مدرسة سبرينج دايلز دبي
SPRINGDALES SCHOOL DUBAI

Springdales School-Wellbeing Action Plan 2026 - 27

Action Plan - Wellbeing								
Ref	Action/strategy (referenced to PS)	Who	Date	Success indicators	Monitoring	RAG		
						1	2	3
	Target 1: Embed Wellbeing within Teaching and Learning *(Links to SIP Target 1 – Teaching & Learning)* Embed age-appropriate wellbeing, social-emotional learning (SEL), emotional regulation, digital wellbeing and safeguarding within classroom practice and pastoral programmes. Ensure teachers use consistent wellbeing strategies to promote positive learning environments.	Wellbeing Coordinator, Section Leads, Teachers	Ongoing	1. Wellbeing learning opportunities evident across all phases. 2. Students demonstrate positive engagement and appropriate behaviour for learning. 3. Staff consistently implement agreed wellbeing practices .	Learning walks, planning scrutiny, student voice, lesson observations			
	Target 2: Early Identification and Targeted Student Support *(Links to SIP Targets 2 & 3 – Data and Leadership)* Use attendance, behaviour, safeguarding, PASS (where appropriate), teacher observations and pastoral information to identify students requiring additional support. Implement timely interventions and review impact regularly.	Wellbeing Team, Counsellor, Inclusion Team, Section Leads	Term-wise	• Students requiring support are identified promptly. • Appropriate intervention plans are implemented and reviewed. • Attendance and wellbeing concerns are monitored through established systems.	Attendance reports, behaviour records, safeguarding logs, intervention reviews			

	Target 3: Student Leadership and Personal Development *(Links to SIP Target 3 – Leadership)* Provide meaningful leadership opportunities through Student Council, Wellbeing Ambassadors, Inclusion Leaders and service-learning initiatives that promote responsibility, belonging and student voice.	Wellbeing Coordinator, Student Council, Section Leads	Ongoing	• Students participate actively in leadership opportunities. • Student feedback informs selected wellbeing initiatives. • Increased participation in school community activities.	Student voice surveys, leadership portfolios, council minutes			
	Target 4: Inclusive School Culture and Positive Relationships *(Links to SIP Targets 1 & 3)* Continue to strengthen an inclusive learning environment through restorative practices, safeguarding awareness, peer support, anti-bullying initiatives and celebration of diversity to ensure every learner feels safe, respected and valued.	Inclusion Team, Counsellor, Wellbeing Team	Ongoing	• Students report feeling safe and included. • Positive relationships are evident across the school. • Inclusive practices are consistently implemented.	Student surveys, safeguarding records, inclusion reviews, learning walks			
	Target 5: Strengthen Parent Partnership for Wellbeing *(Links to SIP Leadership & Community Engagement)* Engage parents through workshops, regular communication and wellbeing awareness sessions to strengthen home-school collaboration in supporting students' wellbeing, resilience and online safety.	Wellbeing Coordinator, FOSS, Section Leads	Termly	• Parents participate in wellbeing initiatives. • Positive feedback demonstrates increased awareness and engagement. • Home-school communication supports student wellbeing.	Attendance records, parent surveys, workshop evaluations			

Impact Statements:

Target 1 – Embed Wellbeing within Teaching and Learning

Wellbeing is increasingly embedded as an integral component of teaching and learning, contributing to a positive, inclusive and emotionally safe learning environment. Students demonstrate improved readiness to learn, emotional regulation, positive relationships and engagement, while staff increasingly apply consistent and effective wellbeing strategies across classroom and pastoral contexts. Evidence from learning walks, student feedback and planning scrutiny demonstrates that wellbeing practices are embedded rather than isolated, supporting students' personal, social and academic development.

Target 2 – Early Identification and Targeted Student Support

The school has strengthened its systematic and proactive approach to early identification, enabling students requiring additional academic, behavioural, attendance, safeguarding or emotional support to be identified and supported in a timely manner. Increasingly effective collaboration between the Wellbeing, Inclusion and Counselling teams ensures that interventions are targeted, personalised and regularly reviewed, resulting in improved student engagement, attendance, behaviour and wellbeing outcomes. The use of multiple sources of evidence supports informed decision-making and early intervention.

Target 3 – Student Leadership and Personal Development

Students are provided with meaningful and increasingly diverse opportunities to lead, contribute and influence school life through the Student Council, Wellbeing Ambassadors, Inclusion Leaders and service-learning initiatives. Students demonstrate growing confidence, responsibility, resilience and leadership skills, while their feedback increasingly informs wellbeing and community initiatives. This has strengthened students' sense of belonging, ownership and agency, contributing positively to their personal development and the wider school culture.

Target 4 – Inclusive School Culture and Positive Relationships

The school continues to foster a highly inclusive, respectful and supportive culture in which students feel safe, valued and accepted. Consistent safeguarding, restorative and anti-bullying approaches, together with peer support and inclusion initiatives, contribute to positive relationships and a strong sense of belonging. Student feedback and pastoral evidence indicate that the school is increasingly effective in creating an environment where

differences are respected, concerns are addressed promptly and students are supported to develop empathy, resilience and positive social behaviours.

Target 5 – Strengthen Parent Partnership for Wellbeing

Partnerships with parents are increasingly purposeful, proactive and focused on student wellbeing, with FOSS and school teams working collaboratively to strengthen awareness of wellbeing, resilience, safeguarding and online safety. Regular communication and engagement opportunities support greater consistency between home and school, enabling parents to become active partners in promoting students' emotional, social and personal development. Feedback and participation evidence demonstrate growing parental awareness and engagement, strengthening the school's wider wellbeing ecosystem.

Overall Impact:
The school's wellbeing provision is becoming increasingly **systematic, inclusive and impact-driven**, with wellbeing embedded across teaching, pastoral care, safeguarding, inclusion, student leadership and parent partnership. The use of multiple sources of evidence enables the school to identify emerging needs, implement timely interventions and evaluate their effectiveness. As a result, students increasingly demonstrate **positive attitudes to learning, resilience, responsible behaviour, confidence and a strong sense of belonging**. Collaborative working between staff, students, families and specialist teams has strengthened a **culture of care, inclusion and high expectations**, supporting students' holistic development and readiness to succeed.