

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Newton International School – Lagoon Campus
School address and postcode:	PO Box 8449
School telephone:	0097455795546
School website:	https://newtonschools.sch.qa/schools/nis-lagoon/
Head teacher:	Patrick Salvage
Head teacher's email:	principal@nislagoon.com
WAS coordinator:	Andrew Hardy
WAS coordinator's email:	dprincipal@nislagoon.com
Award verifier:	Emma Symonds
Award adviser (if applicable):	N/A
Date of verification:	Monday 19 th May 2025

Commentary on the evidence provided:

The documentation provided by Newton International School Lagoon Campus represents an exemplary and comprehensive approach to evidencing its whole-school commitment to emotional wellbeing and mental health. The breadth, consistency and depth of materials collated reflect a whole-school culture that is deeply embedded and strategically aligned with the principles of the Wellbeing Award for Schools.

Across the eight objectives, there is clear and thorough evidence demonstrating how the school embeds wellbeing within all aspects of provision. Over 200 evidence files span a wide variety of formats, including videos, photographic evidence, pupil work examples, Class Dojo and Instagram communications, stakeholder surveys, staff training records, safeguarding minutes, planning documents, and professionally designed newsletters. Every phase and stakeholder group—EYFS through secondary, parents, staff, and external professionals—has been included in the evaluation and implementation of the school's strategy.

In Objective 1, for instance, wellbeing vision statements have been clearly articulated and made visible through Class Dojo announcements, wall displays, and detailed BSO inspection reports. There is a consistency in messaging across all communication platforms. The Class Dojo files and social media documents show how messages are shared regularly with families, further embedding the

school's ethos across home-school links. This communication is complemented by evidence of stakeholder feedback in the form of multiple survey comparison documents, updated between terms, reflecting responsiveness to feedback.

The documentation shows how wellbeing is not only promoted but operationalised across school routines. The abundance of group work planning and attendance logs, particularly in EYFS and primary, highlights how early intervention and structured group support, such as emotional regulation sessions, are embedded into weekly timetables. Termly SEMH reports and policy audits further illustrate how needs are identified, tracked and addressed at a whole-school level. Photographic evidence of student work and activities during mental health awareness weeks, wellbeing clubs and classroom learning (e.g. Zones of Regulation and P4C activities) showcase the learner voice in action.

Staff wellbeing is equally prioritised and well-evidenced. Surveys, breakfast clubs, celebration events, team-building sessions and CPD bookings (e.g. via Flourishing Mind or James McQueen) all feature in the documentation. These not only demonstrate that staff are supported but reflect a systematic and sustained culture of appreciation and preventative care. Termly summaries, weekly wellbeing boards and feedback analysis reinforce the impact of this work.

There is notable excellence in pupil voice. Meeting minutes, wellbeing council initiatives, pupil podcasts, video files of learners speaking confidently, and PASS survey data all demonstrate that children are not only involved in shaping provision but are reflective, articulate and valued. The presentation of work is high quality and age-appropriate, with displays and posters in both Arabic and English, reinforcing inclusivity. Students' personal responses—especially in response to events such as mental health assemblies and examination preparation—show that learners feel equipped and supported.

The partnership with parents is extensive and well-documented, from information sessions and parent coffee mornings to Class Dojo interactions and termly wellbeing reports. The documents titled "Parent Updates," "Parent Workshop Presentation," and the safeguarding information booklets provide a strong example of transparency and accessibility. The presentation style throughout the evidence is coherent and of high quality, reflecting the care taken to ensure consistency and impact.

The evidence shows that wellbeing is a strategic priority that is lived, celebrated, and continually evaluated. Newton International School Lagoon's submission and final presentation sets a very high standard for best practice in whole-school wellbeing provision.

Strengths identified during verification:

Newton International School Lagoon Campus has demonstrated an embedded and holistic commitment to promoting emotional wellbeing and mental health throughout the entire school community, achieving the Wellbeing Award for Schools through a highly coordinated and strategic approach. The evidence submitted across all objectives reflects a culture of care, reflection and proactive development that places wellbeing at the centre of the school's ethos and daily operations.

The school's clear vision and strategy for emotional wellbeing and mental health is consistently communicated to staff, students and families. A vision statement that positions wellbeing at the heart of the school's aspirations is reinforced through policies such as the Whole School SEMH and Staff Wellbeing Policies. Stakeholder feedback, including from PASS and WAS surveys, has been instrumental in shaping the provision, ensuring alignment between practice and policy. The school's

response to this feedback has been both thorough and dynamic. For example, regular wellbeing audits and termly reviews guide the refinement of strategies, enabling the school to adapt provision according to emerging needs across cohorts and year groups.

The school has created a positive culture in which emotional wellbeing is seen as a collective responsibility. Mental health is openly discussed and normalised through awareness events such as World Mental Health Day, during which senior students take the lead on delivering key messages to peers and younger pupils. Assemblies, bulletin boards and parent workshops further promote this culture. Visual reminders, such as safeguarding posters in both English and Arabic, reinforce the message that support is always available. These practices have increased confidence among students and staff to speak up and seek help when needed.

Newton International School – Lagoon Campus’s commitment to staff wellbeing is substantial and highly valued. Feedback from BSO inspections acknowledges the strong sense of collegiality and support among year group teams. Staff benefit from initiatives such as department breakfasts, iftar gatherings, and induction days that include airport welcomes and wellbeing packages. The wellbeing strategy includes a clear but flexible and reactive budget and appraisal system that incorporates emotional wellbeing goals. Staff training sessions and CPD programmes, such as those delivered by Flourishing Minds and James McQueen, demonstrate that professional development on mental health is prioritised and sustained throughout the year.

For students, the school has established robust systems for identifying and responding to emotional and mental health needs. Staff surveys reveal a high level of confidence in identifying signs of distress and signposting students to the appropriate support. The school’s multi-layered approach includes SENCOs, counsellors, form tutors and wellbeing staff who collectively ensure early intervention. Targeted resources, such as ‘Zones of Regulation’ for primary learners and exam wellbeing posters for secondary students, show that pupils are equipped with tools to manage stress and anxiety effectively. These are complemented by structured counselling interventions and the consistent use of the PASS survey to track pupil attitudes and identify needs.

Support for parents is equally strong. The school shares detailed progress reports with clear targets, runs regular workshops and provides families with structured advice on supporting children’s mental health at home. School counsellors maintain ongoing communication with parents to align support strategies across home and school. The feedback loop is strengthened through stakeholder surveys, allowing the school to remain responsive to parental concerns and continuously enhance its provision.

The school’s leadership ensures all actions are purposeful and evaluated. Senior leaders closely monitor the impact of wellbeing initiatives, adjust strategies accordingly and communicates progress across the community. A culture of co-creation is evident through pupil voice activities and the involvement of wellbeing ambassadors, reinforcing shared ownership of the school’s vision.

Newton International School Lagoon’s achievement of the Wellbeing Award reflects an embedded, reflective and responsive approach to mental health and emotional wellbeing. The breadth of provision, stakeholder engagement and strategic leadership combine to create a safe, inclusive and nurturing environment for all.

Impact:

Newton International School Lagoon Campus has demonstrated a clear and measurable impact through its commitment to student, staff and parental wellbeing. Over the course of the academic year, the introduction and embedding of wellbeing practices have led to improved emotional literacy, stronger community relationships, and increased engagement across all stakeholders.

For students, there is a growing culture of emotional awareness and support. Initiatives such as daily check-ins, wellbeing walls, P4C lessons, access to counselling, and circle time have led to students reporting higher confidence in seeking help and expressing their feelings. Survey data confirms a positive shift from October 2024 to April/May 2025, with students increasingly acknowledging the presence of mental health support in school and feeling more able to approach staff when worried. Notably, awareness of the Wellbeing Award increased due to targeted assemblies, tutor discussions, and visible promotion around the campus. Children now describe themselves as happier, more secure and feel their voices are more valued within the school community. Emotional wellbeing is now embedded in curriculum areas and pupils are empowered to be part of peer support, leadership and social responsibility initiatives. Strategies like the Calm Box project, Affirmation Stations and reward systems have also contributed to pupils' sense of belonging and confidence. The low turnover of staff has further supported this stability, and enhanced transition planning, particularly for Year 6 pupils, has ensured emotional security through key academic milestones.

For staff, the impact has been equally strong. Staff report greater confidence in recognising and responding to pupils' emotional needs, supported by intensive programmes of CPD and training on emotional literacy and wellbeing. Open channels of communication, accessible leadership, and visual displays promoting mental health awareness have contributed to a positive staff culture. Teachers feel empowered to contribute to wellbeing initiatives and report that consistent messaging around wellbeing has improved relationships with pupils and fostered stronger classroom communities.

For parents and carers, feedback reflects an increased sense of trust and collaboration. The April/May parent survey showed a positive increase in awareness and understanding of the school's wellbeing focus. Many parents acknowledged the school's efforts to communicate in accessible ways, including translated resources, ClassDojo updates, video messages, and wellbeing workshops. Parents appreciate knowing who to approach with concerns and report feeling heard and included, particularly through surveys and informal feedback mechanisms. Several commented on how the school's nurturing environment has positively influenced their children's attitudes and resilience, especially among those with additional needs. The introduction of wellbeing boards and clearer communication around the roles of support staff have helped parents feel more informed and connected to the school's approach.

Overall, Newton International School Lagoon Campus has shown that its inclusive and proactive approach to wellbeing is having a tangible, positive impact. Pupils feel supported and listened to, staff feel equipped and valued, and parents feel engaged and reassured. The school has successfully fostered a culture where wellbeing is prioritised, and the whole-school community benefits from the systems, relationships, and values embedded throughout the school. Continued investment in training, feedback loops, and collaboration will ensure that this impact is sustained and evolves with the needs of the community.

Areas for development:

(Taken from the school's own plans and strategies).

To continue to **increase the visibility of wellbeing** and support services through termly updates, workshops, and communication channels across all stakeholder groups.

Implement further structured opportunities for **parents to develop their knowledge of Wellbeing and Mental Health** - and to provide feedback & co-plan wellbeing initiatives to strengthen home-school collaboration.

Providing ongoing **CPD for staff** on identifying and addressing personal mental health concerns, including access to anonymous support systems; for staff to feel empowered to deliver sessions.

Further strengthen collaboration with external agencies, expanding partnerships with mental health organisations in Doha and working to overcome any stigma associated with mental health.

Consider **further ways to measure the impact of our Wellbeing initiatives** on pupils, parents and staff.

Verifier recommendation:

It is the verifier's recommendation that the school receive the WAS.

Head teacher comments:

Newton International School Lagoon is proud to receive this verification, which recognises our deeply embedded and community-wide commitment to promoting emotional wellbeing and mental health.

I would like to thank our pupils, parents and staff for their unwavering dedication to creating a nurturing, inclusive and reflective school environment where everyone feels valued and supported.

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