



Staff Wellbeing Policy

The Diamond Learning Partnership Trust

Approved by: Chief Executive Officer **Date:** September 2025

Last reviewed on: March 2023 (replaced the former Stress Management Policy)

Next review due by: September 2027

Contents

1. Aims	3
2. Promoting wellbeing at all times	3
3. Managing specific wellbeing issues.....	4
4. Monitoring arrangements.....	5
5. Links with other policies.....	5

This policy sets out the staff wellbeing policy for The Diamond Learning Partnership Trust.

Some schools have their own well-being teams and support measures and information about these will be found in staffrooms and on the school Intranet.

1. Aims

This policy aims to:

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims

2. Promoting wellbeing at all times

The Diamond Learning Partnership Trust (The Trust) encourages and supports staff wellbeing, whether that's physical or mental wellbeing. All employees and managers should understand the importance of health and well being in general and how stress can impact it. Stress is part of everyone's lives and is essential for functioning on a day to day basis. Stress becomes a problem when "a person is unable to cope with the demands being placed on them" - The Health and Safety Executive (HSE) 2016.

Many of the Trust schools have a well-being team who will meet regularly and support those who need it. The HR (People) Department work with all staff to encourage general well-being in a variety of initiatives and make them aware of the schemes the Trust has in place to support them.

2.1 Role of all staff

All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Follow the trust's/school's policy on out-of-hours working, including guidance on when it is and isn't reasonable to respond to communications
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

2.2 Role of line managers

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the trust's/school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about and access to external support services
- Help to arrange personal and professional development training where appropriate
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return-to-work interviews to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation

2.3 Role of senior staff

Senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up to date, with clearly identified responsibilities and staff being consulted before any changes are made
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Establish a clear policy on out-of-hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about and access to external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- Organise extra support during times of stress, such as Ofsted inspections

2.4 Role of the board of trustees

The board of trustees is expected to:

- Make sure each trust is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the headteachers in the trust
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regard to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

3. Managing specific wellbeing issues

The Trust will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by line managers or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise

At all times, the confidentiality and dignity of staff will be maintained.

4. Monitoring arrangements

This policy will be reviewed every two years by the Trust HR Manager. At every review, it will be approved by the Chief Executive Officer.

5. Links with other policies

This policy is linked to our:

- Appraisal policy
- Behaviour policy
- Capability procedure
- Home-school communication policy
- Staff code of conduct
- Staff absence policy.

6. Support Initiatives

The Trust offers support externally through the following:

- Occupational Health Scheme – confidential counselling can be provided by an occupational therapist with experience in dealing with a wide range of personal issues. They can also assess physical medical needs, and any adjustments required to help a member of staff fulfill their role.
- Employee Assistance Programme – Posters have been supplied to every school and an electronic version can be obtained from the HR (People) Department. Education Support provides practical and emotional support to all employees dealing with issues at home or at work which could include financial, legal, career coaching, and mental health support.



• Access to online health and wellbeing resources and a specialist information service

• A dedicated coaching service for line managers, aimed at developing your soft skills and building your confidence for handling challenging situations.

Call us, we'll listen.
Confidential help 24/7, 365 days a year
08000 856 148

Your online resources:
educationsupport.org.uk/onlinesupport

Username: **worklifesupport**
Password: **support1**

Supporting teacher and education staff wellbeing for 145 years
educationsupport.org.uk

Education Support

The Trust is committed to looking into further initiatives including mental health first aid training.

For staff who need it, further support can be found at [We're Mind, the mental health charity | Mind](#).