



digi.well Action Plan



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Part I: Introduction and guidelines

How you started and where you are now

Congratulations for completing the first and second steps of your school's journey towards digital well-being: the [Self-assessment tool \(SA Tool hereinafter\)](#), where you reflected on your school's current approach to digital well-being, and the [Evaluation rubric](#), where you explored *Baseline standards* and *Points for further reflection*.

Important – The SA Tool needs to be completed before starting with whole-school action planning. While the SA tool can be completed individually by any member of the school staff, it is [strongly recommended to obtain multiple viewpoints by having more staff members complete the SA tool](#). This can be followed by conducting a workshop where all summary reports are compared, and discrepancies are resolved through structured discussion. We recommend [various staff representatives](#) (e.g. leadership, counselling, teachers, supporting staff) as well as student and parent representatives are included in the digital well-being discussion from the beginning. This will ensure that key priorities that need attention are recognised by the school and will provide a solid starting point for the Action plan.

You have now reached the [third step](#): the [Action plan!](#)

This step will help you turn your self-assessment results into [concrete, time-bound actions](#) to improve digital well-being through a [whole-school approach](#), focusing on the four key areas of [Leadership, Infrastructure & Equipment, Policy, and Practices](#).

The Action plan will guide you to:

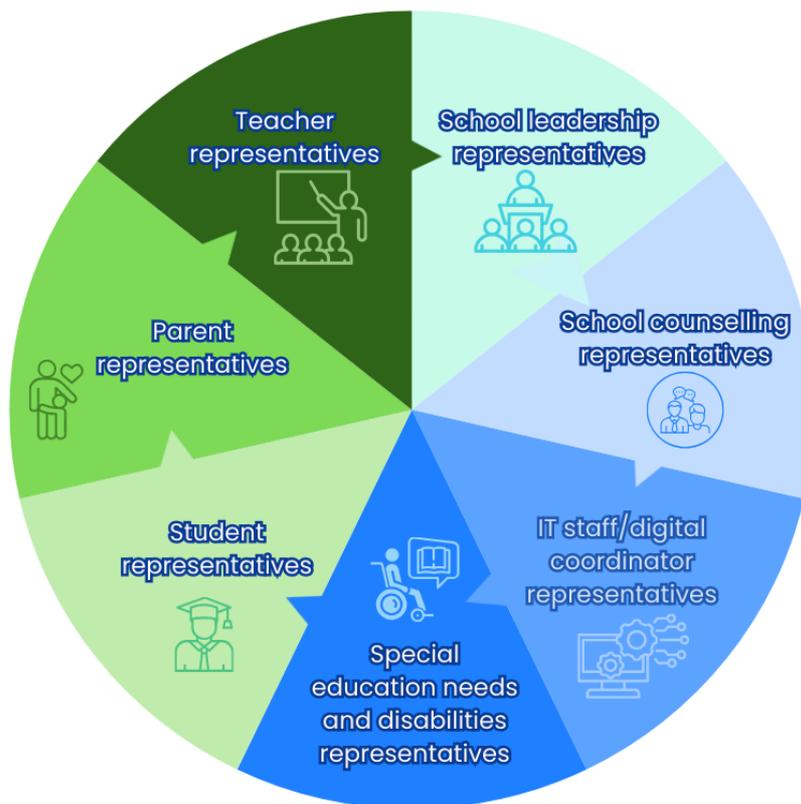
- Translate low self-assessment scores into [specific gaps](#) (what is missing/weak).
- Choose a small number of [priority actions](#).
- Assign [owners, timelines, resources, success criteria, and monitoring](#).
- Review progress and update actions based on [evidence](#).

Who should complete the Action plan

Envisioning a strategy for maximising digital well-being for everyone in a particular school requires [a whole-school approach](#). This means that everyone in the school community works together – collaboratively, consistently, and deliberately – to help students and staff build healthy, safe, and balanced relationships with technology. The

Action plan for digital well-being should not be written by one person or one department. It needs engagement and contributions from everyone who shapes students' daily digital lives. We recommend that **a core working group** making the Action plan should consist of:

- Teacher representatives, across subjects and student ages.
- School leadership representative(s).
- School counselling representative(s).
- IT staff/digital coordinator representative(s).
- Special education needs and disabilities representative(s).
- Student representative(s).
- Parent representative(s).



Use one of the two scenarios of working towards a whole-school approach:

Option A: Work through the Action Plan Guidelines and Examples document **together as a core working group**, using a workshop-style session to agree on priorities and write actions directly into the Action plan as you go.

Option B: Have one designated staff member **review the document individually first** and draft suggested actions for the school's Action plan. This draft is then shared with the core working group, who review it and make further adjustments together.

How to use the Action plan

1. Start with results (not opinions)

According to Self-assessment summary report identify the **lowest-scoring** areas (choose 2-4 sub-areas).

2. Check *Baseline standards* in the Evaluation rubric

For each priority sub-area, review the rubric's *Baseline standards* (minimum expectations) and any *Points for further reflection* (consider additional actions).

Use this to avoid planning "nice activities" that don't fix the actual gaps.

Note: Each question in the SA Tool matches a sub-area of the Evaluation rubric, and the same sub-area is also used in the Action plan (for example: *Question A.1 "In our school we have a shared definition of digital well-being"* of the SA Tool survey corresponds to *Sub-area A.1 "A shared definition of digital well-being"* of the Evaluation rubric, and **the same Sub-area A.1**, is used here in this Action plan).

For different sub-areas, this Action plan provides:

- Identified gaps: to be completed by the school.
- Example actions: ideas you can adapt or replace.

- Action Plan Table: to plan implementation: who, when, resources, indicators, monitoring.

You will find references such as “*See Evaluation rubric: A.1 / B.2 / ...*” that will guide you back to the **Evaluation rubric** to understand what “good” looks like and what baseline elements may be missing when approaching digital well-being in schools.

3. Write the gap as a specific problem statement

In the section "Identified gaps" of the Action plan table, describe what is missing in concrete terms (e.g., “No referral pathway exists” / “Policy exists but staff do not apply it consistently” / “No monitoring data is collected”).

The gap should describe a **problem**, not a solution!

4. Choose 1–3 actions per sub-area (keep it realistic)

Prefer actions that:

- Address gaps you identify in the *Baseline standards* of the Evaluation rubric first.
- Plan a concrete **change in practice** (not only “raise awareness”).
- Have a **clear owner** and a realistic timeline.

5. Points for further reflection (optional)

Review the *Points for further reflection* in the Evaluation rubric. What additional actions could you potentially undertake? What additional elements should you explore? What are some further opportunities for improvement?

6. Complete the Action plan Table

Each action must specify:

- **Responsible**: name a role/person who can deliver (one clear lead; others as support).
- **Timeline**: set an end date or term (avoid “ongoing” without milestones).
- **Resources**: define what resources are required to complete a certain activity
- **Success criteria**: define success beyond outputs (not only “workshop delivered”).
- **Monitoring**: specify *how often* you will review progress and what evidence you will use.

7. Whole-staff validation

- **Test mutual understanding:** Can every staff member explain what we are doing and what changes for them? Evidence: all/most staff can state the priorities and describe their own role without guessing.
- **Feasibility:** Can we do these actions with our time, tools, and constraints? Evidence: actions have a clear owner, the needed resources are identified, and there is a workable “version 1” even if ideal resources are not ready.
- **Clarity (routes/tools/expectations):** Do people know exactly what to do in common situations? Evidence: staff can follow the route without asking questions like “Who do I go to?” or “Where is the form?” in typical cases.
- **Workload:** Is this realistic without quietly putting extra work on staff? Evidence: the extra time is known, shared fairly, and there is an explicit plan to reduce something else if needed.

Revise actions if issues are flagged; **confirm staff know what the changes in daily practice are.** Every staff member should be able to answer: “What are our top digital well-being priorities?”, “What is expected of me in daily practice?”, “What is the reporting/referral route if I have a concern?”.

8. Review and update (make it a cycle)

Schedule review points (e.g., end of term). The working group reviews evidence and staff feedback, adjusts actions, and reports progress. Update actions based on **evidence** and re-run self-assessment periodically to measure progress over time.

Things to keep in mind

- 1) **Co-owned plan (no single-person plans)** | The Action plan is drafted by a working group and validated by staff before approval. Even if initial suggestions are made by an individual, the final version of the Action plan should be made by a team in line with the whole-school approach.
- 2) **Fewer areas, done properly** | Do not choose too many priorities. Too many actions lead to partial implementation and weaker impact.
- 3) **Baseline first** | Check the *Baseline standards* of the Evaluation rubric before writing actions. Missing baseline items should be addressed first.
- 4) **Real ownership and clear routes** | Each action has one named accountable lead, with specific support roles assigned. Make explicit who completes each step, how issues are raised, and exactly how/when concerns are reported.
- 5) **Policies do not count unless daily practice changes** | Any policy action must include: staff briefing, pupil communication, parent/guardian communication, a check that agreed upon actions, procedures and expectations are understood and followed in practice.
- 6) **Equity check** | Continuously check equity/accessibility impact (Special Educational Needs/disabilities, device/connectivity access, linguistic/cultural diversity).
- 7) **Avoid “awareness-only” actions** | Don’t run awareness initiatives alone unless paired with a practical change (routine, pathway, curriculum integration, monitoring).
- 8) **Digital well-being: quality over bans** | Avoid framing digital well-being as “screen bans”. Focus on quality/context, self-regulation strategies, and understanding persuasive design.
- 9) **Build student voice and parent/guardian engagement as ongoing mechanisms** | Engage students and parents/guardians actively, use termly and continuous feedback, not one-off events.
- 10) **Victim-centred safeguarding and response** | All actions must consider potential victimisation risks and include clear, safe and accessible routes for disclosure, support and referral.



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Now it's time to begin!

Now it's time to put your reflections into practice and start drafting your Action plan.

Go back to your *Self-assessment summary report* and *Evaluation rubric*. Building on the insights you gained from these two documents, identify specific gaps, prioritise areas for improvement, and define concrete actions with clear responsibilities, timelines, and monitoring measures.

In Part II you can find the [Template for Action plan](#) and [examples](#) of possible actions for each Area/Sub-area. Use them as inspiration and adapt them to your school context.

Part 2: Examples

1. Area A (Leadership) — Sub-area A.1 Shared definition of digital well-being

In our school we have a shared definition of digital well-being.

A shared definition of digital well-being is an agreed understanding across the school community that reflects both online risks and opportunities, with a vision to protect, empower and respect children and young people in a digital world. | See Evaluation Rubric: A.1.

Baseline checklist – Identifying gaps (tick what exists now)

Use the Evaluation rubric for this sub-area to check the baseline standards. In this template, list only the missing baseline items as “Identified Gaps”. Write the gap in one sentence.

Identified Gaps (Describe what your school is missing or needs to strengthen)
e.g., ... <i>We do not have _____, so _____ happens (inconsistency / confusion / poor implementation).</i>
<i>"Our school does not have a shared level of understanding or a shared definition of digital well-being, so this aspect of well-being is rarely and inconsistently addressed, if at all."</i>

Example actions

Baseline actions (do these before anything ‘fancy’):

- Run a co-design workshop (staff + pupils + parents) to draft the definition and agree 3–5 “non-negotiables” for practice.
- Produce age-appropriate versions: pupil-friendly (younger/older), staff version, parent version.
- Embed the definition into real school mechanisms (onboarding, policy intros, assemblies, curriculum planning prompts).

Stretch action (optional):

- Frame the definition explicitly through children’s rights and the “4Cs” of risk (content, contact, conduct, consumer).

Action Plan Table

KEY ACTIONS	LEAD OWNER + SUPPORT	TIMELINE	RESOURCES NEEDED	SUCCESS CRITERIA	EVIDENCE & MONITORING (DATA + REVIEW POINT)
A.1-1 Co-design and agree a shared definition (1 workshop + final wording + sign-off)	Lead: Digital well-being lead. Support: School leader, pupil representatives, parent representatives	Draft by: __ / Approve by: —	Workshop time; facilitator	≥80% staff can correctly summarise definition (short check); pupils can explain meaning (quick pupil sample)	Staff feedback 2–4 weeks after launch; pupil sample each term
A.1-2 Produce age-appropriate versions + “what it means in practice” (pupil/parent/staff)	Lead: Digital well-being lead Support: teacher reps, student council	—	Design/printing; translation if needed	Versions exist and are understood (survey item “I know what this means”)	Termly spot-check: new staff induction + pupil voice
A.1-3 Embed into routines (induction, policy intros, assemblies, curriculum prompts)	Lead: School leader. Support: HR/admin, subject leads	—	Update docs; 15 min staff briefing	Definition used consistently (reduced variation in staff messaging)	Working group review once per term (evidence: induction materials, policy intros, staff agendas)

2. Area B (Infrastructure) — Sub-area B.3 Technical infrastructure supporting well-being

In our school, the technical infrastructure is safe and secure, supporting the digital well-being of pupils and staff.

A safe and secure technical infrastructure requires that efficient and effective systems and processes are in place to prevent and reduce online risks, to protect pupils' and staff's safety, security and privacy, to enable them to report issues and concerns, and to help manage digital use in a safe and balanced way. | See Evaluation Rubric: B.3.

Baseline checklist – Identifying gaps

Use the Evaluation rubric for this sub-area to check the baseline standards. In this template, list only the missing baseline items as “Identified Gaps”. Write the gap in one sentence.

Identified Gaps (Describe what your school is missing or needs to strengthen)

e.g., ... We do not have _____, so _____ happens (inconsistency / confusion / poor implementation).

Example actions

Baseline actions:

- Establish a minimum-security maintenance standard (device compliance, account controls).
- Review filtering/monitoring to ensure its age-appropriate, profiled, and transparent.
- Make reporting channels usable (visibility + child-friendly + fast response loop).

Stretch action (optional):

- Ensure offline alternatives exist where appropriate (reduces stress and supports balanced use).

Action Plan Table

KEY ACTIONS	LEAD OWNER + SUPPORT	TIMELINE	RESOURCES NEEDED	SUCCESS CRITERIA	EVIDENCE & MONITORING (DATA + REVIEW POINT)
B.3-1 Security baseline implemented (patching, AV/firewall, access controls, restricted installs; device compliance)	Lead: IT. Accountable: School leader	—	IT time; asset inventory	% devices compliant; reduction in avoidable incidents	Monthly compliance report to SLT
B.3-2 Filtering/monitoring reviewed and profiled (roles/age levels; documented rationale; staff guidance)	Lead: IT. Support: safeguarding	—	Vendor settings; policy doc	Filtering levels match profiles; staff know what is filtered and how to escalate	Termly review + incident trend analysis
B.3-3 Reporting + early intervention system made usable (pupil reporting routes + internal logging + external support signposting)	Lead: Safeguarding. Support: IT	—	Simple reporting tool; comms materials	Reporting route awareness rises (pupil item); fewer "lost" cases (no record/owner)	Monthly safeguarding log review + termly pupil voice

3. Area C (Policy) — Sub-area C.1. Online safety and risk prevention

In our school, online safety and risk prevention policies promote safe and responsible digital behaviours, and a balanced and ethical use of digital technology (including AI), while ensuring timely and appropriate access to support.

Online safety and risk prevention policies are regularly reviewed and they set clear expectations for safe and respectful digital behaviour, including guidance on online safety, risk prevention and the ethical use of AI and emerging technologies, recognise the emotional impact of online experiences, promote balanced and healthy engagement and provide clear and accessible referral pathways and reporting mechanisms so that everyone in the school community knows how to access help when needed. | See Evaluation Rubric: C.1

Baseline checklist – Identifying gaps

Use the Evaluation rubric for this sub-area to check the baseline standards. In this template, list only the missing baseline items as “Identified Gaps”. Write the gap in one sentence.

Identified Gaps (Describe what your school is missing or needs to strengthen)

e.g., ... We do not have _____, so _____ happens (inconsistency / confusion / poor implementation).

Example actions

Baseline actions

- Rewrite the C.1 policy pack so it explicitly covers every baseline risk theme (harmful content, addictive design, commercial manipulation, digital harm, AI ethics) and links to safeguarding and student support.
- Make reporting/referral pathways real and usable (one page, pupil-friendly, parent-friendly, staff quick steps; named roles; internal route + external helplines).
- Implementation, not awareness: minimum staff briefing + classroom routines so pupils get consistent messages, and staff respond consistently.

Stretch actions (optional)

- Termly audit/incident review cycle; update policy for new risks/features.
- Pupil co-design: student panel reviews reporting experience and messaging.
- Avoid simplistic “screen time limits” messaging; focus on quality/context, addictive design features, and practical habit strategies.

Action Plan Table

KEY ACTIONS	LEAD OWNER + SUPPORT	TIMELINE	RESOURCES NEEDED	SUCCESS CRITERIA	EVIDENCE & MONITORING (DATA + REVIEW POINT)
C.1-1 Update and approve the online safety & risk policy pack: AI guidance + harmful content (misinformation/ deepfakes) + addictive design features + commercial manipulation + links to safeguarding/referral pathways	Lead: School leader / Safeguarding. Support: Digital lead, IT, teacher reps, pupil reps	Draft by: ___ / Approve by: ___	Policy template; legal, safeguarding alignment time; pupil/parent consultation mechanism	(a) All baseline checklist items ticked; (b) Staff can accurately answer “what changed?” (short quiz or staff check-in)	Policy checklist audit (once before approval); staff pulse check (2–4 weeks after rollout); annual review date logged
C.1-2 Reporting + referral pathway made usable: one-page flowchart for staff, pupil-friendly version, parent version; named roles; internal reporting + external helplines	Lead: Safeguarding. Support: Admin, counsellor, IT	Live by: ___	Design, printing; reporting form/tool; time in staff meeting	(a) ≥90% staff can name the reporting route; (b) pupils report they know where to go (survey item); (c) reduced “lost” cases (no owner/no record)	Monthly incident log review (working group); termly pupil quick survey; termly parent feedback
C.1-3 Implementation into everyday practice (minimum viable): 30–45 min staff briefing + classroom micro-routines + 2 lesson touchpoints per year (misinformation, deepfakes + addictive design habits) aligned with policy	Lead: Digital lead. Support: teacher reps,	Delivered by: ___	Staff meeting slot; lesson materials; signposting slides; referral reminders	(a) Consistent responses across staff; (b) pupil confidence in seeking help increases; (c) fewer repeat incidents of same type in same cohort	Termly review of incident types + hotspots; short staff reflection after term; adjust lessons/materials accordingly

4. Area D (Practices) — Sub-area D.2 Healthy digital habits

Pupils learn how to use digital technologies purposefully and responsibly... and manage opportunities and risks.

Pupils learn how to use digital technologies purposefully and responsibly, develop healthy and balanced digital habits to protect their overall well-being and learn to manage both the opportunities and risks that digital technologies bring to their well-being. | See Evaluation Rubric: D.2.

Baseline checklist – Identifying gaps

Use the Evaluation Rubric for this sub-area to check the baseline standards. In this template, list only the missing baseline items as “Identified Gaps”. Write the gap in one sentence.

Identified Gaps (Describe what your school is missing or needs to strengthen)

e.g., ... *We do not have _____, so _____ happens (inconsistency / confusion / poor implementation).*

Example actions

Baseline actions

- Agree 3–5 practical healthy habit routines that every class uses, so students get consistent practice (e.g., notification check routine, focus mode for independent work, movement/eye breaks, device-down transitions, bedtime/sleep hygiene messaging).
- Teach at least one concrete strategy per term per year group, using short, repeatable micro-lessons (10–20 minutes) + reflection prompts (e.g., “What helped / what didn’t?”). Include strategies such as notification pruning, Do Not Disturb, app timers, removing autoplay, and managing group chat pressure.
- Make persuasive design visible and understandable, in age-appropriate ways (notifications, streaks, infinite scroll, recommendations/algorithms) so pupils can recognise pressure and practise coping responses (delay/reply scripts, boundaries, switching off prompts).

- Create a simple teacher quick guide + classroom scripts, so staff know what good looks like (minimum expected routines, language to avoid shame/blame, and how to respond if pupils disclose distress).
- Add one parent/guardian-facing tip sheet (1 page) so home messaging supports the same habits (sleep routines, device charging location, chat boundaries, “tech breaks” that don’t feel like punishment).

Stretch actions (optional)

- Run a 4–6 week “habit experiment” cycle (choose 1 habit school-wide, practice weekly, measure with quick student feedback + teacher reflections, refine and repeat next term).
- Student-led well-being ambassadors/peer mentoring to co-design habit prompts, create “what helps me” resources, and run small-group support for managing pressure, Fear Of Missing Out (FOMO), and conflict in messaging apps.
- Personalization for inclusion: develop alternative tools and adaptations (visual routines, calm tech choices, sensory-friendly strategies, scaffolded self-regulation supports) so habits work for all students – not just confident users.

Teacher quick guide (what “good” looks like in classrooms)

- You teach at least one practical strategy pupils can try today (notification pruning, bedtime phone routine, movement breaks).
- You run short, non-judgemental reflection (“What helped/what did not?”).
- You explicitly discuss platform design pressures (notifications, streaks, recommendations) in age-appropriate ways.

Action Plan Table

KEY ACTIONS	LEAD OWNER + SUPPORT	TIMELINE	RESOURCES NEEDED	SUCCESS CRITERIA	EVIDENCE & MONITORING (DATA + REVIEW POINT)
D.2-1 Practical habit toolkit embedded (privacy/ app blockers + sleep/movement routines)	Lead: well-being lead. Support: teachers	—	Toolkit sheet; slides	Pupils can name/try ≥2 strategies; improved self-report “I can manage notifications”	Termly pupil pulse + teacher quick reflections
D.2-2 “Pressure + persuasive design” learning cycle (FOMO/pressure to reply +	Lead: teacher reps	—	Short scenarios; discussion prompts	Pupils recognise design pressures and can describe	Sample of pupil work + short discussion logs

KEY ACTIONS	LEAD OWNER + SUPPORT	TIMELINE	RESOURCES NEEDED	SUCCESS CRITERIA	EVIDENCE & MONITORING (DATA + REVIEW POINT)
notifications + algorithmic feeds)				coping responses	
D.2-3 Safe dialogue mechanisms (anonymous question box + small group reflection)	Lead: tutor system/counsellor	—	Simple anonymous tool	Increased help-seeking confidence; reduced “teachers don’t understand” sentiment	Twice-termly tutor check + counsellor trend notes

Overall conclusion and next steps

This Action plan translates the [self-assessment \(SA Tool\) and baseline evaluation \(Evaluation rubric\)](#) into [clear, practical actions](#) to strengthen digital well-being at school level. It reflects a [whole-school commitment](#) to improving policy, building staff capacity, supporting pupils' healthy digital habits, and ensuring that responsibilities are clear.

The actions across Areas A–D provide a [structured pathway from assessment to implementation](#), with baseline steps establishing essential foundations and stretch actions supporting longer-term development.

A key strength of the work completed so far is the [identification of priorities and the intention to align practice across leadership, staff, students, and families](#). The plan also highlights typical [improvement needs](#), such as:

- consistent implementation across classes,
- clear monitoring and review routines,
- staff confidence in responding to sensitive issues, and
- stronger alignment between school and home expectations.

Successful implementation will require [involvement from school leadership, a designated lead or working group, and staff](#) who embed routines and consistent language in daily practice. [Students](#) should be included through age-appropriate participation and feedback, while [parents and carers](#) should be supported with clear guidance to reinforce healthy habits at home. Where needed, [external partners](#) may provide additional training or support.

[Next steps](#) should focus on moving from planning to consistent delivery:

- confirm ownership and review dates,
- communicate baseline expectations,
- implement the highest-priority actions, and
- monitor progress using light-touch evidence (e.g., termly check-ins and brief staff/student feedback).

Good luck with implementing your Action plan – small consistent steps will make a meaningful difference over time!