

ISA Awards 2021 Case Study: Excellence and Innovation in Mental Health & Wellbeing

DLD COLLEGE LONDON

JANUARY 2022



Background to the School

DLD College London was founded in 1931 in Hyde Park, London to provide tutoring for Oxbridge and Colonial Service entrance exams. Though many changes in education have taken place in the near century that followed, its vision and fundamental aim of helping individual students to achieve their academic potential has remained the same.

Temporarily rehoused at Radley College, Oxfordshire during the war and returning to Holland Park in 1940, DLD soon grew and hastened the need for greater, more suitable premises, which were found in Notting Hill. DLD became the choice sixth form destination for many students and by 1996 DLD functioned across two London campuses, Marylebone and Belgravia, with a multinational student population totalling 420. Moving again in 2015 to Westminster Bridge Road, where it remains, DLD joined London's iconic skyline with its futuristic building that includes 15 floors of modern ensuite boarding and bespoke educational facilities, set amongst the historical buildings and culturally rich surroundings of Westminster and the South Bank.

Irfan Latif was appointed as Principal of DLD College London in 2018 and with him the College's global vision moves forward. Key to this is embracing the diversity within its staff, student population and wider community, offering traditional GCSE and A-Level courses as well as BTECs and new IFP programmes – actions that reiterate the College's innovative and flexible response to a rapidly changing and technologically advancing world.

With its new ground-breaking curriculum and expansion to Year 9 in September 2023, DLD continues to evolve and adapt to meet the needs of the 21st century learner.

DLD
COLLEGE
LONDON
ESTABLISHED 1931



www.dldcollege.co.uk



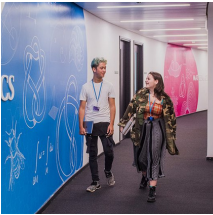
AIMS

The Houseparents had noticed a number of students struggling in the mornings – often having to be chased, so as not to be late for lessons, or generally sluggish. Feedback from students was that they had struggled to get good quality – and sometimes quantity – of sleep. We wanted to put in place solutions.

ACTIONS

In August 2019 we started the process, working with the Children's Sleep Charity to get over 30 members of staff undertaking sleep training. We used a sleep audit to highlight the practices for all students to take a more active understanding of the importance of sleep. We established sleep stations in the boarding house and initiated a programme of preparation for sleep which allowed the young people to properly stage themselves to effective sleep patterns. We also included sleep training as part of our Wellbeing Workshops. This was used alongside the reports that were generated from Steer's AS tracking regarding students' wellbeing, to provide action plans which included considerations around management of proactive measures with sleep.

The Houseparent team were instrumental in seeing students each morning and flagging those who had clearly lacked sleep (either physical signs or mentioned in weekly room visits), but as the programme grew and more students heard about positive stories from their friends, some students also began to self-refer.



OUTCOMES

The quality and quantity of sleep in the boarding house increased! Students found it easier to adjust their body clocks, using the methods and sleep plans – which led to better focus in class, as well as them having more energy to socialise in the evenings.

NEXT STEPS

The Sleep Workshops are ongoing – with every new intake, we run the workshop, but also remind returning students that it is there for them should they need it. Students are able to understand better the way in which the 'parts' make the 'whole' and the value of a good night's sleep on all areas of their life.

Contact: James Kidd, Senior Vice Principal (Pastoral): James.Kidd@dld.org

