BELVEDERE
INTERNATIONAL SCHOOL

EDUCATIONAL RISK POLICY

2026-2027

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Approvals:			
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Introduction

Belvedere International School has established a policy to ensure the early identification and support of students at educational risk to meet their diverse needs. The implemented policy will ensure that each student attains and progresses according to the curriculum's set benchmarks.

Purpose

- To develop a policy on supporting students at educational risk
- To develop a mechanism for the identification, development of interventions, and monitoring and evaluation of students at risk
- To use a Tiered Model of Support approach when developing interventions

1. Policy

School Policy on Educational Risk:

1.1 Policy Process:

- Identification of students at educational risk.
- Development of interventions.
- Monitoring and evaluation.

1.2. Policy Awareness:

Belvedere International School delivers professional development sessions at the beginning of every academic year and every term to ensure that staff who interact with students are aware of the school's policy on support for students at educational risk.

1.2.1 Identification of Students' Educational Risk:

Process: School carries out ongoing analysis to identify students who may be at educational risk using a range of evidence-based factors/ indicators such as, but not limited to, any cause for concern related to:

- Student attendance
- Student wellbeing
- Student behaviour
- Additional learning needs
- Extenuating circumstances affecting the student, family, or close connections
- Educational, health or welfare assessments sourced by the school with parental consent or provided to the school by families
- Academic achievement
- Linguistic difficulties
- Parent engagement
- School transfer frequency
- Referrals from staff, parents, and/or students

1.2.2 Student Protection:

- If a student is identified as being at risk of harm due to maltreatment, BIS immediately follows protocols outlined in the ADEK Student Protection Policy. Our Child Protection Coordinator (CPC) is automatically involved in cases where academic risk may stem from potential safeguarding concerns.

1.2.3 Confidentiality:

- To ensure confidentiality, any cause for concern is shared through a confidential online reporting system which may only be accessed by the BIS CPC or BIS Safeguarding Officer. This ensures that this identification is only to be used as part of an internal exercise for the purposes of meeting student needs and kept confidential to protect student privacy and wellbeing. Results of the analysis will be shared with specific stakeholders on a need-to-know basis. All interventions and communication ensures cultural sensitivity and take into consideration the diverse backgrounds of students and families. .

2. Developing Interventions:

2.1 Adopting a Tiered Model of Support;

2.1.1 BIS adopts a tiered intervention model which support the needs of students at educational risk based on the following:

- **Tier 1 (Universal):**

  Foundational and universal evidence-based teaching provided to all students in the classroom, based on building positive relationships and a supportive environment. Student progress is continually monitored and students unresponsive to the Tier 1 interventions may move out of the system.

- **Tier 2 (Targeted):**

  Targeted teaching within and beyond the classroom is provided to students who have difficulty making adequate progress in meeting academic and behavioral goals. Programmes such as Intervention sessions, Academic Booster classes, Reading and Phonics clubs and other in-class strategies are based on small-group specialised interventions designed to supplement Tier 1 interventions to allow students to catch up to the age or curriculum expectations. Student progress is continually monitored and students unresponsive to Tier 2 interventions may move into Tier 3. Alternatively, students who are responsive to the intervention support against their individual targets may move into Tier 1.

- **Tier 3 (Intensive):**

  Specialised and individualised intensive teaching that requires highly personalised intervention specific to the needs of the student and may include assistance from external specialists. Student progress is continually monitored.

2.1.2. Tiers identifies types of support based on student needs. Student support may decrease or increase following an evaluation of the progress made against targets set in Individual Support Plans.

For each class per year group, we create a 'BIS Data Analysis Tracker', which collates a variety of data to provide a holistic overview of the class. This serves as the initial point of identification for students who may be at risk and require additional support. It also highlights key students who need individual intervention strategies to help them access the curriculum effectively.

2.1.3. Tiered Interventions: Belvedere International School has designed interventions using a comprehensive, systematic, and tiered approach based on:

- Assessing the underlying factors leading to a student being at educational risk through data termly data analysis.

- Meeting the needs of students at educational risk holistically through a school-home partnership and whole-school approach to aim for improvement that is supported in both contexts.

- Implementing high-quality, research-based interventions such as reading and phonics support, circle time for behaviour interventions, ensuring they are culturally and linguistically relevant.

- Using the BIS Adaptive Teaching Approach to support inclusion and the belief that every student can learn and achieve their potential.

- Integrating the BIS data-collection and evidence-based assessment systems, screening, CAT4 assessment data, SBA assessment data, internal assessments and observations of students' academic and social interactions to inform decisions appropriate for each tier of support.

- The BIS Inclusion Committee employs a problem-solving process to deliver personalised DLP's such as Individual Education Plans, Individual Support Plans or Individual Behaviour Modification Plans.

- BIS uses school-wide and classroom-based positive behavioural approaches to support student achievement and social-emotional learning through programmes such as the BIS Rewards Programmes (Bronze, Silver and Gold level certificates).

- BIS implements a collaborative approach to analysing student data and coordinating the intervention process.

2.1.4. Developing and Implementing Interventions: Belvedere International School has developed and implemented interventions (documented learning plans, processes, and strategies) that maximise opportunities for all students at educational risk by employing the following method:

- The BIS Intervention team provides guidance and support for teachers in developing and implementing interventions for specific students, such as Academic Booster Classes, Targeted Morning Intervention lessons and home Intervention booklets.

- Students identified as being at educational risk are involved , whenever possible and appropriate, and their teachers, in planning any individualised intervention. This is particularly important for older students (cycles 2 and 3).

- Employing a combination of approaches to increase protective factors and reduce risk factors that influence the wellbeing and educational, social, and emotional development of the student at educational risk, in line with the ADEK wellbeing policies.

- Allocating available resources to support individuals and groups of students at educational risk.

- Identifying the need for specialist intervention (including referral to external agencies), where appropriate, to parents, in line with the ADEK In-School Specialist Services Policy and the ADEK Student Mental Health Policy.

- Verifying that teaching staff provide the necessary teaching and learning adjustments and manage allocated resources to address the diverse needs of all students at educational risk.

- Ensuring that the school involves relevant internal and external stakeholders (e.g., specialists, parents, etc.) when planning for students at educational risk.

3. Monitoring and Evaluation

3.1 Belvedere International School shall continuously monitor and evaluate the effectiveness of the implementation of this policy by:

- Using a comprehensive range of assessment methods, including formative, summative, SBA, etc. to collect data, BIS Broadsheet, that is used to inform the progress and monitoring of students at educational risk

- Monitoring and evaluating the status of each student at educational risk and updating students' DLP and level of tiered support in line with their progress.

- Providing parents of students at educational risk with ongoing, accurate, and relevant information about their child's progress where appropriate.

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

4. Roles and Responsibilities

4.1 The recommended intervention team consists of:

- SLT - Vice Principal (Head of Teaching and Learning)

- The Head of Curriculum
- The Head of Assessment
- The Head of Inclusion
- The Head of the MoE Curriculum
- The Heads of Subjects
- The School counsellors
- Teachers (relevant to the student at risk)

4.1.1 Senior Leadership Team

- Set the strategic direction of the school ensuring a commitment to supporting students at educational risk
- Ensure the effective implementation of the BIS Educational Risk policy
- Allocate the necessary resources to support educational interventions and monitor the impact of these programs
- Develop a BIS Intervention Team to guide and support teachers in developing, implementing and monitoring interventions for students identified as being at educational risk
- Continually monitor and evaluate the effectiveness of interventions and make data informed decisions to adjust support as needed

4.1.2 Middle Leaders

- Provide support to teachers in developing and implementing educational plans and interventions
- Collaborate with the senior leadership team in assessing the needs of students and ensuring the appropriate actions are taken based
- Assist in collecting and analysing data to inform decisions regarding student progress and interventions

4.1.3 Teachers

- Develop high-quality teaching adapted to all students, particularly those at educational risk

- Follow the school process when referring students that are at educational risk
- Ensure that identified students are fully aware of their individual targets and the purpose of any interventions
- Adapt teaching strategies and resources to meet the diverse needs of students and ensure that all students achieve their full potential
- Ensure communication with parents and stakeholders regarding students' progress
- Work collaboratively with the BIS Intervention team and support staff to track students' progress and effectiveness of implemented strategies