

St. Peter's CE Primary, Farnworth



Stress at Work Safety Arrangements and Management Policy.

July 2023

Our Christian Vision and Ethos

St Peter's C E School recognises its historic foundation and will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and Diocesan level.

St. Peter's CE Primary strives to be an inclusive community where children **“Learn, Sparkle & Shine...”** together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves. Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.

“It is not our job to toughen our children up for this cruel and heartless world, it is our job to raise children who will make the world less cruel and heartless” LR Knost

Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our overall mission is for our children to thrive and flourish; contribute to and prosper in society, fulfilling God's plan for them.

“For I know the plans I have for you”, declares the Lord “plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

We believe this will be achieved if we provide our children with an environment in which they are enabled to;

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.



It is our intention to provide this curriculum so that children can leave St. Peter's and;

“In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

The school demographics and contextual data determine that the children in our community require a curriculum that;

- promotes high academic outcomes and raises employment aspiration **(learn)**,
- encourages positive attitudes, resilience and strong mental health **(sparkle)** and
- develops positive citizens with strong community values and a respect for the law, based on British and Christian values **(shine)**.



Learn; Allow for the development of wisdom, knowledge and skills. Knowing more today than I did yesterday, and more tomorrow than I do today.

We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success.

We intend to develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny.

- Promote the incremental learning theory – growth mindset approach
- Reward effort and attribute success to hard work and determination



Sparkle; Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. Knowing who I am, what I love and being proud to be me.

We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive.

We intend to provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas.



Shine; Allow for the development of community spirit – living well together. Sharing kindness, love and joy with other people.

We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society

We intend to promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values.

Introduction

St. Peter's CE Primary School as employer has a duty to ensure the health, safety and welfare of its staff as far as reasonably practicable. It is also required to have in place measures to mitigate as far as practicable factors that could harm their physical and mental wellbeing, which includes work-related stress. This duty extends only to those factors which are work-related and within the School's control.

This policy accepts the Health and Safety Executive definition of work-related stress as 'the adverse reaction a person has to excessive pressure or other types of demand placed on them'. There is an important distinction between 'reasonable pressures' which stimulate and motivate and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them.

It is recognised that everyone needs a certain amount of pressure to remain alert, motivated and productive. Therefore, appropriate pressure at work is desirable for efficiency. It is when demands and pressures are excessive or prolonged that some people find that their ability to cope is challenged. This creates a vulnerability, which can manifest itself in a range of ill health effects for the individual and can have negative consequences for the organisation in which they are employed.

A person experiences stress when they perceive that the demands of their work are greater than their ability to cope. Coping means balancing the demands and pressures placed on you (i.e. the job requirements) with your skills and knowledge (i.e. your capabilities).

Stress can also result from having too few demands, as people will become bored, feel undervalued and lack recognition. If they feel they have little or no say over the work they do or how they do it, this may cause them stress.

Staff may have aspects of their personal lives that make them more vulnerable to stress at work or have a temporary influence on their work performance. For example: illness, family issues or financial difficulties.

The relevant legislative context is defined by the following:

- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1999
- Working Time Regulations
- Disability Discrimination Act 1995

The Health and Safety Executive have produced a number of **Management Standards** which cover the primary sources of stress at work that, if not properly managed, are associated with poor health and well-being, lower productivity and increased sickness absence. These are:

- **Demands:** Workload, work patterns and the work environment.

The standard is that:

- employees indicate that they are able to cope with the demands of their jobs; and
- systems are in place locally to respond to any individual concerns.

What should be happening:

- The organisation provides employees with adequate and achievable demands in relation to the agreed hours of work
- People's skills and abilities are matched to the job demands
- Jobs are designed to be within the capabilities of employees
- Employees' concerns about their work environment are addressed

- **Control:** How much say the person has in the way they do their work.

The standard is that:

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- **Support:** Encouragement, sponsorship and resources provided by the school, line management and colleagues.

The standard is that:

- employees indicate that they receive adequate information and support from their colleagues and superiors; and
- systems are in place locally to respond to any individual concerns.

What should be happening:

- The organisation has policies and procedures to adequately support employees
- Systems are in place to enable and encourage managers to support their staff
- Systems are in place to enable and encourage employees to support their colleagues
- Employees know what support is available and how and when to access it
- Employees know how to access the required resources to do their job
- Employees receive regular and constructive feedback

- **Relationships:** Promoting positive working to avoid conflict and dealing with unacceptable behaviour.

The standard is that:

- employees indicate that they are not subjected to unacceptable behaviours, eg bullying at work
- systems are in place locally to respond to any individual concerns.

What should be happening:

- The organisation promotes positive behaviours at work to avoid conflict and ensure fairness
- Employees share information relevant to their work
- The organisation has agreed policies and procedures to prevent or resolve unacceptable behaviour
- Systems are in place to enable and encourage managers to deal with unacceptable behaviour
- Systems are in place to enable and encourage employees to report unacceptable behaviour

- **Role:** such as whether people understand their role within the organisation and whether the school ensures that they do not have conflicting roles.

The Standard is that:

- employees indicate that they understand their role and responsibilities
- systems are in place locally to respond to any individual concerns

What should be happening:

- The organisation ensures that, as far as possible, the different requirements it places upon employees are compatible
- The organisation provides information to enable employees to understand their role and responsibilities
- The organisation ensures that, as far as possible, the requirements it places upon employees are clear
- Systems are in place to enable employees to raise concerns about any uncertainties or conflicts they have in their role and responsibilities

- **Change:** How organisational change (large or small) is managed and communicated within the organisation.

The Standard is that:

- employees indicate that the organisation engages them frequently when undergoing an organisational change
- systems are in place locally to respond to any individual concerns

What should be happening:

- The organisation provides employees with timely information to enable them to understand the reasons for proposed changes
- The organisation ensures adequate employee consultation on changes and provides opportunities for employees to influence proposals
- Employees are aware of the probable impact of any changes to their jobs. If necessary, employees are given training to support any changes in their jobs
- Employees are aware of timetables for changes
- Employees have access to relevant support during changes

The School's performance on wellbeing and stress management will be assessed in the context of the HSE Management Standards.

Statement of Intent

The Local Authority, Senior Leadership Team and Governors:

- Acknowledge the potential impact that work has on an individual's physical and mental health, and that there is a persuasive business case as well as a moral and legal duty for taking steps to promote staff wellbeing as far as reasonably practicable.
- Are committed to fostering a culture of co-operation, trust and mutual respect, where all individuals are treated with dignity, and can work at their optimum level.
- Recognise that work-related stress has a negative impact on staff wellbeing, and that it can take many forms and so needs to be carefully analysed and addressed at an organisational level.

This policy expands upon the School's Health and Safety Policy, setting out how we promote the wellbeing of our staff by:

- Creating a working environment where potential work-related stressors as far as practicable are avoided, minimised or mitigated through good management practices, effective Human Resources policies and staff development.
- Increasing managers' and staff awareness of the causes and effects of stress.
- Developing a culture that is open and supportive of people experiencing stress or other forms of mental ill-health.
- Developing the competence of managers through the Knowledge, Skills and Behaviours framework, so that they manage staff effectively and fairly.
- Engaging with staff to create constructive and effective working partnerships both within teams and across the School.
- Establishing working arrangements whereby staff feel they are able to maintain an appropriate work-life balance.
- Encouraging staff to take responsibility for their own health and wellbeing through effective health promotion programmes and initiatives.
- Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.

Responsibilities for Implementation

The Senior Leadership Team and Governors will:

- Support steps taken to develop a culture of co-operation, trust and mutual respect within the School.

- Champion good management practices as set out in the Knowledge, Skills and Behaviours framework, and the establishment of a work ethos within the School which discourages assumptions about long term commitment to working hours of a kind likely to cause stress and which enables employees to maintain a reasonable “work life balance”.
- Promote effective communication and ensure that there are procedures in place for consulting and supporting employees on changes in the organisation, to management structures and working arrangements at both a School-wide and departmental level.
- Encourage initiatives and events that promote health and well-being.
- Treat individuals reporting to them with consideration and dignity, and will promote a culture of mutual respect in the teams they manage. They will not permit unacceptable behaviour and will take decisive action when issues are brought to their attention.
- Ensure that there is good communication within their team and there are opportunities for individuals to raise concerns about their work, seeking advice from Human Resources (Employment Relations) and the Health and Safety Team at an early stage where concerns are raised.
- Adhere to the sound management principles set out in the School's Human Resources policies and procedures, and the Knowledge, Skills and Behaviours framework.
- Attend training as appropriate in order to increase their awareness of the causes and effects of work-related stress.
- Co-operate with Human Resources (Employment Relations) and the Health and Safety team to ensure that risk assessments are undertaken for roles or working practices that may give rise to work-related stress.
- Encourage their staff to participate in events and initiatives undertaken by the School to promote well-being and more effective working.
- Take action in the interests of all their colleagues where performance by a member of staff may cause stress to their colleagues.

Staff will:

- Treat colleagues and all other persons with whom they interact during the course of their work with consideration, respect and dignity
- Co-operate with the School's efforts to implement the Well-being policy, attending briefings and raise their own awareness of the causes and effects of stress on health
- Raise concerns with their line manager if they feel there are work issues that are causing them stress and having a negative impact on their well-being
- Take responsibility for their own health and well-being by adopting healthy lifestyles
- Take responsibility for their own development skills as one of the means to enable them to work effectively in their team and so reduce of the risk of stress
- Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress to their colleagues
- Act as the main focus group for consulting on the effectiveness of the Stress at Work & Staff Wellbeing Policy and the measures taken to implement it, developing staff questionnaires in relation to wellbeing and work-related stress and validating findings of institution level risk assessments
- Demonstrate the appropriate behaviours associated with the following competences:
 - o Avoid behaviours which give rise to stress
 - o Develop a balanced and responsible approach to work and their personal lives to ensure they are able to work
 - o Be aware of the signs and causes of stress in the workplace (and in their personal lives)
 - o Understand the Stress at Work and Staff Wellbeing Policy and co-operate with managers and colleagues in the prevention and control of stress
 - o Recognise that dealing with stress is not a weakness, it is a natural reaction which can be both positive and negative

- o Report matters of concern relating to their or a colleague's health and safety at work to an appropriate manager
 - o Support colleagues who are experiencing stress
- Inform their manager when personal stress is affecting their work and refer themselves to the Staff Care Service
- In an emergency, consulting their GP

The Local Authority and/or School Business Manager (as appropriate) will:

- Provide advice to managers of staff on best practice in relation to human resource management, developing policies and procedures as required.
- Ensure that there are arrangements in place for communicating the content of the School's human resource management policies, procedures and toolkits to managers and staff.
- Develop arrangements to enable managers and staff to achieve the necessary competencies in relation to the good management practices set out in the Knowledge, Skills and Behaviours framework.
- Ensure there are arrangements in place to support individuals experiencing stress, referring them to the School's Occupational Health advisers where appropriate.
- Ensure there are arrangements in place to support managers experiencing problems with employee performance.
- Collate management information which will enable the School to measure its performance in relation to stress management and employee well-being, such as:
 - o Sickness absence data
 - o Staff turnover, exit interviews
 - o Number of self-referrals to the counsellor service
 - o Number of referrals to the Occupational Health contractor
 - o Numbers of grievance and harassment cases
- Seek the views of employees on the effectiveness of the School's Wellbeing policy and stress management arrangements using staff surveys and other appropriate questionnaires.

The Occupational Health Service is responsible for the assessment of employee's health and giving advice to managers where employees have stress related problems or sickness absences. The Occupational Health Service is responsible for providing advice on:

- Health related issues
- Phased return to work if appropriate
- Flexible working hours / revised duties if feasible
- Medical redeployment

Managers will:

- Ensure that employees who are referred to the Occupational Health Service are fully aware of the reasons for their referral and of the purpose of the service
- Ensure that the Occupational Health Service is properly briefed on any special physical and psychological demands of jobs, health problems and how these affect the employee's ability to perform their work.

The Health and Safety Committee will:

- Determine the Stress at Work & Staff Wellbeing Policy, and recommend its adoption
- Monitor the implementation of the Wellbeing policy and the operation of associated arrangements such as the staff counselling service.
- Review the policy every three years following feedback from staff surveys, management information provided by Human Resources and the findings of stress risk assessments, and in consultation with SLT and other appropriate bodies.

Arrangements for Implementation

Risk Assessment

Risk assessment is a vital component of this policy. It is only when the possible causes of stress have been identified that preventative or management strategies can be effectively put in place. Managers must carry out a risk assessment for any staff member who has identified symptoms due to work related stress or has been absent due to work related stress. Managers must complete the risk assessment form with their member of staff and then agree the action plan.

In carrying out risk assessments, managers should be aware that:

- Stress at work can result from a single incident or an accumulation of incidents over time, and should seek to minimise both types of risks
- Stress related ill health might be caused by personal circumstances, which in turn may have a detrimental effect on an individual's ability to cope with work demands
- Staff with sensitive or confidential personal issues that could cause stress should be referred to the Occupational Health Service and/or the Staff Care Service

Arrangements for Wellbeing and Stress Prevention through Good Management Practices

These include the following:

- Recruitment and selection procedures
- Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job
- Formal accreditation such as Mental Health & Wellbeing Accreditation (Autumn 2018)
- Agreed knowledge, skills and behaviours for managers, to be cascaded through to all levels of management and supervision
- Training and Development procedures to ensure that individuals have the necessary skills and competencies to undertake the tasks/duties required of them.
- Promotion and reward procedures
- Managing performance procedures
- Capability and absence management & return to work procedures to ensure that individuals are supported back into work following illness
- Suitable adaptations for disability
- Harassment and anti-bullying procedures
- Procedures for communicating with employees on the work of the School and issues affecting their work
- Flexible working arrangements, and contact days with staff on maternity leave
- The arrangements will be updated and augmented as required and when deemed necessary by the findings of stress risk assessments

Consultation

- The School will consult with its employees on the Stress at Work & Staff Wellbeing Policy and measures taken to implement the policy
- Staff surveys will be used to gather feedback on the Stress at Work and Wellbeing

Communicating the Stress at Work & Staff Wellbeing Policy and Measures Taken by the School to Manage Work-related Stress

- The Stress at Work & Staff Wellbeing Policy will be emailed to staff and be part of the annual policy sharing/induction procedures
- The Stress at Work & Staff Wellbeing Policy will be promoted in staff meetings and INSET days
- The contents of the policy will be covered during general induction training sessions for employees and specific training on stress awareness.

Monitoring and Reviewing the Stress at Work & Staff Wellbeing Policy

- The Stress at Work & Staff Wellbeing Policy will be monitored and reviewed every three years by the Governing Board

[Link to HSE Website – work related stress](#)

[HSE – stress at work overview](#)

Risk assessment

Company name: St. Peter's Farnworth

Assessment carried out by: Lynn Williams

Date of next review: July 2024

Date assessment was carried out: July 2023

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The School's risk assessment on wellbeing and stress management will be assessed in the context of the HSE Management Standards.

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who by?	When?	Done
Demands: Workload, work patterns and the work environment.	All staff but particular attention to SEN TA's/DSL/SLT & others directly supporting students with additional needs	Effective and rigorous recruitment process Clear job descriptions and person specifications for role. Performance management for all staff with appropriate line managers appointed Clear training plan linked to specified role Supervision provided for DSL and those involved in safeguarding processes. Clear work hours specified and clarified and adjusted as needed for role demands. SEN allowance provided for those working with EHCP pupils - adjusted regularly to match role as required.	Respond to request for discussions with staff to allow individual concerns to be identified; if and as they arise. Return to work interviews following sickness absence to identify if stress is a factor and what can be done to assist with work demands.	SLT	On going as arises	
Control: How much say the person has in the way they do their work.	All staff	School policies and procedures are in place, which determine the way the work should be carried out, yet there is also autonomy and trust in the professional undertaking the duty. Regular performance management interviews with staff given the opportunity to discuss how they undertake their role and what improvements could be made. Staff ideas welcomed. Flexible working requests considered favourably	Respond to requests for discussions with staff to allow individual concerns to be identified; if and as they arise Return to work interviews following sickness absence to identify if stress is a factor and what can	SLT	On going as arises	

What are the hazards?	Who might be harmed and how?	What are you already doing to control the risks?	What further action do you need to take to control the risks?	Who by?	When?	Done
		Staff encouraged to attend family events with LOA requests and adjustment in working hours considered favourably. Organised school diary and events scheduled well in advance so staff can manage their time accordingly.	be done to give employee some control over their role e.g flexible working, reduction in hours, change of role.			
Support: Encouragement, sponsorship and resources provided by the school, line management and colleagues.	All staff	PPA time SLT have dedicated leadership & management time to undertake their role Supervision for DSL Supervision for TAs – particularly with SEN pupils Employee assistance programme (Education mutual) All staff informed of the assistance available Clear commitment to employee wellbeing and a culture of openness Staff can speak confidentially to managers or supervisors if they are feeling stressed at work Regular feedback and coaching sessions. NPQ training programmes for all staff – with a coach provided.	Respond to requests for discussions with staff to allow individual concerns to be identified; if and as they arise Return to work interviews following sickness absence to identify if stress is a factor and what can be done to give employee additional support.	SLT	On going as arises	
Relationships: Promoting positive working to avoid conflict and dealing with unacceptable behaviour.	All staff	Relationships are school are strong and modelled by all SLT. Christian values and ethos. Haim Ginnett quote on lanyards for all staff. Strong and effective communication systems within and between staff. Positive staffroom culture.	Respond to requests for discussions with staff to allow individual concerns to be identified; if and as they arise Code of conduct for parents to be developed	SLT	Autumn term 23-24	

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Role: such as whether people understand their role within the organisation and whether the school ensures that they do not have conflicting roles.	All staff	Very clear detailed timetables, clearly identifying where staff should be and when – e.g. duties Clear job roles and time allocated for the roles. Clear job description and person specifications. Regular review of timetables and allocated roles. Clear channels of communication with SLT to address challenges with working hours and role clashes. Clear pupil behaviour management policy – what to do in specific situations. Individual pupils have clear response plans – ensuring staff role is clear and consistent.	Respond to requests for discussions with staff to allow individual concerns to be identified; if and as they arise Return to work interviews following sickness absence to identify if stress is a factor and what can be done to clarify staff role and expectation of the role	SLT	On going as arises	
Change: How organisational change (large or small) is managed and communicated within the organisation.	All staff	SLT ensure all changes are well planned and implemented in a timely way, with clear reasons and purposes explained and communicated. SIP plans for year. Yearly diary Staff meetings Collaborative approach with subject leaders sharing responsibility.	Some changes are externally imposed – eg DFE change of expectation and accountability measures. SLT to manage this externally influenced workload.	SLT	On going as arises	