




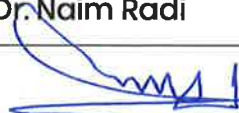
BELVEDERE

INTERNATIONAL SCHOOL

EDUCATIONAL RISK POLICY

2025-2026

Policy No.	POL-IN-002
Revision No.	003
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Approvals:			
Principal	Mr. Ismat Daou		
<i>Signature</i>		<i>Date:</i>	5/1/2026
BIS Board of Governors	Dr. Naim Radi		
<i>Signature</i>		<i>Date:</i>	

Purpose

This policy aims to ensure that our school identifies, monitors, and supports students who may be at educational risk – academically, socially, emotionally, or physically – to promote equity, inclusion, student wellbeing, and opportunities for success for all students.

Scope

This policy applies to:

- All students (including those with Additional Learning Needs or disabilities).
- All staff (teachers, support staff, administration).
- School facilities, activities, and processes (classroom learning, extracurricular, transportation, wellbeing, transitions).
- Communication with parents/guardians and external support providers when needed.

Definitions

- **Educational Risk:** Any circumstance, factor or combination of factors that may negatively impact a student’s academic progress, wellbeing, safety, social integration, or future educational success.
- **At-Risk Student:** A student identified by the school as facing one or more risk factors that may hinder their learning, development, or wellbeing.
- **Intervention:** Actions, supports, or services provided to mitigate risks, support the student, and promote success or stability.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Education Risk Policy	POL-IN-002	003	07-Jan-2026	Page 2 of 7

The following additional definitions are taken from the ADEK Inclusion Policy (June 2025)

Definitions

Adaptive Teaching	An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.
Additional Learning Needs	<p>Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).</p> <p>For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.</p>
Continuity	The ability for a student to continue to remain in school. Continuity concerns the school's ability to prevent student dropout.
Cycle	<p>A stage in the primary and secondary educational process and is classified in Abu Dhabi as the following: Kindergarten (Pre-KG/FS1-KG2/Y1), Cycle 1 (G1/Y2-G5/Y6), Cycle 2 (G6/Y7- G8/Y9), and Cycle 3 (G9/Y10-G12/Y13).</p> <p>Private schools teaching Ministry of Education (MoE) curriculum may follow MoE cycles: KG, Cycle 1 (G1-G4), Cycle 2 (G5-G8), and Cycle 3 (G9-G12).</p>
Documented Learning Plan (DLP)	A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.
Educational Risk	<p>The decreased probability of student continuity, promotion, or graduation, or continuation to postsecondary education or other career pathways.</p> <p>Education risk stems from factors such as habitual absenteeism, disruptive behavior, serious health issues, low achievement, disciplinary problems, prior grade retention, or other learning-related factors that</p> <p>800 555 www.adek.gov.ae Abu Dhabi, UAE September 2024 Version 1.1 ADEK School Educational Risk Policy 3 could adversely affect the educational performance and attainment of some students.</p>

Document Name	Document No.	Revision No.	Effective Date	Page No.
Education Risk Policy	POL-IN-002	003	07-Jan-2026	Page 3 of 7

Graduation	The ability for a student to complete Grade 12/Year 13 requirements to obtain their secondary school certificate (Qualifications Framework Emirates [QFE] Level 4).
Inclusive Education	An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.
Personalized Learning	The way in which schools tailor education and personalize intervention to enable every student to achieve the highest standard possible. The rationale for personalized learning is to raise standards by focusing teaching and learning programs on the aptitudes and interests of individual students.
Promotion	The ability for a student to be promoted to the next grade.
Protective Factors	Factors that prevent or reduce the likelihood of being at educational risk.
Risk Factors	Factors that promote or increase the likelihood of being at educational risk. Factors that increase risk may include, but are not limited to developmental factors (e.g., genetic, health), individual student factors (e.g., gender, cognition, known diagnoses), and environmental factors (e.g., family, school, socioeconomic status, culture, language, etc.).
Students at Educational Risk	Students or groups of students identified as being or potentially being at educational risk.
School Transfer Frequency	The practice of frequently changing schools which may cause disruption to student wellbeing and learning.
Tiered Model of Support	An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), while some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Education Risk Policy	POL-IN-002	003	07-Jan-2026	Page 4 of 7

Intervention Framework – Tiered Support Model

At BIS we adopt a tiered model of support as described below:

- Tier 1 – Universal / Whole-School Support: High-quality, inclusive teaching and support for all students; positive classroom environment; universal wellbeing and safety practices.
- Tier 2 – Targeted / Small-Group Support: Additional support/interventions for students who do not respond to Tier 1 alone: e.g., small-group remedial lessons, behaviour support groups, social-emotional learning, mentoring, academic support sessions.
- Tier 3 – Intensive / Individualised Support: Highly individualized plans – could include one-on-one special education, therapy, counselling, involvement of external specialists (e.g., psychologists, therapists), modification of curriculum, close monitoring, parent collaboration.

Roles and Responsibilities

- School Leadership / Senior Management: Approve and adopt the policy; allocate resources; ensure staff training; oversee implementation and compliance.
- Inclusion / Support Team: Coordinate risk identification, review student data, design and monitor interventions, liaise with parents/guardians and external specialists, keep records of support plans.
- Teachers & Staff: Observe and report concerns; implement interventions as per support plans; maintain positive, inclusive classroom practices; communicate with Inclusion Team / parents when relevant.
- Parents / Guardians: Collaborate with the school by providing information relevant to student wellbeing, consent for assessments or external support, and support at home.
- All Staff: Maintain confidentiality; uphold student rights; ensure protection and safety; follow safeguarding and wellbeing policies.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Education Risk Policy	POL-IN-002	003	07-Jan-2026	Page 5 of 7

Wellbeing, Safety and Protection

- If a student is identified as being at risk of harm, abuse, neglect or any safeguarding issue - follow the procedures outlined in the school's Safeguarding / Student Protection Policy immediately.
- Ensure regular risk assessments of physical environment, transportation, school facilities, emergency procedures, supervision, and general safety practices.
- Promote student wellbeing through supportive school climate, mental-health awareness, social-emotional support, inclusive practices, and access to support services (internal or external).

Communication and Parental / Guardian Involvement

- Parents/guardians should be informed in a sensitive and timely manner when their child is identified as at-risk or when an intervention plan is proposed.
- Collaboration with parents/guardians is essential in designing and implementing support plans, and in ensuring consistency between home and school contexts.
- For external referrals (therapists, psychologists, social services), parental consent must be obtained.

Documentation, Monitoring and Review

- The school shall maintain records for: identified at-risk students, support plans, interventions applied, progress reports, reviews, and outcomes.
- Progress of students under interventions must be monitored at regular intervals; support plans reviewed and adjusted as needed.
- The Educational Risk Policy itself must be reviewed at least annually – or sooner if there are significant changes in student population, regulatory requirements, or school context.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Education Risk Policy	POL-IN-002	003	07-Jan-2026	Page 6 of 7

- Storing and safeguarding data for all identified students in a digital format that may be shared with ADEK upon request or as part of a school inspection visit.

Monitoring arrangements

This Inclusion Policy will be reviewed by the Inclusion Governor and SLT each year and then approved by the Chair of Governors.

Document Name	Document No.	Revision No.	Effective Date	Page No.
Education Risk Policy	POL-IN-002	003	07-Jan-2026	Page 7 of 7