



مدرسة الدوحة البريطانية  
DOHA BRITISH SCHOOL  
AIN KHALED



# Primary Newsletter

23rd January 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

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## **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

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## **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

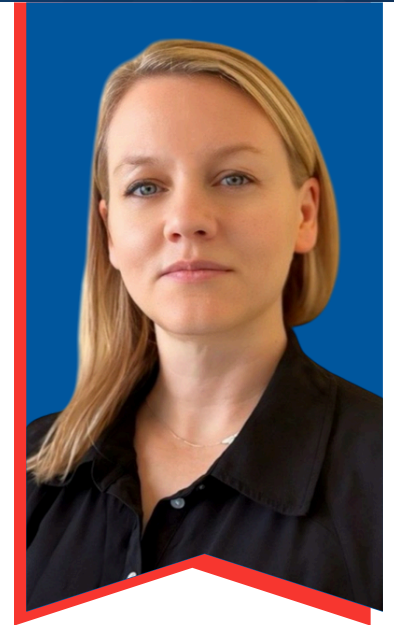


Welcome to Doha British Schools

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



Another productive week at Doha British School Ain Khaled concluded with the excitement of our International Day celebrations, which we look forward to showcasing in next week's newsletter. A heartfelt thank you to our parents for their unwavering support in making this occasion truly special. From providing delicious food to dedicating time to create costumes, flags, and vibrant stalls, your involvement enriches these moments and fosters a stronger sense of community. These events remind us of the strength of our school-family partnership and the value of celebrating our internationalism.

We were also proud to see our students shine at the BSME Games here in Qatar. Competing in athletics, netball, volleyball, and football, our teams demonstrated exceptional skill, determination, and teamwork. These events are not just about medals but about creating lasting memories, fostering friendships, and providing opportunities for our students to thrive in competitive and collaborative environments.

We are incredibly proud of the way they represented our school with pride and sportsmanship.

Thank you once again for your continued engagement and support.







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HEAD OF PRIMARY MESSAGE

## MRS. MARIE SIBLEY

What an amazing day today was! It was my first experience of a DBS International Day and one that I will remember for a long time. I would like to thank all our staff for their hard work putting the day together, especially Mr. Ali and Mrs. Longmore, and all the parents who worked so hard to set up and run such interesting stalls representing so many different countries. The children had a wonderful day and learned so much about the customs, culture and geography of these nations. In class, they also took part in a variety of activities to encourage global citizenship. We hope that you all enjoyed the parade.

All week we have been celebrating Languages Week with a variety of activities organised by our Head of Arabic, Rasha Heargy and our Head of Spanish, Jose Guerola. These have included students having a lesson in the language that they do not usually learn, older students visiting Pre-School to teach them some basic vocabulary in either Spanish or Arabic and children participating in 'La Tomatino' races at lunchtimes. Thank you to everyone involved in these events.

Some of our students showed great commitment to the choir today by missing out on the fun of International Day to participate in a choral festival at AKIS. Thank you to Miss Martin for taking them and for ongoing dedication to the choir. They had a great time and we are very proud of them.

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# SAFEGUARDING & WELLBEING

CREATING A SAFE SPACE

## 10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

### 1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

### 6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

### 2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

### 7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example), positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

### 3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

### 8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

### 4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

### 9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

### 5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

### 10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

### Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.










## LOST PROPERTY COLLECTION

### WHERE

Outside the Canteen Area

### WHEN

Wednesday 29th and Thursday 30th January

### TIME

13:10pm - 15:00pm

### GOING FORWARD

All lost property will be stored in the Canteen Cupboards

### PLEASE REMEMBER

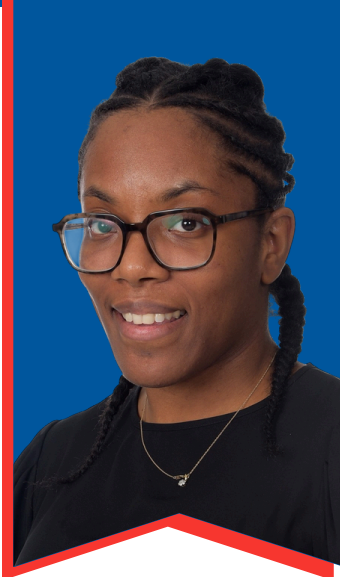
All items bought from home need to be labelled.





# SPOTLIGHT OF THE WEEK

E C A U P D A T E S



**RACHEL CLARKE**  
ASSISTANT HEAD OF KS1

## STEAM WEEK

### HOME COMPETITION SUCCESS!

Last week, many of our talented Primary students participated in the exciting **STEAM Week** Home Competition, showcasing their creativity and engineering skills.



Holl, Hunter  
Thomas  
REC B



Elnagdy,  
Selim  
Year 1A



Bensahnoun,  
Tasnim  
Year 4 C



Thawefeles,  
Carla  
Year 6 C



### The challenges included:

- Building a Bridge - EYFS
- Designing a Boat - KS1
- Creating a Marble Run - KS2

We want to extend our heartfelt thanks to parents for their incredible support, helping children bring their fantastic ideas to life. The response was overwhelming, with so many wonderful photos and videos submitted across the Primary school.

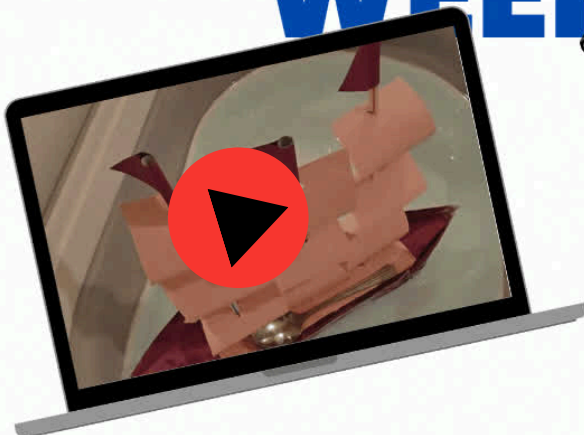
A huge well done to everyone who took part—you've all impressed us with your creativity and enthusiasm!

### Congratulations to Our Winners:

- EYFS: Hunter Holl (REC B)
- KS1: Selim El Nagdy (1A)
- KS2: Tasnim Bensahnoun (4C)
- KS2: Carla Thawefeles (6C)

# STEAM WEEK

*Primary*

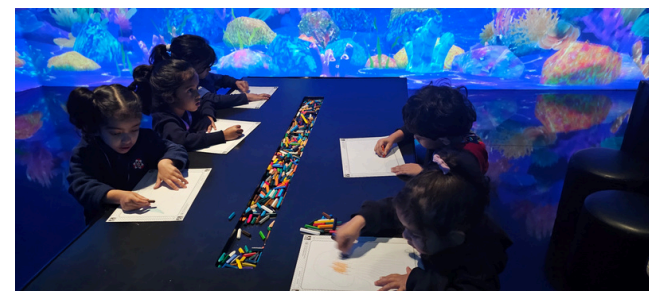






# PRESCHOOL HIGHLIGHTS

THIS WEEK IN PRESCHOOL



## Summary of the Week

The children had a fantastic time at Oli Oli! A big thank you to our parent helpers for making the trip so special.

The children also thoroughly enjoyed their first International Day celebrations, especially participating in the parade and exploring the cultural stalls.

## Home Activities

Bring in a photograph of you beside a bridge. It could be a famous bridge that you saw on holiday or even the one in Aspire Park!

## Teacher's Message

### Creche

Please note that starting from Sunday, 6th January, pick-up from the crèche must be completed between 1:00 PM and 1:50 PM. After 1:50 PM, the gate will be closed, and pick-up can only take place from 2:00 PM. This is to facilitate preparations for the whole school pick-up at 2:00 PM. Thank you for your cooperation.

### Junk modelling

Next week, the children will be making junk-models of bridges. Kindly send in materials for junk modeling.

### School Uniform

This is a polite reminder about the school uniform expectations for pre-school children:

- Jumpers or jackets should be plain navy blue, with no visible logos apart from the DBS badge.
- Shoes should be black.
- Trainers may be worn only on PE days.
- During the colder weather, boys can wear blue, black or grey trousers. There should be no visible logos on the trousers.
- If girls are wearing tights with their skirts, they should be plain white or blue.



## Next Week

Our learning will continue to focus on the story of The Three Billy Goats Gruff. The children will explore different types of bridges and have the opportunity to build their own using junk modeling materials.

### Parent Volunteers

If you are interested in becoming a parent volunteer to assist with trips etc. please read this document and complete the necessary steps.

[Parent volunteer documentation](#)







# RECEPTION HIGHLIGHTS

THIS WEEK IN RECEPTION



## Summary of The Week

The children wrote some wonderful postcards this week. It is fantastic to see their progress in reading and writing since the start of Reception. They are now writing lots of sentences!

## Next Week

Next week our class story is 'The Pirate Tree'. We will be writing a setting description describing our pirate ships. We will continue to learn about the number 9, incorporating in subtraction with our number bonds.



## In Spanish

Reception students are discovering a new animal: el leopardo - the leopard! This exciting jungle creature brings with it a new skill for our students to master: "el leopardo corre" - the leopard run.

Dear Parents,

Thank you for showing an interest in supporting Doha British School with trips and visits. To ensure that you are fully prepared, please could you do the following:

Watch the Parent Representative presentation, paying special attention to the Educare information.

### [Parent Volunteer Presentation](#)

**Read** the attached Guidelines

**[Trips and Visits Guidelines](#)**

Complete the Agreement

**[Trips and Visits Agreement](#)**

Within a week an Educare Account will be created for you. You will receive an email from Tes Develop to set up your account.

Once you have completed one of the compulsory Educare course: Child Protection Refresher 2024 or Child Protection Basics for International School please upload your certificate here:

**[Parents: Trips and Visits](#)**

The course does not have to be done before you assist on the trip, however, the expectation is that you do it as soon as possible.

Note that if you have already done this for Parent Representatives or Reading Parents you do not need to do it again. If you have any queries please email Diane Longmore - [diane.longmore@dohabritishschool.com](mailto:diane.longmore@dohabritishschool.com)

Kindest Regards,

**Doha British School Primary Leadership Team**

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Thank You