must be specific, documented, and reviewed for effectiveness.

3. Emergency Physical Intervention

In situations where a student poses an immediate risk of harm to themselves or others, staff may need to take urgent action, including physically removing or restraining the student, even if Child Protection officers or fully trained personnel are not immediately available. Any interventions will follow [these guidelines](#).

4. Shared Spaces - Student Removal and Reintegration

If a student is removed from class or shared spaces following an incident of physical harm, a formal reintegration plan must be developed. The reintegration plan must outline:

- Conditions for return.
- Supervision arrangements.
- Behaviour expectations.
- Review timeline.
- If required, skill development in collaboration with all stakeholders.

Reintegration must prioritise the safety of other students. Return to regular programming may occur only after the risk has been reassessed and protective measures are in place.

5. Record Keeping and Reviews

When investigating incidents of physical harm:

- Interviews with students must be conducted by at least two staff members.
- Written notes must be taken.
- Confidentiality must be maintained.

Repeated incidents involving physical harm toward a student or staff member must be:

- Reported immediately to the BIS Management Board and/or a Designated Safeguarding Lead.
- Documented in writing on the same day.
- Recorded factually, using the student's own words where applicable, witnesses, teachers' observations, and camera checks to verify the words of the parties involved

Following any incident of physical harm, decisions will be made regarding:

- Supervision adjustments.
- Parental notification.
- Need for further investigation of the Child Protection Team.
- Need to involve external authorities, if applicable under law.

6. Parental Notification

Parents or legal guardians of the student who caused harm, and the student who experienced harm must be notified no later than the end of the school day following the incident.

Communication must be factual and consistent with child protection guidelines.

7. Consequences for Physical Harm to Students or Staff

Consequences for physical harm may include:

- Increased supervision;
- Temporary removal from activities;
- Modified timetable;
- Counselling referral;

- Other protective measures deemed necessary, including restorative practices for students and staff;
- Temporary or permanent exclusion from the school.

If a student exhibits repetitive aggressive behaviour, the school may require further external assessments by specialised professionals and withdraw the student from the school until such assessments with recommendations are provided. If a student has a diagnosed condition that may cause aggressive behaviour, the LDIC coordinator must discuss potential interventions and accommodations with parents.

The safety of all students and staff remains the overriding priority. Therefore, if students or staff are at clear risk of suffering physical violence, or persistent physical harm continues despite documented interventions and safeguarding measures:

1. The person responsible for the Behaviour Support Plan, or LDIC Coordinator, will recommend either temporary or permanent exclusion from the school. This recommendation will be given to the Management Board.
2. The Management Board will review the evidence for the recommendation. If the evidence is clear, the recommendation for exclusion will be followed. If the required evidence is not provided, the Management Board may override the recommendation after consultation with either the Pedagogical Leadership Team or the Behaviour Management Committee (as appropriate).
3. The Management Board may also independently decide on temporary or permanent exclusion without a recommendation from the person responsible for the Behaviour Support Plan, or LDIC support, provided the evidence for exclusion is clear, and this has been confirmed by an independent review of either the Pedagogical Leadership Team or Behaviour Management Committee (as appropriate).
4. Any decision of the Management Board may be appealed, as described in the school handbooks, if the Management Board has not followed school policy.