



Naseem International School

Handbooks, Policies, Procedures, and Forms

NIS Inclusion Policy

| Date Created | Latest update | Next Review | Responsible |
|--------------|---------------|-------------|-------------|
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IB 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.

الرؤية مدرسة النسيم الدولية تُعد المتعلم الفعّال دولياً مدى الحياة Vision

Naseem International School inspires lifelong learners and global citizens.

رسالة المدرسة

نحن الهيئة العاملة في مدرسة النسيم الدولية نعمل جاهدين لتعليم الطالب، والتعامل معه ككل متكامل، لذا فإن كل ما نقدمه له من تعليم متوازن قائم على استغلال جهده المبدول للنمو به في كل المجالات فكريا، وجسديا، وروحيا، وعاطفيا، واجتماعيا، وبالتالي تمكينه من أن يصبح الشخص الذي يريد.

كما أننا نعمل على أن نجعل من طلبتنا أشخاصا مفكرين، ونقادا قادرين على الاعتناء بأنفسهم وبالآخرين، وعلى تحمل المسؤولية بفاعلية واقتدار، وبهذا يتم تشكيل مجتمعنا، وحماية عالمنا الذي نعيشه.

Mission Statement

We, the staff at Naseem International School, are committed to educating the whole person. We aim to provide a balanced education, which enables students to fulfill their potential in all areas of growth - intellectually, physically, emotionally, spiritually and socially - and empowers them to become the people they can and want to be.

We realize the importance of students becoming critical thinkers who can take care of themselves and compassionately care for others. Thus, they take an active, responsible part in shaping our society and saving the world.

الدّوليّة في مدرستنا

مدرسة النسيم الدولية مجتمع متعدد الجنسيات واللغات ، فلسفتنا ومنهجنا يضمنان إمكانية تحقيق مخرجات التعليم. من خلال رسالة مدرستنا وما تبديه من اتباع للفلسفة الدولية فقد التزمنا بالتفكير الدولي، ودمج الثقافات ، والمواطنة العالمية. إننا نولي قيمة عالية للوعي العالمي، لتجاوز الحدود الوطنية فيما يتعلق بالبرامج الأكاديمية لدينا وبمشاركتنا الواسعة في المجتمع بما تنص عليه المعايير الدولية لاعتماداتنا.

Internationalism at our school

Naseem International School is a multinational and multilingual community. Our philosophy and curriculum ensure international mobility of our educational outcomes. Through our school mission statement and its adherence to an international philosophy, we have committed ourselves to international mindedness, inter-culturalism and global citizenship. We place a high value on global awareness and the transcendence of national borders with regard to our academic programmes, our broader community involvement and the international standards of our accreditations.



IB Mission Statement

The International Baccalaureate (IB) 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.

School Vision

Our school inspires lifelong learners and global citizens who are principled, reflective, and committed to academic integrity.

School Mission Statement

We, the staff at our IB Continuum School, are committed to educating the whole person. We aim to provide a balanced education that enables students to fulfill their potential in all areas of growth—intellectually, physically, emotionally, and socially—while empowering them to become principled individuals who act with integrity and honesty. We strive to create a culture of academic honesty where students are encouraged to take responsibility for their learning and respect the intellectual property of others.

High Quality Learning Definition

We at NIS believe that high-quality learning is the process through which our students are able to acquire information, knowledge, skills and understanding while developing their important 21st century skills such as, technological literacy, communication, collaboration, problem solving, critical thinking and creativity. This learning takes place within a safe and caring community with a clear set of shared values based on our school's vision and mission of creating 'life-long learners and global citizens.'

Internationalism at our school

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Global Citizenship definition

At NIS it is believed that we are global citizens when we consider ourselves part of the larger global community. We are the individuals who exhibit the traits and actions that promote the

connectivity and interdependence of the local, national and global economies, environments, societies and cultures.

1. Introduction

- 1.1. Naseem International School is committed to inclusion because we view a diverse population of students and staff among the school's greatest strengths. To guarantee everyone can thrive and meet their full potential, it's very important that inclusion and equality of opportunity be at the core of all the school's actions.
- 1.2. This policy applies equally to current and prospective members of the school community.
- 1.3. The school is dedicated to a zero-tolerance approach to discrimination on the grounds of age, disability, gender, marriage, maternity and pregnancy, race, faith or belief.
- 1.4. The school is committed to promoting and growing inclusion & equality of opportunity in all its functions and will seek to achieve this by:
 - 1.4.1. Sharing its policy of inclusiveness with all members of its community
 - 1.4.2. Ensuring all employees and students are aware of the aims of this policy
 - 1.4.3. Briefing for employees and students on the equal opportunities policy
 - 1.4.4. Developing, monitoring, evaluation and review mechanisms of school policies and processes and decision-making
 - 1.4.5. Demonstrating our zero-tolerance attitude towards discrimination by taking allegations seriously

2. Responsibility

- 2.1. The school's senior leadership team is responsible for executing the policy and ensuring that the school operates within Bahrain's legal framework for equality.
- 2.2. Each member of this school community is responsible for being alert to and challenging discrimination; adopting diversity; valuing different beliefs and faiths; and upholding equality of opportunity for everyone.

3. The legal framework

- 3.1. **Discrimination can take the following forms:**
 - 3.1.1. Direct discrimination - that occurs where a person has been treated less favourably than others because of his/her (or a family member's) actual or perceived trait/characteristic.
 - 3.1.2. Indirect discrimination - that happens using a provision, criterion or practice, which disadvantages people on the grounds of a feature/character and which cannot be justified as a reasonable way of achieving a legitimate goal.
 - 3.1.3. Victimisation - this occurs where an individual has exercised their rights under equality laws (or has indicated that they want to do so) and can be treated less favourably as a result. It applies both to a person who is supporting (or indicates that they want to encourage) another person who is exercising their rights under the laws.
 - 3.1.4. Harassment - that is described as unwanted conduct associated with some related feature that has the intent or effect of violating a person's dignity or creating a hostile, humiliating or offensive environment for that person.
 - 3.1.5. Disability discrimination - that includes indirect and direct discrimination, some unjustified less favourable treatment due to the consequences of a disability, and failure to make reasonable adjustments to relieve disadvantages caused by a handicap.

4. Aims and values

At the school, we plan to promote inclusion and tackle any form of discrimination and actively promote harmonious relationships in every area of school life. We seek to eliminate any obstacles to access, participation, development, achievement and success. We take seriously our participation in community cohesion and the promotion of unity.

4.1. The policy aims to:

- 4.1.1. Eliminate discrimination on the grounds of a person's characteristics.
- 4.1.2. Eliminate all bullying and unlawful discrimination on the premise that an individual has a learning difficulty or particular educational need.
- 4.1.3. Promote equality of opportunity for all members of the school community.
- 4.1.4. Provide a secure environment in which all can thrive and achieve their fullest potential.
- 4.1.5. Provide a learning environment where all people feel appreciated and feel they have a sense of belonging.
- 4.1.6. Prepare students for life in a diverse and inclusive society in which everyone can take their place at the local, regional, national, and international community.
- 4.1.7. Provide and encourage favorable information about the diversity of Bahrain society.
- 4.1.8. Actively fight discrimination and guarantee that all members of the school community learn from these experiences.
- 4.1.9. Embed inclusion throughout all our activities.

4.2. To achieve these aims as mentioned above, we will:

- 4.2.1. Involve, where reasonably practicable, all members of the school community in the development, review, evaluation, and impact assessment of relevant improvement plans, policies, and processes.
- 4.2.2. Publish and discuss school policies with the entire school community.
- 4.2.3. Help to overcome any potential barriers to learning by providing for students' diverse needs and learning styles, including any learning support needs or disabilities a student might have.
- 4.2.4. Make sure the broader school programme promotes and celebrates equality and diversity.
- 4.2.5. Implement a definite zero-tolerance policy towards abusive or discriminatory behaviour.
- 4.2.6. Work in partnership with families and the wider community to build, encourage and disseminate inclusive practice and help tackle discrimination.

5. Admissions

- 5.1. The school treats each application for admission in a just and equal manner in accordance with this policy and the school's admissions procedures. The school accepts applications from, and acknowledges students irrespective of any characteristics.
- 5.2. Parents must inform the school at completing the registration form of any particular circumstances affecting their child (for instance, learning support needs) that may influence the child's capacity to fully participate in the education provided by the school. The school won't offer a child admission if, after reasonable adjustments have been considered, the school is unable to adequately cater for and/or fulfill the child's needs.

6. Educational services

- 6.1. The school gives all students access to educational provisions, including all benefits, services, and facilities, irrespective of any characteristics mentioned above.

- 6.2. The school won't discriminate against a student on the basis of some trait/characteristic by excluding them or exposing them to any other detriment.
- 6.3. The school will seek to teach students in a multicultural, anti-racist environment, employing the curriculum, activity programmes, assemblies, counsellor programmes and external speakers to encourage understanding and appreciation of different faiths, races and cultures.
- 6.4. The school recognises that discrimination could be direct, indirect or arising from disability whether it was intentional or not. Harassment and bullying in all its forms is both unacceptable and will be addressed in accordance with the school's disciplinary procedures.
- 6.5. **The school will:**
 - 6.5.1. Treat all members of the school community with respect and dignity and work to offer a positive learning and working environment free of discrimination
 - 6.5.2. Endeavour to meet the needs of all children and make sure that there is no discrimination on the grounds of any characteristics listed above (1.3).
 - 6.5.3. Make sure those students with special educational needs get the necessary educational and welfare assistance
 - 6.5.4. Monitor the admission and progress of students from different backgrounds
 - 6.5.5. Challenge inappropriate discriminatory behaviour by students, parents and staff
 - 6.5.6. Offer all students access to all areas of the programme, including having the ability to participate in a full array of extra-curricular activities
 - 6.5.7. Make sure that all staff are aware of their duties, encourage equality of opportunity and receive appropriate training and support
 - 6.5.8. Work with parents and outside agencies where appropriate, to combat and prevent discrimination in school
 - 6.5.9. Ensure that it assesses, monitors and evaluates the effectiveness of its inclusive practices.

7. Religious and spiritual belief

- 7.1. The school's religious ethos is in accordance with Islamic values and tradition; the school is inclusive and welcomes and respects the rights of people from other religions and faiths (or no religion or faith).

8. Reasonable adjustments

- 8.1. The school has a continuing duty to make reasonable adjustments for students with a disability to ensure they don't suffer a significant disadvantage compared to non-disabled students. The school will inform and consult with parents about what reasonable adjustments, if any, the school is able to accommodate. The school will carefully consider any proposals for auxiliary aids and services in the light of a student's disability and the resources available to the school.
- 8.2. The school is not legally required to make adjustments to the school's physical surroundings as part of the reasonable adjustments duty. However, the school reviews and monitors the physical environment in considering what realistic and appropriate steps can be taken to alleviate significant disadvantages caused to disabled students.

9. Obligations & Responsibilities

- 9.1. **The school's leadership team:** It's the leadership team's responsibility to:
 - 9.1.1. Ensure that staff act as role models of inclusive behavior and practice

- 9.1.2. Ensure that the school complies with its equality responsibilities
- 9.1.3. Ensure that the school's policies & procedures are tracked in light of this policy along with the school's wider equality responsibilities
- 9.1.4. Be involved, along with the head, in handling serious breaches of the policy.

9.2. **The Head of School:** It's the Head's responsibility to:

- 9.2.1. Guarantee effective implementation of the policy and its processes
- 9.2.2. Make sure that all staff are sufficiently aware and trained in equality and diversity
- 9.2.3. Actively challenge and take appropriate action in any cases of discriminatory practice within the school, be it with staff, students, parents or visitors
- 9.2.4. Have processes in place to deal effectively with any documented incidents of discrimination, victimization or harassment
- 9.2.5. Make sure that all contractors and visitors are aware of, and comply with this policy.

9.3. **All Naseem International School staff:** It's the responsibility of all employees to:

- 9.3.1. Positively role model inclusive behavior
- 9.3.2. Actively challenge any form of discrimination, victimization, harassment or bullying
- 9.3.3. Promote an inclusive curriculum, identify and oppose bias and stereotyping within the programme
- 9.3.4. Commit to broadening their knowledge, assurance and inclusive behavior by attending relevant training and obtaining information from proper sources.

10. **Concerns and complaints**

- 10.1. The school would seek to create a supportive environment for people who make claims of harassment or discrimination. Any student who thinks they have been discriminated against or have been subject to discriminatory behaviour, should talk to any adult in the school to find a solution to such issues.
- 10.2. Any student who harasses another student on any grounds will be subject to the school's disciplinary procedures.
- 10.3. If parents feel that this policy has been breached in any way, they ought to raise their concern through any of the school's administration team members or through any individual within the school with whom they feel comfortable.

11. **Monitoring and review**

- 11.1. This policy is monitored on a continuous basis to assess its efficacy and make sure appropriate steps could be taken to remove unlawful discrimination.
- 11.2. This policy is generally reviewed every three (3) years to ensure the goals of this policy are carried out in compliance with the school's equality responsibilities.

12. **Breaches of this policy**

- 12.1. All breaches of this policy will be followed up using the appropriate procedures and reported to the school's management.

13. **Acknowledgements & Resources**

This policy was created based on and adapted from the "Equality, Diversity and Inclusion Policy" document of the Roedean School,UK. Accessible at "Policies." *Roedean School*, www.roedean.co.uk/policies.