



مدرسة الدوحة البريطانية
DOHA BRITISH SCHOOL
AIN KHALED



Primary Newsletter

13th March 2025

Our Purpose

Is that every young person should gain as much as possible from our school, based on our belief that all learners can, need and want to achieve

Our Vision

Is to be a vibrant, welcoming international school that provides a first class education enabling pupils to thrive within a dynamic, global environment

Our Mission

Is to prepare all pupils through a relevant, challenging curriculum and well-resourced facilities, to become lifelong learners contributing to a global community

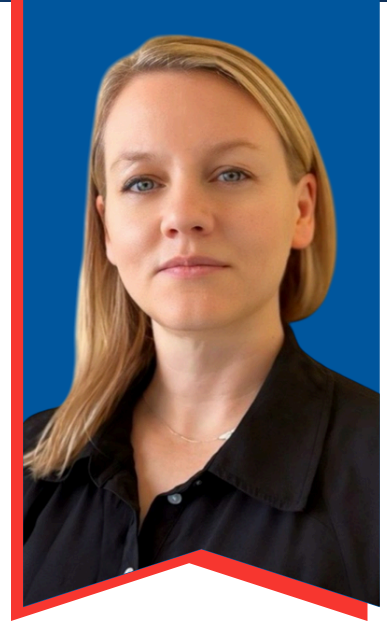


Welcome to Doha British Schools

Doha British Schools are one of the world's leading British International Schools in Qatar, with a reputation for outstanding academic excellence since 1997

PRINCIPAL'S MESSAGE

MRS. LYNETTE GRANT



As we begin preparations for the next academic year, part of the process will involve reviewing our school policies. Policies are vital in clarifying expectations, shaping the identity and community of our school, and enabling everyone to make informed choices. This includes important elements such as our uniform policy, the restriction on mobile phones and the introduction of Yondr pouches in the Secondary, which contribute to maintaining a focused and respectful learning environment.

At DBS Ain Khaled, we believe that aligning our policies with our core values is essential in ensuring that our community works together constructively towards a common goal. The alignment of policies with these values allows us to support every student's journey and reinforces the importance of community.

Our policies are accessible via the school website and highlighted in the Home/School Agreement to help everyone make an informed choice, understanding how they contribute to the creation of an environment where all members of our school community can thrive.

As part of our ongoing commitment to clarity and coherence, we will be reviewing these policies in the coming months, ensuring they continue to reflect our guiding statements, which have been recently revised following valuable stakeholder engagement.

While policies and procedures may seem formal and removed from the day-to-day life of the school, they are, in fact, the structures that provide direction and support to our school. They ensure that expectations are clear, all community members are aligned, and consistency and transparency are maintained across every aspect of school life. These structures are vital in helping us maintain a strong, united, and effective community.

We understand that choice is an important part of our school experience, and by ensuring our policies are aligned with our values, we strengthen our collective focus and work together towards shared objectives.

Thank you for your continued support as we work together to build and sustain a united, respectful, and proud community at DBS Ain Khaled, where all can thrive.





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HEAD OF PRIMARY MESSAGE

MRS. MARIE SIBLEY

We were very proud to hear this week that 5 of our Primary students have made it through to the finals of the Challenge ME Maths competition. Only the top 2.6% of initial entrants have got this far so congratulations to Eliana Mathew, Mateo Lablache, Yusuf Abdulazeem, Rebecca Jres and Nadar Sarin on this fantastic achievement. They will travel with their parents to Dubai in April and we wish them all the very best.

The children have continued to work hard and are coping well with the shorter lessons. They have to be incredibly focused and work that little bit faster but we are impressed with what they are achieving.

Many of our students are also showing incredible discipline in fasting and are encouraging each other to keep going. Today lots of children brought in treats for their classmates to celebrate Garangao, the halfway point in Ramadan, and these were greatly appreciated.

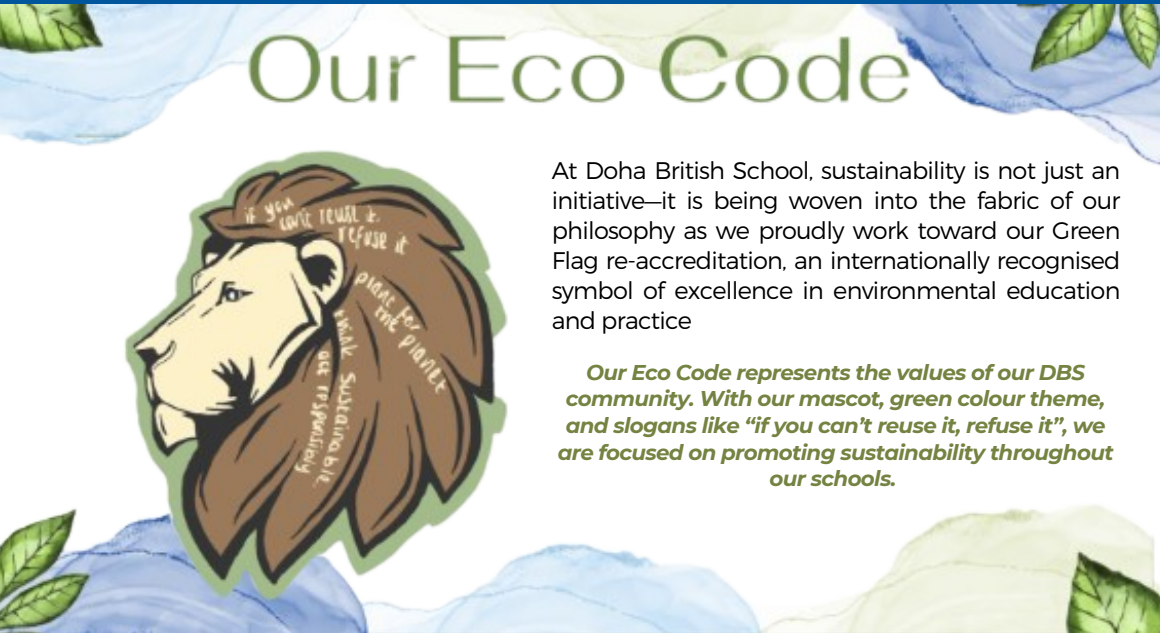
I would like to thank our Friends of DBS for organising this evening's Iftar at the Pullman Hotel. They worked tirelessly to negotiate an excellent deal, design print and sell tickets every day and to liaise with our Wakra campus FoDBS as Wakra parents will also be attending. I am sure that this will be another wonderful community event.





EMBEDDING SUSTAINABILITY

DBS ON THE PATH TO GREEN FLAG RE-ACCREDITATION!



At Doha British School, sustainability is not just an initiative—it is being woven into the fabric of our philosophy as we proudly work toward our Green Flag re-accreditation, an internationally recognised symbol of excellence in environmental education and practice

Our Eco Code represents the values of our DBS community. With our mascot, green colour theme, and slogans like “if you can’t reuse it, refuse it”, we are focused on promoting sustainability throughout our schools.



DR. LUKE CHEATER

VICE PRINCIPAL'S MESSAGE

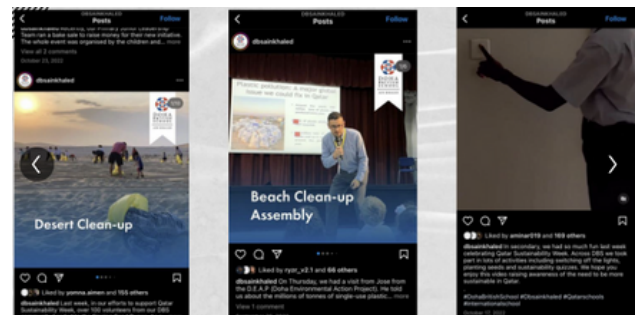
A Holistic Approach to Environmental Education

While our elected Eco Team led by Miss Lucy Eubank diligently implements strategic goals to enhance campus biodiversity and maximise sustainability, our true strength lies in intentionally embedding eco-literacy throughout our curriculum. This comprehensive approach is a cornerstone of the Green Flag standards, demonstrating our commitment to environmental education at every level.

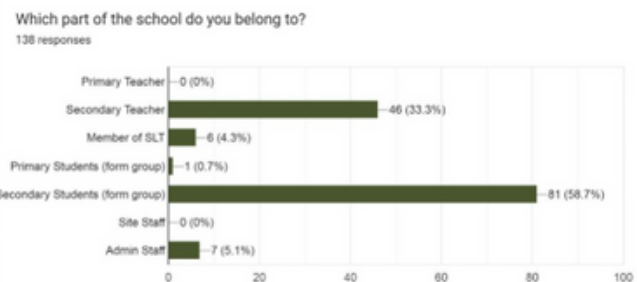
By integrating environmental awareness into daily learning experiences, we are equipping our students with the knowledge, skills, and mindset to become true changemakers. This intentional approach ensures our students do not just understand environmental challenges—they are prepared to address them with innovative solutions, a key criterion for our Green Flag status.

Community-Driven Sustainability

Our journey toward Green Flag re-accreditation is strengthened by community involvement. We have implemented stakeholder surveys to guide our sustainability efforts, creating a framework of accountability and ensuring our actions align with our community's values and expectations. This data-driven approach allows us to continuously refine our initiatives for maximum impact while meeting the rigorous standards set by the Green Flag program.



We have had 138 people from different roles in the school complete the environmental review during the last academic year. This is the data we have collected- which also gives us a way to compare this year's progress.





EMBEDDING SUSTAINABILITY

DBS ON THE PATH TO GREEN FLAG RE-ACCREDITATION!



Looking Forward

As we continue our journey toward Green Flag re-accreditation, we invite all members of our community to engage with our sustainability initiatives. Your participation strengthens our application and demonstrates OUR collective commitment to sustainability.

Topics of KS4 include:

- Environment safety hazards in IT
- Carbon cycle, water cycle, global warming, climate change, global dimming, acid rain and issues with agriculture
- Fragile environments and climate change
- Sustainable material sources, energy sources, FSC (forest stewardship council)
- Medicine (impact of environment on public health)
- Intensive farming

How does our primary curriculum link to our environment?

- Year 1: Crazy Climates
- Year 2: Make Inventions using recycled materials (Rosie Revere Book)
- Year 3: Carbon footprint
- Year 4: Global warming topic (What a Wonderful World)
- Year 5: Junk modelling (bridges and bottle cars)
- Year 6: Wonders of the world (tourism impact, global citizenship)





DBS KEY EVENT

INVITATION TO ATTEND THE 9TH HATHAB LOCAL TOUR



The Organizing Committee of the Hathab Local Tour presented by Longines, organized by the Qatar Equestrian Federation & Modern Pentathlon, is pleased to invite your school to participate in spreading the word about the upcoming 9th Hathab Local Tour.

Event Details:

- Location: Al Shaqab
- Date: March 13 to March 15
- Time: 8:00 PM to 11:40 PM
- Events: Show Jumping and Dressage competitions for local riders

There will also be a selection of cafes and restaurants available to enjoy the atmosphere. Entry is free for everyone.

We kindly ask you to share this invitation with the school community and the parents of the students. I will attach the event poster and schedule to help them stay informed about the details.

We look forward to your presence at this exciting event.





SAFEGUARDING & WELLBEING

CREATING A SAFE SPACE

What Parents & Educators Need to Know about

INSTAGRAM

Instagram is a highly popular social media platform with over 2 billion active monthly users. The app is continuously updating and adding new features to meet the wishes of its audience, allowing them to upload images and videos to their Instagram feed, create interactive 'stories', go live, exchange private messages or explore and follow other accounts that catch their eye.

WHAT ARE THE RISKS?

ADDICTION

Many social media platforms, Instagram included, are designed to keep us engaged on them for as long as possible. They encourage scrolling often and scrolling more in case we miss something important – in essence, a fear of missing out. On Instagram, young people can lose track of time when aimlessly scrolling and watching videos posted by friends, acquaintances, influencers and possibly strangers.

UNREALISTIC IDEALS

Children sometimes compare themselves to what they see online: how they look, how they dress, and the way their life is going in comparison to others on social media. However, most people only share the positives about their lives online and many use filters when sharing pictures of themselves. A constant comparison with unrealistic ideals can lead to insecurity over one's own appearance and lifestyle.

GOING LIVE

Livestreaming on Instagram allows users to connect with friends and followers in real time. Risks increase if the account is public, because that means anyone can watch the broadcast, which could result in further contact from strangers. Additional dangers of going live include an impulse to act inappropriately to draw more viewers, as well as being exposed to harmful content or offensive language.

INFLUENCER CULTURE

Social media influencers are sometimes paid thousands of pounds to promote products, services, apps and more. When celebrities or influencers post such content, it often says 'paid partnership' above the post. In April 2024, Ofcom found that over a quarter of children (27%) believed in influencer marketing, accepting their endorsement of products wholeheartedly. So it's perfectly possible for young people to be taken in by this kind of content.

PRODUCT TAGGING

Product tags allow users to tag a product or business in their post. This tag will take viewers directly to the product detail page on the shop where the item can be purchased. Children may also be encouraged by influencers to purchase products that they advertise.

EXCLUSION & OSTRACISM

Youngsters are highly sensitive to feeling excluded, which comes in many forms: not receiving as many 'likes' as expected; not being tagged in a friend's photo; being unfriended; not receiving a comment on their post or a reply to a message they sent. Being excluded online hurts just as much as offline. Young people have reported lower moods and self-esteem when excluded in this way, feeling as if they don't belong and aren't valued.

Advice for Parents & Educators

AVOID GOING PUBLIC

If a young user wants to share their clothing style, make up or similar and use product tagging to show off the items in their post, they may be tempted to change their settings to public. This leaves their profile visible to everyone, which carries the risk of strangers getting in touch with them. Set a child's account to private and explain the importance of keeping it this way.

HAVE AN OPEN DIALOGUE

Talk to children about the positives and negatives of social media, including the risks involved and how they can view or create content safely with family and friends. Explain how safety settings will ensure only followers can view them, and why this is so important. Also, if you find a child continuously uses filters on their photos, ask them why and impress on them that they don't need it.

MANAGE LIKE COUNTS

Due to the potential impact on mental wellbeing, Instagram allows users to hide the total likes on their posts to prevent people from obsessing over that number in the corner. Users can hide like counts on all the posts in their feed as well as on their own posts. This means others can't see how many likes a person gets. This can be done by going into Settings > Notifications > Posts > Likes > Off.

USE MODERATORS

Instagram Live has implemented a mechanic called Moderators, meaning that creators can assign a moderator and give them the power to report comments, remove viewers and remove the ability for certain viewers to comment at all. Consider this if a child in your care wants to go live on the platform. It's also recommended to keep devices in communal spaces so you're aware if a child does go live or watch a livestream.

FOLLOW INFLUENCERS

Following influencers will allow you to monitor what they're sharing as well as being able to discuss anything which you deem inappropriate. Talk to children about who they follow and help them to develop critical thinking skills about what the influencer is trying to do. For example, encourage the child to ask themselves if an influencer is trying to sell them a product when they make a video endorsing it.

BALANCE YOUR TIME

Instagram has a built-in activity dashboard that lets you control how much time is spent on the app. Make sure children sign in to the platform with the correct age, as Instagram's 'Teen Accounts' afford much more control for parents and carers over how long they can use the app each day. Talk with young users about how much time they spend on Instagram and work together to set a healthy time limit.

Meet Our Expert

Dr. Claire Sutherland is an online safety consultant at BCyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.





SPOTLIGHT OF THE WEEK

M A T H E M A T I C S A T D B S

**SHAUN
WILLIAMS**

YEAR 5 TEACHER / KS2 MATHS
SUBJECT LLEADER



An Exciting Journey

CELEBRATING STUDENT ACHIEVEMENTS

Mathematical Thinking in Real-World Contexts

This year has been an exciting journey for Maths at DBS, both within our school and on a global scale!

In school, we have placed a strong emphasis on manipulatives, key vocabulary, and mathematical thinking. Our students now have greater access than ever before to practical equipment, helping them visualise and solve mathematical problems with confidence.

Collaborative learning has also been at the heart of our approach. Students have been actively engaging in discussions, working together in groups to explain and justify their mathematical reasoning. Additionally, our weekly Mathematical Thinking sessions encourage students to explore mathematical concepts in real-world contexts. By connecting maths to their experiences of living in Qatar, these sessions make learning more meaningful and relevant.

Competitions

We are thrilled to celebrate the outstanding achievements and active participation of our students in various mathematical workshops and competitions this month!

As part of our commitment to deepening mathematical understanding, we recently hosted a Greater Depth Workshop for students across our cluster. This workshop provided an exciting opportunity for students to explore advanced mathematical concepts and refine their problem-solving strategies in a challenging yet supportive environment.

A special congratulations to the students who took part in the Challenge ME competition! This competition is designed to develop critical thinking and problem-solving skills, and our talented mathematicians impressed us with their dedication and resilience. Well done to all participants!





SPOTLIGHT OF THE WEEK

M A T H E M A T I C S A T D B S



An Exciting Journey

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Mathematical Thinking in Real-World Contexts

Looking ahead, our students are preparing for the prestigious Kangaroo Maths Competition on April 21st. Known for its stimulating problems and unique format, this competition challenges students to apply their mathematical knowledge and sharpen their critical reasoning skills. We wish all our participants the very best of luck!

We are proud of all our students' hard work and dedication in pursuing excellence in mathematics.

Keep up the great work!

Ways to help at home

To further help your child progress in maths, there are ways you can help at home.

You can :

- **Encourage your child** to use Numbots or TTRS for around 10-15 minutes after school. Regular practice helps the rapid recall of number facts.
- **Involve math in everyday life** with your child, whether it is adding up shopping bills, baking at home or planning journeys.
- **Revisit your child's school work** and ask your child 'Why?' they are doing a certain method and 'How?' the method works.
- **Ensure your child completes their maths Century nuggets** to further consolidate their learning in class.





SPOTLIGHT OF THE WEEK

AT DOHA BRITISH SCHOOL



**DIANE
LONGMORE**

ASSISTANT HEAD OF PRIMARY
PASTORAL

The Importance of **EXERCISE**



Staying Active for a Healthy Future. Building Strong Bodies and Healthy Habits.

Physical activity is vital for developing strong bones and muscles and maintaining a healthy weight. Encourage at least 60 minutes of moderate to vigorous exercise daily, whether it's playing sports, riding a bike, or even a fun family walk in the park.



Regular exercise boosts your energy, improves focus, and keeps you strong! Whether it's a quick jog, a fun game, or stretching between classes, staying active helps you feel great. Get moving today and make fitness a part of your routine. So stay active, stay healthy!

Lack of rest and exercise can lead to burnout, poor focus, and declining health. Try setting a consistent bedtime and incorporating short walks or stretches into your day—your body and mind will thank you!

Good personal hygiene is the key to staying healthy and feeling great!



By fostering these healthy habits at home, we're setting our children up for a bright and healthy future. Let's work together to keep our students thriving!





PRESCHOOL HIGHLIGHTS

THIS WEEK IN PRESCHOOL



Summary of the Week

This week, the children have had a wonderful time exploring The Emergency Services as part of our People Who Help Us topic. One of the highlights has been the hospital role-play area, which has been so popular that we will be continuing it next week!

A huge excitement for the children was our fantastic visit from paramedics and an ambulance from Hamad Medical Corporation. The children were thrilled to explore the ambulance, see the equipment in action, learn how the stretcher works, and even hear the sirens!



Message from Teachers

Next week, as part of our learning about Police Officers, the children will take on an exciting mission! A special classroom teddy will mysteriously go missing, and the children will become police officers to investigate and catch the culprit.

Next Week

Looking ahead to next week, we will be learning all about Police Officers and have some exciting activities planned to help the children understand their important role in keeping us safe.

“We’d love for you to join in the fun—perhaps you could ask your child about their detective work at home and encourage them to share their clues and discoveries!”

It will be a fun and engaging experience, helping the children develop problem-solving skills and teamwork. Of course, the teddy will be safely returned by the end of the week!





RECEPTION HIGHLIGHTS

THIS WEEK IN RECEPTION



Summary of The Week

The children wrote some wonderful sentences this week about a time they were brave.

In Maths

We are learning about 3D shapes and their properties. We are looking at what 2D shapes we can see in 3D shapes, how many faces, vertices and edges they have. Can your child find some 3D shapes around your home?

Next Week

We will be reading some non fiction books and learning about the first moon landing and some famous astronauts. The children will be writing sentences about their favourite astronaut.



In Spanish

Reception students are expanding their knowledge of minibeasts! This week, they are focusing on Marta, the Ladybug (Marta la mariquita) and Olivia, the caterpillar (Olivia la oruga).



Teacher's Message:

Please ensure you listen to your child reading at least 3 times per week and sign their reading record. Thank you.





Thank You