



MINIMISING BURDENS IN SCHOOLS
THE IMPLEMENTATION REVIEW UNIT

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MINIMISING BURDENS IN SCHOOLS – A WAY FORWARD

To create more time for learning we believe that schools should:

<ol style="list-style-type: none">1. adopt non-mandatory guidance only where they consider it to be of benefit to the pupils and staff;2. question the need for non-statutory data and / or information, choosing themselves whether to provide it;3. challenge requests to provide duplicate data and / or information;4. identify and have regard to the workload implications of :<ul style="list-style-type: none">- complying with non-statutory requests for information and data,- embarking on optional programmes and / or other initiatives;5. identify resources (particularly time and money) needed from within the school, or elsewhere, to support the adoption of non-statutory requests / embarking on optional programmes, etc; having assessed need, review priorities if necessary;	<ol style="list-style-type: none">6. assess (and reduce) the bureaucracy associated with the management of meetings, internal communications and the preparation of school documentation, including the completion of Self Evaluation Forms;7. review, on a whole school basis, internal bureaucratic systems and processes, so as to reduce their impact on both teaching and support staff;8. follow the principles that new policies and initiatives* should be instead of, and not additional to, existing ones;9. where appropriate collaborate with other schools, Local Authorities and other Agencies to assess the benefits of policies and initiatives. <p>*The term "new policies and initiatives" also embraces new strategies, schemes and directives and changes to existing ones.</p>
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We believe that school leaders should set the example, but to get the full benefit everyone in the workforce should try to act in accordance with these principles.

