



Protocol for Management of a Shared Campus

Dundee City Council has developed schools on shared campus facilities to provide high quality and modern accommodation. The rationale for the development of the shared campus design is based on financial and best value consideration. The building of schools with shared infrastructure generates savings and as a result more schools can be built or refurbished from the available resources. However, the preservation, development and respect for the identity and distinctiveness of each school remains as a priority.

In addition, the Council indicated that a protocol for the management of shared campus facilities, including the operation of shared libraries, would be developed. These matters are covered in this leaflet.

All parties are committed to protecting and promoting the individual identity of each school. At the same time it is recognised that close partnership between schools may be beneficial to all learning communities.

The following principles should underpin the management of schools on a shared campus.

1 Principles

Individual identity

The school identity and autonomy of each school should be preserved, developed and respected. Each school should be able to develop independently its own ethos, educational principles and curriculum. Each school should be able to display iconography related to its distinctive nature. Display in the common foyer, shared areas, corridors and joint withdrawal areas, should be agreed and acceptable to both Head Teachers. This should reflect the ethos and traditions of both schools and the agreement between the council and the Catholic Church.

Partnership

The schools should collaborate and work in partnership where it is essential for the efficient operation of the shared campus or it is to the mutual advantage of each school.

Shared facilities

Shared facilities and accommodation should be managed in partnership and access for each pupil to these facilities should be on an equitable basis.

Monitoring and review

In consultation with all interested parties, the education department will review the implementation of the protocol at regular intervals to ensure that it is working effectively. Any concerns should be submitted to the Education Department for discussion with relevant stakeholders.

2 Leadership

- 2.1 The Head Teachers of both establishments have a vital role to play in establishing an ethos of mutual respect and consideration. Communication between them must be purposeful, regular and reflect a respectful attitude to the needs of each establishment. This may happen on a daily informal basis but provision may also be made for regular meetings. The Head Teachers must be proactive in setting the tone in the shared campus for staff, pupils and parents.
- 2.2 All staff have a responsibility to promote mutual respect and understanding among pupils, parents and colleagues in their own school in accordance with its developed vision, values and aims, and in its relationship with its shared campus school.
- 2.3 It is important that all staff but particularly senior management are aware of the potential issues, for example, in the following areas:
- Separate identity
 - Access to shared facilities for both day and evening use
 - Discipline
 - Playground issues
 - Home-school transport
 - Parking
 - Health and safety

These potential issues should be anticipated at an early stage and action taken to ensure that the agreed policies and procedures are made known to all interested parties including staff, parents, pupils and all interests in the wider community.

3 Opportunities for Liaison

- 3.1 Opportunities for liaison exist in various areas, for example:
- Social, professional, resource sharing, experience sharing, working parties, stage liaison, school performances
 - Common Improvement Plan priority (annual) supported by joint in-service where appropriate
- 3.2 In developing the ethos of the shared campus communities some of the following may be desirable :
- Joint staff Working Groups
 - Joint Improvement Plan priorities
 - Pupil Council initiatives (choice of playground games, etc)
 - Charity fundraising (HTs need to be sensitive to choices)
 - Enterprising approaches
 - Visiting Groups eg Scottish Opera/RSNO/Theatre groups
 - Joint school productions
 - Involvement in the community
 - Joint extra-curricular activities (Sports Development, etc)

4 Administration

4.1 The management of the administration and support staff is specific to each school and to the Social Work offices, though in some cases campuses will share an administration co-ordinator. Although separate and autonomous, it is important to have guidance on issues where collaboration may be useful, helpful and appropriate. Consultation and communication is key to this process.

5 Communication

5.1 Effective communication is vital in a shared campus. The following may prove useful, for example:

- School notice boards in the staffrooms
- Staff weekly newsheets
- Day Book
- Sharing school newsletters
- Joint SMT meetings

5.2 All staff must know what is going on in their own establishment and any shared issues. Parents also must be kept informed. This may mean that selected communiques to parents are agreed by both schools, for example:

- Contact transport e.g. Social Work contact teams and parents/families, taxi drop-offs
- Congestion/parking
- Emergency issues
- Acceptable dress codes
- Joint activities

5.3 All staff, pupils, and parents must be made aware that they have a role to play in the shared campus. It is part of the wider community - all involved must respect the rights of everyone in that community.

6 Ethos

6.1 This is most important. Every school is aware of the need to establish a 'Good Ethos'. The responsibility for developing the ethos of the individual schools lies with each Head Teacher and the partners in the wider school community.

6.2 In the case of Catholic schools, this responsibility is exercised in partnership with the parish, the Catholic Church, and guidance from the Catholic Education Commission such as the Charter for Catholic Schools.

6.3 The success of a shared campus is determined by respect and communication. The professionalism of all staff and their ability to respond to the challenges and opportunities offered by this new venture are paramount. The consideration and co-operation displayed by them will become the role model for all members of the shared campus.

6.4 The ethos of each school community may be enhanced by some of the opportunities for liaison mentioned above.

7 Promoting Positive Behaviour

- 7.1 In addition to each school's standards for positive behaviour, it could be advisable to have shared principles drawn up by both schools or at least a set of agreed guidance that allows flexibility and further discussion.
- 7.2 Behaviour management in all shared areas is the responsibility of both school communities. A common approach to promoting positive behaviour should be agreed and implemented by all.

8 Playground/Sports Area

- 8.1 Supervision of outdoor areas will be the remit of staff from both schools. Schools should agree the use and function of playground space.
- 8.2 The management of playground behaviour should be agreed and implemented by all playground supervisors.
- 8.3 Pupils must be aware that due respect must be given to all adults regardless of which establishment employs them. Parents should also be made aware of the close liaison on agreed procedures between the staff of both establishments when dealing with discipline or bullying issues.
- 8.4 Opportunities to establish positive playground relationships may include the following, for example:
- Using sports co-ordinators collaboratively
 - Introduction of Playground Buddies
 - Pupil Councils' involvement in playground games choice
 - Use of Litter Detectives
 - Joint sports activities

9 Time-tabling Arrangements

- 9.1 The shared areas will be time-tabled to ensure that each class, not necessarily each school, has equal access. This will be coordinated by school management.
- 9.2 Due recognition will be given to the need to secure religious observance times and special feast days e.g. holidays of obligation in the Catholic school.
- 9.3 Schools should try to ensure that there are always blank spaces in their timetables. If at any time throughout the term a member of staff wishes to change their allocated time, a simple request to a member of their school's management team should be made. 'Swaps' are rarely straightforward and communication between the SMT in both establishments will resolve any issues.

10 Management of Interval and Lunch Times

- 10.1 If both schools have the same interval and lunchtimes it allows for the pupils to mix more in a social situation and provide the maximum number of joint supervisory staff.
- 10.2 Lunches will be on a rota system with the children from both schools eating together. This will be monitored and parents will be informed of any changes.

11 School Uniforms

- 11.1 This is a matter for the individual school involved in the shared campus and for the parents and children of both schools. However, DCC policy on dress code should be rigidly imposed and parents/carers made aware of this.

12 Resources

- 12.1 Shared resources and equipment for the use of both schools should be stored in shared areas. All members of staff are responsible for the care and upkeep of these.
- 12.2 It should be noted that shared resources and equipment in the joint library area must be agreed and acceptable to both Head Teachers. If there is any concern the item or items should not be available in a shared area.
- 12.3 Head Teachers should ensure that additional resources are available to purchase library items which would promote the distinctive ethos of the individual school.

13 Budget

- 13.1 The schools have separate budgets and only on a few occasions do they overlap in relation to property issues. However, some aspects of the budget may require a joint pot of money for shared maintenance and administrative costs. Guidance and support from the Finance Department is given to each school in these matters.
- 13.2 Each Head Teacher will manage their respective school's delegated budget for all pupil, staff and administrative costs and resources, for example, textbooks, general library books, staff training, etc.

14 Nursery Management

- 14.1 Early Years education is non-denominational and parents of both schools should have a feeling of ownership. Where nursery classes are part of a particular primary school, they are managed by the Head Teacher of that school. In the Balgarthno Campus, this responsibility falls to the Head Teacher of Camperdown Primary School.

15 Local Clergy

- 15.1 Close partnership between both schools and their local clergy is of paramount importance in establishing the shared campus as a positive focus for the local community and promoting respect for all. Clergy visits whether individual or joint are welcomed by the HTs, staff and pupils of both schools.
- 15.2 When appropriate joint assemblies led by representatives of local faith communities to celebrate the successes enjoyed by the campus each term can have a positive contribution to make.
- 15.3 In the case of Catholic schools, the local priests are the bishop's representatives within the school community and in consultation with the Head Teacher will undertake a specific role in visiting classes, contributing to the religious education of pupils, developing the sacramental programme and presiding at services.

16 Parents

- 16.1 Links between the parents of both schools should be established prior to the opening of the shared campus.
- 16.2 Parent Councils have an important role to play in supporting their individual establishment and working together to promote, where appropriate, successful resolution of shared issues.
- 16.3 Each school in a shared campus may have individual Parent Councils but again there are many opportunities for members to work together to provide joint social or fundraising activities for the pupils.

17 Review

- 17.1 The protocol will be reviewed by all interested parties, initially on an annual basis, and thereafter, as needs arise.
- 17.2 The protocol will be the focus for discussion with all new appointments to senior management positions in schools within the shared campus.

April 2013

Based on North Lanarkshire document (2010)