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Inclusion Policy

2025 – 2026

Riffa Views International School (RVIS) - Inclusion Policy

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(IB PYP, MYP & DP)

1. Philosophy and Scope

RVIS is dedicated to inclusive education aligned with IB values and Bahraini law ensuring the right to education for every individual. Inclusion is a whole-school commitment, extending to all personnel, staff, agents, contractors with senior leadership responsible for oversight. Bahraini constitutional provisions, the 2005 Education Law, and Law 22/2011 (CRPD implementation) prohibit discrimination based on disability, gender, race, religion, or socioeconomic status. The policy firmly adheres to the IB Access & Inclusion Policy and Programme Standards.

2. Definition of Inclusion

Inclusion means acknowledging and embracing learner differences: academic, linguistic, emotional, physical, cultural, or temporary, through flexible environments and collaborative planning. It embodies removing barriers and creating equitable access to the curriculum for all students.

3. Guiding Principles

- Every student can learn and deserves equitable access to the curriculum.
- Instruction should be differentiated, responsive, and inclusive.
- Inclusion is a shared responsibility across the community, reinforced by transparent recruitment and leadership diversity monitoring.

4. Support & Collaboration

- The inclusion team comprises subject-area teachers, specialists, leadership, service providers, and contractors/agents.
- Collaborative ILP planning happens with families and specialists; ILPs are reviewed annually, linked to inclusion KPIs.

- Support includes differentiated instruction, small-group strategies, scaffolding, assistive technology, visual supports, and well-being tools.

5. Recruitment, Professional Development & Representation

- RVIS uses equity-based, bias-aware recruitment for all staff, agents, and contractors.
- Selection committees receive anti-bias training.
- Annual leadership diversity reviews assess representation in key roles and inform targeted improvement.
- All personnel, including contractors, undertake mandatory inclusion-focused professional development.

6. Assessment & Access

- Assessment practices follow IB's universal design principles and include accommodations such as extended time, assistive technology, modified formats, and breaks aligned with student needs and Bahraini law.
- Accommodations are implemented in learning and assessment contexts in line with IB access arrangements and Bahraini inclusive education requirements.

7. Learning Environment

- Classrooms and spaces are welcoming, accessible, predictable, emotionally safe, and responsive.
- Routines and visual structures support inclusion, respecting diverse needs and cultural backgrounds.

8. Confidential Reporting Mechanism

- RVIS provides a secure, confidential reporting channel open to staff, agents, contractors, students, and families.
- Reports can be made anonymously; procedures ensure impartial investigation, protection against retaliation, and timely remediation by the inclusion leadership team.

9. Monitoring, KPIs & Review

- Inclusion implementation is tracked with measurable KPIs, including:
 - % coverage of ILPs across programmes
 - Staff participation rates in inclusion PD
 - Inclusion feedback from students and families
- The policy and practice undergo formal evaluation annually to align with IB guidance on regular review intervals.
- Senior leadership reports annually on progress to governance and strategic oversight bodies.

10. Student Voice & Feedback

- Formal mechanisms such as inclusion surveys, termly forums, and a student inclusion council operate across PYP, MYP, and DP.
- Feedback is collected at least biannually, reviewed by leadership, and embedded into strategy and policy adjustments each academic year.

Programme-specific Integration

PYP

Inclusion philosophy, support procedures, assessment strategies, and learning environments explicitly reflect Bahraini legal protections and IB standards. ILPs are collaboratively developed

and reviewed annually, with student voice embedded via inclusion surveys and PYP-level forums.

MYP

Inclusion definitions, support strategies, and assessment plans integrate legal compliance and IB principles. Agents and contractors participate fully in inclusive planning. MYP students contribute via forums and surveys at multiple points in the year; feedback influences policy and classroom practice.

DP

Inclusion philosophy and implementation reflect Bahraini statutory obligations and IB values. All roles—teachers, agents, counselors, contractors—participate in inclusion practices and professional development. DP ILPs are reviewed annually alongside KPI tracking; DP students engage in inclusion feedback forums and surveys each academic term.

Implementation & Governance

Senior leadership ensures the policy applies to all stakeholders, tracks KPI performance, oversees recruitment and diversity audits, and presents outcomes in an annual governance report. Inclusion-based professional development is mandatory for all personnel. Data gathered from student feedback and ILP outcomes informs continuous policy refinement.