



DC GUIDE TO
WELLBEING



**A BRITISH
INTERNATIONAL
SCHOOL**

THE IMPORTANCE OF WELLBEING AT DOHA COLLEGE

Doha College believes that wellbeing sits at the heart of everything it does with students. Each child is unique, and although there is no set level of what wellbeing should be, each child should be helped to reach their full potential as an individual.

As a school we aim to help every child learn how to cope with the trials and experiences they will face as they move through the school, become young adults and confident members in the community. Students will have different experiences and needs at different times in their lives, and it is important they get the right support at each stage when they need it. Life can be stressful and learning to cope with those stresses is key to a student's wellbeing. Some students will do this naturally, others will need more help, support and strategies to do this. The EAP provides a confidential personal support and information service that Doha College employees and their families can use to access support to deal with everyday situations and more serious concerns. You and your family will have immediate access to this programme.

As a guide to what wellbeing should be, Doha College follows the eight wellbeing indicators which are commonly referred to by their initial letters - **SHANARRI** (safe, healthy, achieving, nurtured, active, respected, responsible and included). These indicators help all staff to appreciate a common understanding of what can be used to ensure a child's wellbeing is influenced holistically through each area (fig 1).

These indicators are based on the principals and values set out in the United Nations Convention on the Rights of the Child (UNCRC) and Getting It Right For Every Child (GIRFEC). They ensure that the approach:

- o is child-focused. It ensures the child or young person and their family is at the centre of decision-making and support is available to them.
- o is based on an understanding of the wellbeing of a child in their current situation. It takes into consideration the wider influences on a child or young person and their developmental needs when thinking about their wellbeing, so that the right support can be offered.
- o is based on tackling needs early. It aims to ensure needs are identified as early as possible to avoid bigger concerns or problems developing.
- o requires joined-up working. It is about children, young people, parents, and the services they need working together in a coordinated way to meet the specific needs and improve wellbeing.

Doha College aims to prevent and support the effects of Adverse Childhood Experiences (ACEs) such as bullying, abuse (physical, emotional, sexual or neglect) and growing up with mental illness or lack of family support. By doing this we hope to reduce impacts later in life such as chronic health problems, depression, substance abuse or other risky behaviours.



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How can we improve wellbeing?

THROUGH HPL

As a High Performance Learning (HPL) school, students are encouraged to embrace the ethos of positive thinking and a can-do attitude. In all aspects of their school life, students are taught the values and attributes of HPL to develop in areas such as risk taking, resilience, perseverance, concern for society and confidence (see Fig 2). These skills are reinforced in both the academic and pastoral strands of the school to support students in their ability to cope when faced with new challenges or are taken outside their comfort zones.



Perseverance - the ability to keep going and not give up.	Risk-taking - the ability to demonstrate confidence and tolerate uncertainty.	Enquiring - the ability to be curious and proactive.
Resilience - the ability to overcome setbacks.	Open-minded the ability to take an objective view.	Confident - the ability to develop a belief in your ability to deal with new challenges.
Practice - the ability to train and prepare through repetition.	Creative and enterprising - the ability to be flexible and adaptable in your thinking.	Concern for society - the ability to be aware and sensitive of others.
Collaborative - the ability to seek opportunities, to share and listen to others and evaluate and contribute.	Self-regulation - the ability to monitor, evaluate and self correct.	Strategy-planning - the ability approach new learning experiences.
Linking - the ability to connect experiences together and learn from past experiences.	Analysing - the ability to deduct, break down a task and then act.	Creating and realising - the ability to generate and change ideas and use some skills automatically.

How HPL can support wellbeing and develop skills to help students grow and develop their emotional, psychological and life satisfaction.

Ten tips for developing perseverance.

1. Be realistic in you plans – small steps to the end goal.
2. Take responsibility for yourself.
3. Be ready to be challenged - this includes being mentally ready.
4. Be aware of your negative inner voice – do not quit.
5. Practise stress management, live healthy.
6. Have someone who can offer support and encouragement.
7. Do not expect to get perfection the first time.
8. Be adaptive to changes.
9. Know when things are beyond your control.
10. Remember why you are doing it.

Ten tips for developing resilience.

1. Find your sense of purpose.
2. Keep things in perspective.
3. Develop relationships you can find support from.
4. Embrace change.
5. Be optimistic.
6. Look after yourself.
7. Develop problem solving skills.
8. Establish realistic goals and act on them.
9. Remember it is OK to have a bad day.
10. Keep developing your skills.

Ten tips for developing self-regulation.

1. Practice self-control
2. Practise mindfulness
3. Develop routines.
4. Learn how to gage your emotions.
5. Use self-reflection to identify bad habits.
6. Nurture positive habits.
7. Create a cool down routine.
8. Journal experiences and what has been learnt.
9. Actively seek supportive feedback form peers.
10. Be flexible and adaptable.

Ten tips for developing empathy for others.

1. Challenge yourself to get out of your comfort zone.
2. Cultivate your sense of curiosity.
3. Examine your biases.
4. Listen more than you speak.
5. Do not make assumptions.
6. Express your perspective and feelings.
7. Be sensitive to the beliefs and values of others.
8. Be prepared to have your beliefs challenged.
9. Be open minded and accepting of others.
10. See the human being.

Ten tips for developing agile thinking.

1. Be proactive and curious.
2. Challenge assumptions
3. Take control of yourself.
4. Be open minded.
5. Be flexible in your outlook.
6. Become receptive to other views.
7. Avoid premature conclusions.
8. Tolerate uncertainty.
9. Be adaptable in your approaches.
10. Develop your personal beliefs.



THROUGH PSHE

Through PSHE student wellbeing is supported in a variety of areas. The topics covered offer students an understanding of their wellbeing needs, as well as how to recognise when their needs are not being met. Strategies for improving wellbeing are also taught and students are asked to apply these using relevant scenarios, through role play, the creation of advice leaflets etc. The areas that support wellbeing include, coping with change, digital wellbeing, family life and conflicts, growing up, self esteem/self-confidence, managing negative thinking, self-care strategies to mental health and happiness.

THROUGH LEARNING SUPPORT

The primary focus of Learning Support is the wellbeing of the pupil. Where there is need, the school will offer support in a variety of ways through the learning support team. Although some support is focused towards the academic, this in turn promotes wellbeing. This includes small group work as well as 1-1 support. Vulnerable students who have been identified as needing additional support will be assigned a key worker who will create a personal profile and support for that student. This will help with both academic development, but also the ability for the student to grow mentally and emotionally.

THROUGH STAFF TRAINING

All staff are trained to recognise and report any student who may be struggling with their wellbeing. Sharing scenarios and responsibility through different policies and protocols such as the safeguarding policy, behaviour and bullying policies and the CPOMS protocol are shared with staff. In department, year group and staff meetings, student welfare is discussed and any concerns shared and interventions put in place.

THROUGH THE STUDENT WELLBEING COMMITTEE

This is a committee created and driven by students to share ideas, help students recognise any negative symptoms of wellbeing and tips and advice on how to stay positive and overcome any areas that need strengthened or developed. There is a student monitored and updated website on the internal drive for students to read, share messages and contact the team for help. This student team is supported by a dedicated staff member to support the work they do and monitors the site and any students who may need additional support.

THROUGH STUDENT VOICE

- o Regular meetings and surveys with students for them to share concerns and be part of the school decision-making processes.
- o The Student Council has a large role to play in being the voice of the school and planning and communicating ideas for promoting wellbeing, and sharing with the Leadership Team, the views and opinions of students.



THROUGH MINDFULNESS

Mindfulness is important as it helps students not to react impulsively when they are stressed, angry or hurt. Perceptions and the situation can be altered from the reality, and this emotional reaction leads students to sometimes not see the situation for what it is, leading to more stress and anxiety. Mindfulness is designed to help give this emotional charge regulation and limit emotional reactivity. This is shared with the students through:

- o Mindful Monday - tutor time activities such as breathing exercises and yoga.
- o Assemblies outlining the importance of mindfulness, sharing techniques, when it can be used and why it is a useful tool.
- o Mindful apps for students to use e.g. Smiling Mind app.
- o Increased mindfulness through programmes such as the Healthy Mind Platter
- o Mindful drop-ins available each break for students feeling anxious to share, seek advice or guidance.



- o Mindfulness activities and clubs such as mindful colouring.
- o Journaling – All students are encouraged to keep a journal. It helps make students more self-aware and can be used to reflect on past events and actions taken. It creates a freedom where students can say how they truly feel and put thoughts and feelings into words and help express and formulate their emotions.
- o Teachers Modelling Behaviour e.g. self-regulation - 'I am feeling stress so I am going to take 10 deep breathes, have a sip of water and refocus' so students can learn that everyone can feel stressed at times and feel more confident/ comfortable with coping strategies.
- o Sensory room (in Primary) - Sensory/calming room dedicated to sensory experiences designed specifically to help individuals feel calm, supported, and focused.

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THROUGH TRACKING AND RELATED INTERVENTIONS

School student wellbeing surveys.

A whole school survey is used based around the SHANARRI principals to identify students who may need support on certain areas of their development and coping strategies. It is done at several points in the year to track progress and identify those who have not developed or found difficulties as the year has progressed. It is completed by all students (adapted to be age and stage appropriate). Students who indicate low scores in each area are spoken to and, as needed, mentoring put in place by either the class teacher/form tutor or a member of the welfare team. Student mentoring is also available, where appropriate, when more senior students who score highly can help support those with lower scores. This is supported with individual surveys specific to year groups, looking at student happiness and feelings toward school and life in general.



Pupil attitude to self and school survey is used through GL assessment.

This survey focuses on attitudinal and emotional issues along with a student’s mindset which may impact their well-being and ability to cope with school life. It is taken each year and can track students as they progress through the College from Year 3 upwards. The survey also provides interventions and information for staff to explain what each factor means and how it can be developed. It measures the following attitudes:

Attitudinal factor	What it measures
1. Feelings about school	Explores whether a pupil feels secure, confident and included in their learning community.
2. Perceived learning capability	Offers an insight into a pupil's level of self-respect, determination and openness to learning.
3. Self-regard	Equivalent to self-worth, this measure is focused specifically on self-awareness as a learner, highlighting levels of motivation and determination.
4. Preparedness for learning	This measure covers areas such as study skills, attentiveness and concentration, looking at the pupil's determination and openness to learning.
5. Attitudes to teachers	This measures a young person's perceptions of the relationships they have with the adults in school. A low score can flag a lack of respect.
6. General work ethic	Highlights the pupil's aspirations and motivation to succeed in life, this measure focuses on purpose and direction, not just at school, but beyond.
7. Confidence in learning	Identifies a pupil's ability to think independently and to persevere when faced with a challenge.
8. Attitudes to attendance	Correlating very highly with actual attendance 12 months later, this measure enables teachers to intercede earlier with strategies to reduce the likelihood of truancy.
9. Response to curriculum demands	This measure focuses more narrowly on school-based motivation to undertake and complete curriculum-based tasks, highlighting the pupil's approach to communication and collaboration.

Results are shared with staff for their classes/tutor group to monitor and work with their student’s and help build confidence. Interventions are put in place such as coaching, mentoring or workshops to help students in areas identified by the Heads/Deputy Heads of Year. It is also important to explore and follow up with students who score highly and learn from their experience to share with others.



CPOMS (Child Protection Online Monitoring and Safeguarding system)

This is a tracking system for all staff in the school to report online, any form of concern regarding the wellbeing and safety of students. These are sent to the welfare and safeguarding team for action. All staff are trained to recognise and report concerns. This can be regarding a child who simply is not their usual self to signs of abuse. CPOMS also links to attendance and medical incidents to look for patterns which may be a sign of a child in need.

Grade reports

After each grade report, students who have slipped in their grades by an average of two or more, either in academic achievement or effort grade, are followed up by a member of the welfare team. Likewise, students who have performed better than before are congratulated and encouraged to explore what they did differently and to keep up the good work/ethos.

Pastoral monitoring/target setting

This is dedicated time set aside for form tutors in Secondary and class teachers in Primary to meet one-to-one with students to discuss and set targets for development and growth in the first term. They explore areas where students may need support with, and celebrate achievements already made. Targets are set to aim for and focus on specific growth areas for personal development by the third term.

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THROUGH FURTHER INTERVENTIONS

Students who need additional support beyond the above, for example students identified as having a child protection concern or family conflicts impacting their wellbeing, can be referred to a specialist for support. This can either be through a school nurse, the school counsellor or an external agency such as the Child and Adolescent Mental Health Service (CAMHS) at Hamad or Sidra. This is set out on the CPOMS protocol and managed by the Assistant Heads of Year, Deputy Head Pastoral and Vice principal for Student Welfare. This will be on a 1-1 basis or a small group, where the student/students can share their concerns, find a listening ear and explore strategies with trained professionals to support their growth and development, or simply help the students express themselves. The aim of these advanced referrals and interventions are to help students who are struggling with life challenges, mental health or emotional difficulties who may need assessments or medical intervention.

For more information on wellbeing at Doha College do not hesitate to get in touch with Mr Conly, our Vice Principal Student Welfare

jconly@dohacollege.com





NEED MORE INFORMATION?

Doha College

PO Box 7506,
Doha, State of Qatar



+974 4407 6777



enquiries@dohacollege.com



www.dohacollege.com



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