



**Bali Island School**  
for a World-Class Education

# Inclusion Policy





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for a World-Class Education

## Inclusion Policy

**Verification Date: 17 November 2025 Review Due Date: May 2027**

### BIS Guiding Statements

**Vision:** To be the school of choice for internationally-minded families and a leader of IB World Schools in Indonesia.

**Mission:** Engaging and empowering globally-minded, confident learners to reach their utmost potential in an active, creative and respectful learning community.

### International Baccalaureate® Mission Statement

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

### International Baccalaureate® Learner Profile

This procedure document fosters the following Learner Profile attributes:

Inquirers Knowledgeable Thinkers **Communicators** Principled **Open-minded** Caring Risk-takers  
**Balanced** Reflective

### Related BIS Policies or Procedures

**BIS POLICY MANUAL: 1:09 Discrimination and Harassment/Inclusion and Anti-Discrimination, 6.13 Learning Support and Inclusion, 6.17 Student Support Services and 7.01 Admissions**

## **1. Philosophy**

- This Inclusion Policy reflects our commitment to the principles of equity, access, and respect for diversity, aligning with the IB Programme Standards and Practices, other BIS policies where appropriate, the BIS mission and values, and international best practices.
- Bali Island School (BIS) recognizes the right of every student to receive an education that caters to their unique needs and supports their growth as lifelong learners.

## **2. Purpose of the Policy**

The purpose of this Inclusion Policy is to:

- Ensure that we live our BIS mission and values
- Communicate expectations so that all members of the school community understand their roles and responsibilities in implementing inclusive practices.
- Ensure collaborative practices exist among students, parents, teachers, and external agencies to support every learner.
- Ensure that all legal requirements are met.

## **3. Guiding Principles**

- Inclusion is the act of creating an environment or culture that welcomes and values every person as a unique and valuable member of our community. This includes students with any physical disabilities, intellectual needs (support and extension) and inclusion of students from any racial, gender, economic, cultural, or other minority group.
- All members of the community (Boards, Students, Staff, Leadership team, Parents, and Guardians) have a duty and responsibility to implement inclusive practices.

The policy is underpinned by the following principles:

1. **Respect for Difference:** Inclusivity requires recognizing, respecting, and valuing people from different backgrounds, cultures, and identities. Recognizing and valuing individual differences, including abilities, languages, and learning needs.
2. **Equity:** Providing all enrolled students with access to high-quality education and opportunities to achieve their potential. Inclusivity means ensuring that everyone has access to the same opportunities, resources, and benefits. This involves identifying and addressing barriers that prevent certain groups from accessing resources or participating fully.
3. **Collaboration:** Nurturing partnerships among educators, families, and external professionals for a common goal to support student learning. The culture of collaboration is based on a culture of respect for others.
4. **Whole-School Approach:** All staff at the school are responsible for inclusive practices and working together to support students. It is a shared responsibility that requires an inclusive mindset and organisational culture at the school.
5. **Continuous Improvement:** Inclusion is a continuous process that requires ongoing reflection, evaluation, and improvement. This involves regularly assessing the effectiveness of current practices and making changes to better serve all individuals in the community. The school needs to have a structure in place that supports ongoing improvement.

#### 4. Scope of the Policy

This policy applies to all BIS students, staff, and stakeholders. It encompasses practices related to admissions, teaching, learning, assessment, and the overall school environment.

#### 5. Definitions

- **Inclusion:** An inclusive approach acknowledges that all children can learn and that every child has unique characteristics, interests, abilities, the way they learn and learning needs. It is an ongoing process aimed at identifying and removing barriers. At BIS, inclusion is the process of “systemic reform” involving changes in content, methods, approaches, structures, and strategies in education, so that all students can have an equitable and participatory learning experience.
- **Students of Determination:** Students with physical, cognitive, emotional, or social needs requiring additional support.
- **Differentiation:** Adapting teaching and assessment methods and materials for content, process and product to address the needs of all learners.
- **Access Arrangements:** Changes or accommodations to learning and assessment conditions to enable equitable participation.

**BIS Inclusion Policy: Board approved (15 April 2026)**

**To be reviewed: April 2028**