



Community Use of School Premises: A Guidance Toolkit for Schools



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Community Use of School Premises: A Guidance Toolkit for Schools

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INTRODUCTION

The Programme for Government (PFG) 2011-15 recognises the particular contribution of education to growing a sustainable economy and to tackling disadvantage and building a strong and shared community. The work of the education service is fundamental to the delivery of the PFG and fundamental to the vision of the Department of Education (DE) which sees *“every young person achieving to his or her full potential at each stage of his or her development”*.

Schools not only provide education for their pupils but can also provide opportunities to reach out to everyone residing in the surrounding area, becoming hubs of their local communities. By adopting a strategic approach and opening their premises for community use, schools can enable greater access to sporting activities, youth services, adult learning, cultural events, and other community based activities by the children and wider community they serve. Access to such services and activities helps contribute to personal, health, economic and community development.

Legislation (Article 140 of the Education (NI) Order 1989) already enables schools to make their facilities available for use by members of the community served by the school and DE has sought to promote engagement between schools and communities through programmes such as the Extended Schools and Full Service programmes.

DE's policy for School Improvement - **'Every School a Good School'** sets out the characteristics of a good school which include a school connected to its local community. The **'Education Works'** advertising campaign launched by the Education Minister in September 2012 is aimed at encouraging parents and families to become more involved in their child's education and one of the potential benefits of a community focused approach is to promote greater parental involvement in children's learning and development.

DE is committed to identifying and disseminating good practice with a particular focus on community use of schools to help schools build stronger links with parents and local communities.

“School premises are a valuable facility for community use and schools are actively encouraged to consider making their premises available as a community facility where possible.”

[Every School a Good School - The Governors Role - DE publication June 2011]

The majority of schools already open their facilities to their communities and this is evidenced in the case studies which accompany this guidance.

There are however still a significant number of schools which make little or no provision for wider community use and it is these schools that this guidance is particularly directed at. It is

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hoped that it will encourage more schools to go along the path of opening up school facilities to the wider community as well as providing useful advice and assistance on practical issues that some schools may perceive as barriers to community access.

The guidance has been devised to act as a toolkit to assist schools in the Controlled, Maintained, Irish Medium, Voluntary Grammar and Grant Maintained Integrated sectors in allowing community use of their facilities. It acknowledges the different owners of the schools estate and endeavours to explain the issues to be considered when making school premises available for community use.

DE encourages schools to use this guidance and that in doing so, it can provide a safe, harmonious and well managed community facility where all parties know and understand their respective roles and responsibilities.

Schools should use this guidance to:

- Promote the availability of the school premises to the community;
- Assess the suitability of the school premises;
- Protect the ownership rights of the school management authorities;
- Ensure that financial control and probity is maintained;
- Adopt various managerial, financial and administrative policies, and procedures when hiring the school premises for community use;
- Ensure the appropriate health and safety arrangements are put in place;
- Ensure that the operation of the school and the school curriculum remains a priority.

The guidance has been designed to develop and disseminate good practice. It offers useful advice on the key issues a school may want to consider when initially deciding whether and how to open its premises for community use [see sections entitled 'Rationale' and 'Getting Started']. More detailed advice is also provided in the following key areas:

- Ownership and Control of School Premises;
- Operational Management;
- Health & Safety;

- Child Protection;
- Human Resources; and
- Finance.

The appendices within this document also provide some templates which schools will find useful.

In seeking to increase community use of school facilities, DE recognises that there can be no *'one size fits all'* solution.

The guidance may not provide answers to all the questions that schools may have regarding community access to school facilities; therefore it may be necessary for schools to seek further clarification and advice from their Governing Body or other relevant body/authority as appropriate.

In this guidance, the term "Governing Body" refers to the relevant Education and Library Board (ELB) in the case of Controlled schools and the Council for Catholic Maintained Schools (CCMS) in relation to catholic Maintained schools [see also **Question 1, 'Ownership and Control'** section]. A list of useful contacts is provided at **Appendix 8** of this document.

This guidance will be reviewed and updated once the Education and Skills Authority (ESA) has been established. It will also be updated as any new or additional information becomes available.

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RATIONALE

Maximising Use of the Schools Estate

The structure and diversity of the current school system has evolved over a lengthy period of time. All schools, bar independent schools, are grant aided from public funds. Allowing community access to those assets helps to ensure the best use of public funding and Value for Money, as well as encouraging community involvement in education.

Why Develop as a Community Focused School?

A community focused school is an area of development that all schools can strive to achieve. The majority of schools already provide community focused programmes. The case studies included in this guidance provide useful examples of what is currently being offered in schools.

Research shows that there can be many influences on pupils' achievements, for example, their socio-economic background, gender, whether they have a special educational need and/or a disability, are Looked After Children, are Newcomer pupils, or come from the Traveller Community. Other barriers to learning that pupils may face may be linked to their sexual orientation or race or whether they experience domestic or sexual violence. Coming from a community that does not have high aspirations for itself and its young people can also be detrimental to a child's achievements.

A community focused approach enables schools to work in partnership with other providers to address these factors and help meet the needs of children. This means supporting the key role of schools in raising standards and narrowing the gap between the highest and lowest achievers as well as addressing the needs of parents, families and the wider community the school serves. It is important that parents, families and the wider community grasp the opportunities that schools, by opening up their facilities, can provide.

What are the Potential Benefits?

Schools are at the heart of local communities. They are places where children become equipped for their future role in society.

Many schools have already experienced significant benefits as a result of partnerships based around sharing their facilities which can include educational, economic and broader community benefits that flow from such partnerships.

The potential benefits that can be achieved include, but are not limited to, the following:

- Improved learning and achievement;

- Improved access to specialist support services;
- A more positive attitude to learning;
- Partnership working across statutory and voluntary bodies;
- Greater parental involvement in children's learning and development;
- Access to parenting programmes;
- Opportunities for adult education and family learning;
- Improved access to sports, arts and other agreed facilities;
- Stronger social networks between schools and their communities;
- Healthier and fitter communities;
- Less vandalism within the community and, in particular, directed at the school;
- Potential for reduction in crime rates and anti-social behaviour within the community;
- More positive perceptions of schools and their communities because they are seen to be taking more pride in their schools.

Features of Successful School/Community Partnerships

Schools and their local communities should develop partnerships to suit their needs. Experience to date shows that successful partnerships have a number of characteristics which include:

- Strong co-operative relationships between partners;
- Local leadership and a desire to make things happen;
- Clarity amongst partners on how the facility will be managed;
- A sound understanding of practical issues such as insurance and finance in sharing facilities;
- Putting in place arrangements that will deliver benefits to both the school and wider community.

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When considering partnerships for the community use of school facilities, schools and their communities should ensure that the sharing of facilities will:

- Meet an identified need in the community;
- Offer benefits to both the school and the community;
- Make the most of the school and community resources; and importantly
- Strengthen relationships between schools and their communities.

Further useful guidance and information to assist schools in Developing a School Connected to its Community is available on the Extended Schools Information System (NIESIS) and the Every School a Good School (ESAGS) TV website via the following links:

http://www.niesis.org/site/homepage.asp?page_area=4971&page_id=0

<http://www.esags.tv/a-school-connected-to-its-community>

Information is also on the NIESIS website with regard to a range of external funding opportunities which are available and which schools may wish to avail of to help enhance the community use of their facilities. Advice and guidance on accessing such additional funding is available via the following links:

http://www.niesis.org/site/subpage.asp?page_area=4971&page_id=4720

http://www.niesis.org/site/homepage.asp?page_area=2657&page_id=0

GETTING STARTED

1. Who is responsible for the management of school premises?

The Board of Governors is responsible for the management of the school (with the exception of school meal premises in respect of Controlled and Maintained schools managed by the Education and Library Boards) and therefore, it is important that it clarifies the role of the Principal in the community use of the school, in the same way as it does for day-to-day education provision. **The Board of Governors cannot use the school's LMS budget to subsidise the hiring of any of its school premises. It is recommended that the charges follow best practice and are therefore based on full cost recovery.**

The Board of Governors may wish to constitute a sub-committee to assist them in developing and managing the community use of school facilities. This committee can develop a positive vehicle of communication with representatives of community user groups and funding partners. It is recommended that the sub-committee meet once a term with representatives of users of the schools facilities.

2. What kinds of activities and uses are allowed?

An important first step for schools will be to identify the needs of pupils, parents and the wider community and match these needs against gaps in current provision. Local community groups and local Councils will have information that can be drawn upon for guidance.

Schools may wish to consider how, in providing for wider community use of school premises, it can lead to the development of an integrated local community resource rather than simply the operation of dual or multiple use premises [see also 'Rationale' section].

Effective provision will respond to the needs identified and the following list is an example of what can be provided:

- Arts and cultural activities;
- Lifelong learning and skills programmes;
- Access to sports and other agreed facilities;
- Multi-agency support for children and families either on the school site or elsewhere;
- Signposting to services and activities eg child care providers, health advice, adult education classes.

3. How do I decide which parts of my premises are suitable for community use?

Schools will already have a good idea which parts of their premises will be available and practical for use by others.

A simple assessment tool is attached [Appendix 1] to help schools make a written assessment. This task may be carried out by the Principal or delegated to another responsible member of staff. It would be best completed during a tour of the school involving all relevant parties. It should also take into account the school's general risk assessments and fire/safety procedures.

A written assessment can be useful in reporting to the Board of Governors and referred to when drawing up publicity material.

4. Who is responsible for setting charges and what charges should be included in a pricing structure?

The Funding Authorities provide annual charging rates which can be used to help formulate a charging structure. For the Controlled and Maintained sectors these are, however, for guidance only. The responsibility for setting charges for hire of the school premises (and ensuring that *the school's LMS budget is not used to subsidise the hiring of any of its school premises*) rests with the Board of Governors. In the case of Controlled and Maintained schools funded through the relevant ELB, additional costing analysis may be provided – staffing costs and school premises expenditure etc – to assist the school in determining appropriate charging rates for community use hire.

Annual charging rates are not available for Voluntary Grammar and Grant Maintained Integrated schools – any queries with regards to formulating a charging structure should be referred to the Funding Authority.

The administration arrangements should involve the establishment and review of a charging policy to include a pricing structure schedule for the use of the school premises, consideration of payment procedures including the timing and method of payment collection and the handling of outstanding fees.

When establishing a charging structure it is recommended that schools follow best practice and therefore charge on the basis of full cost recovery.

Other considerations may include different charges for morning, afternoon and evening activities, if the cost to the school itself differs. In setting charges in relation to pitches, due consideration should be given to maintenance as well as possible replacement costs in relation to grass, synthetic and sand-based playing surfaces.

Costing examples are provided at **Appendix 2** (Primary School Rates) and **Appendix 3** (Post Primary School Rates) which may assist schools in setting relevant charges. Please note that these blank templates have been provided for illustration purposes and internal use only.

A Schedule of Charges template provided as an exemplar for internal school use is also attached at **Appendix 4**.

For further information and advice please contact your Governing Body or other relevant body/ authority as appropriate [see **Appendix 8** for a list of useful contacts].

5. What are the inescapable charges required for full cost recovery that must be considered for the use of school premises?

The charging structure must be fair, transparent and sustainable. It is important to remember that when the school's premises are being hired, the inescapable running costs should be covered in full, therefore cost neutral solutions should be identified.

Although not exhaustive, the key charges may include the following:

- Building Supervision ie Caretaking;
- Cleaning (cleaning requisites);
- Energy;
- Accommodation (premises management, maintenance, security);
- Equipment (purchase, hire, replacement);
- Wear and Tear; and
- Administration.

For further information and advice please contact your Governing Body or other relevant body/ authority as appropriate [see **Appendix 8** for a list of useful contacts].

6. How often should the charging policy be reviewed?

The Board of Governors should regularly review the charging policy, at least annually, as salary and overtime rates, premises and equipment replacement costs can increase on an annual basis.

7. How do organisations and individuals know that the school premises are available for community use?

A good place to start letting people know about the availability of school premises is through the school newsletters, flyers distributed to parents, PTA meetings and notice boards or school websites. Providing pictures, costs and contact details are all likely to increase the interest in the premises.

Local newspapers, shop windows and notice boards in local libraries, health centres and community centres can also be effective places within which to advertise. You may also wish to consider approaching local sports clubs, arts organisations or community groups to ask them to promote the school premises through their own networks. Press releases about activities within the school may make reference to the availability of the school facilities for hire.

In deciding how to advertise, you may wish to take into account:

- the types of facilities being made available;
- the target audiences;
- any priorities for community use that you wish to apply;
- availability; and
- the cost of advertising.

A sample Public Awareness Form is provided at **Appendix 5**.

8. Who is responsible for issuing application forms for hire of school premises?

Schools are responsible for issuing application forms. It is recommended that each school makes the following forms available to users wishing to apply for hire of the school premises:

- an *“Application for the Private Hire of Premises”* provided at **Appendix 6**; and
- a copy of the *“Terms and Conditions of Hire”* provided at **Appendix 7**.

It is important to remember that as much information as possible should be provided. Each school may, therefore, wish to modify the pro-forma to obtain additional information.

It is recommended, in the interests of consistency, that all schools should use the same forms.

9. Who is responsible for approving use of the school premises?

Schools are responsible for approving applications relating to the occasional or sessional use of the school premises (with the exception of school meals premises which will require ELB approval for Controlled and Maintained schools). If approved, Controlled and Maintained schools should send completed application forms to the relevant ELB.

For arrangements that fall outside occasional or sessional use, Boards of Governors should seek advice from the Body that has ownership of the school premises. Care needs to be exercised by schools to ensure that a tenancy is not created [see Question 3, 'Ownership and Control' section for further detail].

For the avoidance of doubt, any arrangement relating to the use of school premises to facilitate after school groups, playgroups or childcare organisations requires the approval of the appropriate Governing Body and/or Funding Authority [as above, see Question 3, 'Ownership and Control' section for further detail].

OWNERSHIP AND CONTROL OF SCHOOL PREMISES

1. Who has ownership and responsibility for deciding the community use of school premises?

Ownership of the schools estate varies depending upon the type of school.

- Controlled schools are owned and funded by the Education and Library Boards and managed through Boards of Governors.
- Catholic Maintained schools are owned by Trustees and managed through Boards of Governors. The Trustees are normally the Bishops of the Dioceses and/or their nominees, or the religious orders or congregations that have provided the school.
- Voluntary Maintained Irish Medium schools are owned by Trustees and managed by Boards of Governors.
- Voluntary Grammar schools are either owned by Trustees or Boards of Governors and managed by Boards of Governors.
- Grant Maintained Integrated schools are owned and managed by Boards of Governors.

The Board of Governors is responsible for the management of the school.

Paragraphs (1) and (2) of Article 72 of the Education (NI) Order 1998 enable:

- (a) the Board of Governors of a controlled school with a delegated budget;
- (b) the Managers of a voluntary school;
- (c) the Board of Governors of a grant maintained integrated school; and
- (d) the Education and Library Board for a controlled school which is under the management of the Board and does not have a delegated budget;

to make available the equipment, premises or other property of a school to any other school, institution, body or person and make charges.

The decision to open up school facilities for wider community use must be undertaken with the agreement of the Board of Governors.

A school is able to grant permission for occasional or sessional use of its premises. For arrangements that fall outside occasional or sessional use, see advice within Question 9, 'Getting Started' section and Question 3, 'Ownership and Control' section as set out below.

Where a school has been provided by a Public Private Partnership, information and advice on community use is available from your Contract Manager at the Northern Ireland PPP Education Service.

2. What type of agreement needs to be in place if a school decides to grant a third party permission to use its premises?

The "Application for the Private Hire of Premises" form and the "Terms and Conditions of Hire" set out in Appendices 6 and 7 are designed to be used by Controlled and Maintained schools in those circumstances where a school decides its sports or other facilities will be made available on a one off basis or sessional basis and where the hirer is not being given exclusive use of the premises.

Procedures should be put in place to ensure:

- An "Application for the Private Hire of Premises" form is fully completed before any group/individual uses the school premises; and
- The hirer's attention is drawn to the "Terms and Conditions of Hire". It is normal practice for user groups to hold commercial insurance in relation to public liability risks.

The documentation process is important and is designed to safeguard the school's position if any subsequent dispute arises about payment, damage to school property or personal injury.

The completion of the "Application for the Private Hire of Premises" with the accompanying "Terms and Conditions of Hire" forms a contract.

It is recommended, in the interests of consistency, that all schools should use the same forms.

For further advice and information please refer to your Governing Body or other relevant body/ authority, as appropriate [see Appendix 8 for a list of useful contacts].

3. Can a school grant exclusive use of a part of its school building or grounds?

For arrangements that fall outside occasional or sessional use, Boards of Governors should seek advice from the Body that has ownership of the school premises. Care needs to be exercised by schools to ensure that a tenancy is not created.

- The Board of Governors of a Controlled school cannot grant any lease/tenancy or licence in respect of any part of the school or its grounds. Any such arrangement must be entered into with the relevant Education and Library Board. Before entering into such an arrangement the Education and Library Board is required to obtain DE's written consent.
- The Board of Governors of a Grant Maintained (including Irish Medium) school cannot grant any lease/tenancy or licence in respect of any part of the school or its grounds. Any such arrangement must be entered into by the School Trustees who, before entering into such an arrangement, are required to obtain DE's written consent.
- The Board of Governors of a Voluntary Grammar school and Grant Maintained Integrated school should not enter into any lease/tenancy or licence arrangement without the prior permission of the Trustee/Body in whom legal title to the property is vested. In addition to their consent, where DE has grant-aided the purchase of the school site and/or buildings, prior written consent from DE is also required.

For the avoidance of doubt, any arrangement relating to school premises being used to facilitate after school groups, playgroups or childcare organisations require the approval of the appropriate Governing Body and/or Funding Authority.

For further advice and information please refer to your Governing Body or other relevant body/authority, as appropriate [see Appendix 8 for a list of useful contacts].

4. Are there any restrictions on the use of school premises?

Schools which choose to exercise the power conferred by Article 72 of the Education (NI) Order 1998 to permit community use of school facilities may be subject to a range of other controls, by way of example:

- Title:** The title to the school property may place restrictions on use, where covenants on use bar certain activities or limit the use of the property to educational use.
- Legislative restrictions:** Grant aided schools are not permitted in law, to be used for political purposes save and except as polling stations.
- Policy:** A Governing Body/school's hiring policy may prohibit certain activities for example, consuming alcohol or specified commercial use on school premises.

The Board of Governors should seek legal advice on these issues, as appropriate.

- (d) **School Meals Premises:** For Controlled and Maintained schools this element of the school premises is managed by the Education and Library Board (ELB) and as such approval and charging for use should be sought from the relevant ELB.

5. Will any music concerts and performances require a public entertainment licence?

In accordance with the Local Government (Miscellaneous Provisions) (NI) Order 1985 an entertainment licence must be obtained from the local district Council for indoor entertainments such as a theatrical performance, dancing, singing or music where a charge is made.

There are certain exemptions under the legislation for schools namely:

- (a) An end of term school concert, play or pantomime organised by the school's pupils, whether or not a charge for admission is made;
- (b) An end of term disco or dance held for pupils of the school, whether or not a charge is made; and
- (c) Orchestral recitals given by the school's pupils, whether or not a charge is made.

An entertainment licence will be required if a school is used by a user group to stage specified entertainments where a charge is made.

For further advice and information please refer to your Governing Body or other relevant body/ authority, as appropriate [see **Appendix 8** for a list of useful contacts].

6. Are the activities of the user groups covered by insurance?

In any arrangement permitting community use of schools, responsibility for the management, control and supervision of the activities being conducted should rest firmly with the user groups. In order to protect the interests of the user groups and the school in respect of public liability claims, it is normal practice for user groups to hold commercial insurance in relation to public liability risks.

All schools must ensure that all third party user groups provide evidence that public liability insurance is held to cover the third party use of the school premises. If such evidence is not provided, schools should seek advice from the relevant Governing Body in the first instance before proceeding with the hiring.

To minimize the risk of any claims for damages against the school arising from any third party use, schools should ensure that there is an adequate system of inspection and maintenance

in relation to the school premises and grounds and the records pertaining to this retained in accordance with the School's Record Retention Policy. Any public liability claims arising from a defect to the school premises will be covered by commercial or self-indemnity arrangements for the school in respect of public liability.

For Controlled and Maintained schools, queries relating to insurance requirements for community use should be referred as appropriate to the relevant Governing Body.

Irish Medium, Voluntary Grammar, Grant Maintained Integrated, or other schools should refer such queries to the school's commercial insurer.

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OPERATIONAL MANAGEMENT

1. Who will be responsible for operational management issues?

The Board of Governors of the school has responsibility for all activities within the school premises both during and out of school hours. The Board of Governors usually delegates this responsibility to the Principal of the school who will report back on progress on a regular basis, via Board of Governors' meetings. The school might also consider forming a sub-committee to oversee the community use of its premises. This committee will review all operational management issues on a regular basis [see also Question 1, 'Getting Started' section].

The Principal may wish to delegate duties to various members of staff, either in a paid or voluntary capacity, or a part-time co-ordinator may be appointed to oversee the management of the community use. Any additional payments made to staff in respect of facilitating community use of school premises (for example, increased hours or duties) should adhere to the Executive's Public Sector Pay policy which sets out the pay remits and associated approval process relating to the staff costs of civil service Departments, Agencies, Non Departmental Public Bodies and other Public Bodies including schools. Relevant guidance for schools on the application of this policy is available via the following links:

<http://www.deni.gov.uk/index/non-teaching-staff/pay-related-issues/public-sector-pay-policy.htm>

<http://www.deni.gov.uk/index/school-staff/policy-for-teaching-staff-acting-up-appointments-and-honoraria-payments.htm>

Advice and guidance should be sought in advance from the relevant Employing Authority [see Appendix 8 for a list of useful contacts].

2. What issues should the school consider in programming and permitting use of their premises?

The school must be fair and equitable in managing the hiring of its premises. Hiring should not be reserved for any one group. For example, if a school wishes to hire its synthetic pitch for community use purposes, it should give consideration to allowing various groups access to this facility at certain times. These groups may include: young people; disability groups; women's groups; ethnic minority groups; activities open to school pupils and their families, and activities that centre on 'school club links'. The school may also wish to consider setting aside an allocated timeslot for such activities/groups.

Consideration should also be given to other facilities/services in the area to avoid duplication.

3. What issues should schools consider regarding cleaning, building supervision and administrative duties?

Hiring of the school premises may require a re-organisation of cleaning schedules, for example, if rooms are to be hired out at times when cleaners would normally be cleaning them, or in order to ensure that the cleaning takes place after a hiring. These need to be negotiated with the cleaning contractor/school cleaners. Schools should assess the cost implications of any variations to service contracts which may arise from this. Schools should however liaise with their Employing Authority as appropriate before varying the contract of any cleaner.

A condition of the hiring should be that the hirer/user leaves the premises clean, tidy and fit for purpose. This is incorporated within the *"Terms and Conditions of Hire"* attached at Appendix 7.

The school needs to ensure a member of staff is responsible for opening, securing and checking that the premises are fit for purpose in relation to hiring outside of normal school hours. These duties would normally be undertaken by the school's building supervisor via agreement with the Principal. It is important to remember that programmes and bookings for community use will almost certainly require the assistance of administrative staff.

Any additional remuneration made to ancillary or administrative staff in respect of facilitating community use of school premises (for example, increased hours or duties) should adhere to Public Sector Pay policy [see also Question 1, 'Operational Management' section].

Relevant guidance for schools on the application of this policy is available via the following links:

<http://www.deni.gov.uk/index/non-teaching-staff/pay-related-issues/public-sector-pay-policy.htm>

<http://www.deni.gov.uk/index/non-teaching-staff/pay-related-issues/policy-on-additional-responsibility-allowances-and-honoraria.htm>

In some cases, it may be necessary to re-negotiate revised Terms and Conditions for relevant ancillary staff. Schools should exercise care to ensure any such changes to working arrangements or conditions are not imposed on staff and be mindful that those staff may have the right to Union representation during such negotiations.

Advice and guidance in relation to the above issues should be sought from the relevant Employing Authority [see Appendix 8 for a list of useful contacts].

4. Can schools give community users keys to the school premises?

No. Where possible the key holder should be either the building supervisor or the Principal. In some instances however, this can be delegated to other members of staff or a member of the Board of Governors as nominated by the Principal and approved by the Board of Governors.

5. How can the security of the school be maintained?

The school should consider how the building is managed to ensure security and child protection.

One approach is to have different layers of security. For example, the first stage can be a staff-controlled entrance/exit point. Some schools have developed separate entrances for accessing different services. From there, access to the school can be controlled through a mixture of escorting people, having clearly demarcated areas or locking off restricted areas.

The school has a right to insist upon a continuous building supervision presence where it considers it appropriate.

6. How should the school deal with complaints?

The school will often be the first point of contact for any complaint about any service delivered on the school premises. It is therefore important that the school knows who is using the school premises, the type of activities the third party users are providing and who to contact about any concerns. It would be considered good practice to allocate one person to be the contact point with each organisation using the school, as complaints will be easier to deal with if there is an established relationship. The school may wish to advise third parties using the school premises to have their own procedure for dealing with complaints.

A complaint about the school from someone hiring the school premises should be dealt with by following the school's complaints procedures.

HEALTH & SAFETY

1. What risk assessment should be undertaken in relation to the management of risk for the community use of school premises?

The Board of Governors should ensure the school has conducted a full assessment of the premises and that they are regularly updated and reviewed to reflect the activities and the associated risks. The Risk Assessment pro-forma is available in the relevant Governing Body's Health and Safety Manual and also on its website.

Organisations and individuals that use the premises should also undertake risk assessments evaluating the risk associated with the activities and use of premises.

2. What responsibilities do schools have in relation to fire safety and fire evacuation?

The Fire Safety Regulations (Northern Ireland) 2010 require fire risk assessments to be carried out on all premises. This should be reviewed to reflect the proposed new use of the premises. Any organisations or individuals using the premises must be aware of the school's fire evacuation policies and procedures.

Guidance on Fire Risk Assessments is available from the relevant Governing Body and also on its website [see also Appendix 8 for a list of useful contacts].

3. What should the school do in the event of any accidents involving a community user group?

Accidents resulting from activities organised by user groups must be reported to the Principal as soon as possible. The user must also complete and return an Accident Report Form to the school Principal who should then take the necessary action in line with existing Health and Safety arrangements.

For further information and advice please refer to the relevant Governing Body [see Appendix 8 for a list of useful contacts].

4. What first aid procedures should be put in place?

The Board of Governors should ensure that organisations and individuals have carried out a risk assessment to ensure that adequate provisions are in place to administer first aid and contact emergency services, if required.

5. What procedures should schools have in place for use of school equipment within school premises by community users?

The use of specialist equipment, eg Technology, Science, and PE Department equipment will only be permitted if the Principal is satisfied that those who may request to use such equipment are qualified to do so.

The Board of Governors should ensure that all equipment used by community user groups is regularly inspected and all defective equipment is withdrawn from use until faults are rectified or the equipment is replaced.

Further advice can be obtained from the Health and Safety Officer in the relevant Governing Body.

6. What other health and safety measures should the Board of Governors consider?

The Board of Governors should ensure that a good standard of housekeeping is maintained on the school premises. This includes arrangements to ensure:

- Safe condition of floors, passageways and stairs;
- Provision of unobstructed corridors and passageways;
- Proper storage and stacking of materials;
- Proper disposal of waste materials;
- Adequate access and egress to stored materials, packing, passageways and emergency exits;
- Safe condition and positioning of furniture and equipment;
- Identification and rectification of potential hazards;
- General cleanliness/tidiness of areas, toilets and washrooms; and
- Proper footwear is worn in specific facilities, eg sports facilities, Multiple Use Games Areas (MUGA) and synthetic pitches.

Although not exhaustive, the following should also be included:

- The Board of Governors should ensure that safety signs are displayed throughout the premises.
- The Principal should also undertake health and safety inspections on a regular basis and all inspections and associated actions recorded.

Further guidance on the Annual Inspection of Premises is included in the relevant Governing Body's Health and Safety Manual.

7. What consideration needs to be given to access to school premises eg toilets, changing areas, disability access?

All community user groups should have access to toilet premises within the school premises. Access to changing and shower premises should be provided if available.

If premises are to be used during school hours, access to areas of the building where pupils are present must be carefully controlled as child protection is of paramount importance.

Since the amendment of the Disability Discrimination Act in 2005, Governing Bodies have been upgrading premises to facilitate access for persons with a disability.

8. Can a community user group avail of catering services?

Normally catering facilities will not be available however, if community users wish the school to provide food, a specific request for this should be made to the Catering Services in the relevant Governing Body. For Controlled and Maintained schools this element of the school premises is managed by the Education and Library Board (ELB) and as such approval and charging for use should be sought from the relevant ELB [see also Question 4(d), 'Ownership and Control' section].

CHILD PROTECTION

1. How can the school safeguard and protect children?

Keeping safe the children and young people in their care must be the top priority for everyone in charge of an educational setting, and indeed a school already has a statutory duty of care towards its pupils.

Where a school opens up its premises for use by the community, children and young people are more likely to come into contact with a range of adults, both during and outside the school day. It is essential that child protection procedures are reviewed to ensure that they cover all aspects of increased provision being offered.

2. Does the school have to arrange for third party community users to be vetted before it will allow them on the premises?

If the services being provided have not been commissioned by the school then it is the responsibility of the organisation providing the services to meet its child protection requirements.

For further advice and information refer to the Designated Officer for Child Protection in the relevant Education and Library Board.

3. What procedure does the school need to undertake if it engages the services of an outside agency?

Where a school recruits people directly to run activities for children, the school's existing arrangements for recruitment, vetting and record keeping will apply. The Board of Governors will be responsible for ensuring that an AccessNI enhanced disclosure check is undertaken on any person being employed to work in **regulated activity*** with children.

The school should, at the outset, review its Child Protection policy and the process for reporting concerns to the Designated Teacher. The school should also request that the outside agency provides a copy of its Child Protection policy and written confirmation that their staff have had child protection awareness training.

* *Changes to the definition of regulated activity came into effect on 10 September 2012. This has a direct impact on enhanced criminal record checks (Enhanced Disclosures). The key changes to Regulated Activity and further information on AccessNI are set out in the NI Executive leaflet which can be found at the following link: <http://www.dojni.gov.uk/accessni>*

4. Are there any issues a school should consider regarding mixed adult and child use of their premises?

Community use of school premises will provide increased levels of access for adults to school premises, often when children and young people are also on the premises. Where there is shared use, schools should manage this through a written risk assessment process.

Risk assessments should take into account the nature of the proposed community use and the background of the people associated with it. The risk assessment may identify that in order to safeguard staff and pupils, it may be necessary to physically segregate community users or to establish new systems regarding access and supervision of areas of mixed use, for example; toilets and cloakrooms. Community user groups should however, be responsible for the management, control and supervision of their members and must comply with school policies and procedures.

5. What advice is available on the Disclosure and Barring Programme?

Following a Government led review of vetting and barring arrangements, a number of changes to the pre-employment vetting requirements in the education sector came into effect on 10 September 2012 as part of the new Disclosure and Barring Programme.

Guidance for schools and Employing Authorities on changes to pre-employment checking and safer recruitment practice is available at:

<http://www.deni.gov.uk/index/support-and-development-2/child-protection-safeguarding.htm>

HUMAN RESOURCES

1. Who is responsible for what happens within school premises?

The Board of Governors of the school has overall responsibility for what happens within its school premises, both during and out of school hours. The Board of Governors usually delegates this responsibility to the Principal of the school who will report back on progress on a regular basis via Board of Governors' meetings.

2. How should the Board of Governors delegate duties?

The Board of Governors may wish to delegate duties to various members of staff either in a paid or voluntary capacity. If a school wishes to consider an alternative arrangement, it should contact the Employing Authority for approval, as appropriate.

The school needs to ensure someone is responsible for opening, securing and checking that the premises are fit for purpose in relation to hiring outside of normal school hours. These duties would normally be undertaken by the school's building supervisor via agreement with the Principal [see also Question 3 and 4, 'Operational Management' section]. It is important to remember that programmes and bookings for community use will almost certainly require the assistance of administrative staff.

Any additional remuneration made to any staff in respect of facilitating community use of school premises (for example, increased hours or duties) should adhere to the Executive's Public Sector Pay policy which sets out the pay remits and associated approval process relating to staff costs of civil service Departments, Agencies, Non Departmental Public Bodies and other Public Bodies including schools [see also Questions 1 and 3, 'Operational Management' section].

Relevant guidance for schools on the application of this policy is available via the following links:

<http://www.deni.gov.uk/index/non-teaching-staff/pay-related-issues/public-sector-pay-policy.htm>

<http://www.deni.gov.uk/index/school-staff/policy-for-teaching-staff-acting-up-appointments-and-honoraria-payments.htm>

<http://www.deni.gov.uk/index/non-teaching-staff/pay-related-issues/policy-on-additional-responsibility-allowances-and-honoraria.htm>

For further advice and information on staff related matters, please contact the relevant Employing Authority [see Appendix 8 for a list of useful contacts].

FINANCE

1. Who is responsible for raising invoices and how often should these be issued?

In the case of Controlled, Maintained and Irish Medium schools, responsibility for the issue of invoices must be agreed between the school and each individual Education and Library Board (ELB). In the case of Voluntary Grammar and Grant Maintained Integrated schools, responsibility for the issue of invoices lies with the school. Invoices must be raised in order for the school to receive income for the use of the school premises. It is important that all invoices are raised on a timely basis; ie weekly, monthly, termly, annually.

For further information and advice please refer to the Financial Manual for LMS Schools (Invoice and Accounts Procedures – Chapters 5-6), or contact the relevant ELB Financial Department.

Any queries for Voluntary Grammar or Grant Maintained Integrated schools should be referred to the Funding Authority.

2. Is VAT liable on charges in respect of the use of the school premises?

It is important that schools ensure that the correct VAT liability is applied to income from use of premises and that this income is correctly coded. The VAT treatment of lettings income is routinely checked by Internal Audit and HMRC. As a general guide, room hire is exempt from VAT.

(i) Sports Facilities:

VAT is charged at standard rate for sports facilities hired for any sporting or physical recreation activity. If, however, the hire is for over 24 hours or is for a series of 10 or more sessions then the hiring can be exempt (HMRC Reference: Notice 701/45).

(ii) Other Facilities:

Income from other lettings such as classrooms, assembly halls, dining rooms, etc is always exempt from VAT as they are classed as "rights over land".

Where an extra and separate charge is made for the hire of equipment, eg pianos, furniture, staging, lighting, electricity etc, VAT is due at the standard rate on the equipment hire. The school should record the VAT element of any income in its financial records. The table below sets out VAT liability for hire arrangements for Controlled, Maintained and Irish Medium schools.

SCENARIOS	VAT Liability
Hire of non-sports facility for non-sporting activity (eg classroom, hall, etc)	Exempt
Hire of non-sports facility for sporting activity, but equipment is not provided (eg classroom, hall, etc)	Exempt
Hire of sports facility for non-sporting activity (eg children's party, disco, etc)	Exempt
Hire of sports facility for sporting event (eg sports hall, football pitch, gym, etc)	Standard Rate
Hire of equipment (eg pianos, furniture, staging, lighting, electricity, etc)	Standard Rate
Hire of sports facility for sporting event that exceeds 24 hours (eg sports hall, football pitch, gym, etc)	Exempt
Hire of sports facility for sporting event that adheres to the rules governing a 'series of lets' (eg sports hall, football pitch, gym, etc) for over 24 hours or is for a series of 10 or more sessions	Exempt

For further information and advice, Controlled, Maintained and Irish Medium schools should contact the relevant ELB Financial Department.

Voluntary Grammar and Grant Maintained Integrated schools should adhere to existing frameworks and protocols. Any queries should be referred to the Funding Authority.

3. How can expenditure be monitored to ensure that all costs arising from all use of the school premises are being met?

All expenditure in relation to staff, resources, premises and utilities must be separately identified and costed - as it is automatically charged to the school's LMS delegated budget.

Staff costs can vary between schools and this must be considered when the school is setting its own charges. Each Funding Authority's annual charging rates are for guidance only and may not reflect the school's inescapable running costs. Also see advice within Question 4, 'Getting Started' section.

Every month each ELB's LMS Unit sends out electronically the LMS Budget and Expenditure Report for all Controlled, Maintained and Irish Medium schools. The Report provides detailed analysis of all staff and non-staff expenditure for the month and the year-to-date. From the Report, the school can identify areas of expenditure and receipts which may relate to the use of

the school premises. It is important that the Report is reconciled each month to ensure that all income and expenditure are accounted for.

For Controlled, Maintained and Irish Medium schools, the relevant ELB's LMS Unit is able to provide the school with the annual cost of individual staff to assist in budget preparation and the formulation of its charging policy.

The annual LMS Outturn Statement, which is published at the end of each financial year, can also be used to assist in identifying premises related costs.

For further information and advice, Controlled, Maintained and Irish Medium schools should contact the relevant ELB Financial Department.

Voluntary Grammar and Grant Maintained Integrated schools should adhere to existing frameworks and protocols. Any queries should be referred to the Funding Authority.

4. Is the ELB able to modify its financial system to provide monitoring arrangements for the use of school premises?

The ELB's financial system cannot be modified to support the school's premises expenditure. The current suite of finance codes are unique to the system and cannot be amended.

If the school requires more detailed monitoring arrangements then this is only possible either within the school's C2k financial system or by retaining manual records.

With regard to C2k, the school will need to create unique cost centres within its financial system and then update these with all income and expenditure data from the Detailed Transaction Report.

For further information and advice please contact the C2k support team.

5. Should receipts for the use of school premises be lodged to the school or the ELB's bank account?

The ELB's advice, as set out in its Financial Manual for LMS Schools (Cash Handling - Chapter 10), clearly states that all income derived from the use of the school premises must be credited to the school's LMS budget. In other words, expenditure will be debited from the school's LMS delegated budget for the use of the school premises and the corresponding income must be credited. The only way that this can be achieved is for the school to lodge the receipts via the ELB's bank account.

It is important that all receipts are lodged on a timely basis so that they can be monitored via the monthly Budget & Expenditure and Detailed Transaction Reports as well as the C2k system.

In the case of Voluntary Grammar and Grant Maintained Integrated schools, receipts for the use of the school premises should be lodged to the school's bank account.

6. How should income from external funders be handled?

Each Governing Body would advocate that similar arrangements, as set out in Question 5 above, should be followed in respect of income from external funders.

For further information and advice, Controlled, Maintained and Irish Medium schools should contact the relevant ELB Financial Department.

Voluntary Grammar and Grant Maintained Integrated schools should refer any queries to the Funding Authority.

7. What records need to be kept for audit purposes?

It is recommended that a full audit trail of all correspondence relating to the use of the school premises is kept. In particular, copies of all correspondence regarding charging arrangements and income received.

All income and expenditure is subject to appropriate audit arrangements.

For further information and advice, Controlled, Maintained and Irish Medium schools should contact the relevant ELB Internal Audit Department.

Voluntary Grammar and Grant Maintained Integrated schools should refer any queries to the Funding Authority.

See also - 'Getting Started' Section - Pages 7-11 and Appendix 8 for a list of useful contacts.

Appendix 1

ASSESSMENT OF SCHOOL PREMISES AND EQUIPMENT FOR COMMUNITY USE

School Area	Suitable for Community Use?	Times Available	Issues affecting use
Example School Hall	Yes	After 3.30 pm Fridays 7.00 am-12.00 pm weekends and school holidays	Maximum capacity 200 people No stilettoes No access to gym equipment Heating requires 8 hours warm up time
Example Portable stage	Yes		Requires 1 hour to assemble and take down by trained staff member
Example School Meals Premises			For Controlled and Maintained schools, the approval and charging for the use of school meals premises lies with the relevant ELB

Appendix 2

PRIMARY SCHOOL SAMPLE OF COSTS

(For example only)

LMS Unit Estimate		Annual Cost (2012-2013)	Weekly Cost	Hourly Cost	Hours Per Week	Total Cost Per Week	
Proposed Rental Agreement - Estimate of Use of Premises							
LMS Funded Floor Area (sqm.):		xx.xx sqm					
LMS CFF per sqm:		£					
Unitary Factors							
Floor Area (sqm.)		x		(Reference: Property Services Drawing Plan - 6 June 2012)			
Rental (Weeks)		x					
Rental (Hours Per Weeks)		x		Total hours: x = x			
Cleaning Materials		%					
Premises Cost		%					
Percentage Increase for Inflation		%					
LMS Unit Estimate		Annual Cost (2012-2013)	Weekly Cost	Hourly Cost	Hours Per Week	Total Cost Per Week	
Administration		£	£	£	x	£	
Building Supervisor		£	£	£	x	£	
Executive Officer		£	£	£	x	£	
Premises Cost***		Annual Cost	Weekly Cost (40wks)	Sqm. Cost	Sqm. Cost Per Hour	Sqm. Per Week	
Fuel Oil (1651)		£	£	£	£	x	£
Electricity (1652)		£	£	£	£	x	£
Water (1655)		£	£	£	£	x	£
Toilet Requisites (1656)		£	£	£	£	x	£
Window Cleaning (1661)		£	£	£	£	x	£
Waste Disposal (1667)		£	£	£	£	x	£
General Maintenance (1670)		£	£	£	£	x	£
Contractual Cleaning (1750)		£	£	£	£	x	£
(***)Source: Budget & Expenditure Report - March 2012)							
Total Premises Cost:		£					
Wear & Tear							
Cleaning Materials (% of Cleaning Materials)		£	£	£	x	£	
Premises Cost (% of Total)		£	£	£	x	£	
Other (Unitary Estimate by School)		.----->	£	£	x	£	
Miscellaneous (Unitary Estimate by School)		.----->	£	£	x	£	
TOTAL COST PER WEEK						£	
Percentage Increase for Inflation						£	
REVISED COST PER WEEK						£	
TOTAL COST PER ANNUM						£	

Note: For Controlled and Maintained schools the approval and charging for the use of school meals premises lies with the relevant ELB.

Appendix 3

POST PRIMARY SCHOOL SAMPLE OF COSTS

(For example only)

		Cost Centre:				
		DE Reference:				
Proposed Rental Agreement – Estimate of Use of Premises						
LMS Funded Floor Area (sqm.):		xx.xx sqm				
LMS CFF per sqm:		£				
Unitary Factors						
Floor Area (sqm.)		x		(Reference: Property Services Drawing Plan – 6 June 2012)		
Rental (Weeks)		x				
Rental (Hours Per Weeks)		x		Total hours: x = x		
Cleaning Materials		%				
Premises Cost		%				
Percentage Increase for Inflation		%				
LMS Unit Estimate	Annual Cost (2012–2013)	Weekly Cost	Hourly Cost		Hours Per Week	Total Cost Per Week
Administration	£	£	£		x	£
Building Supervisor	£	£	£		x	£
Assistant Building Supervisor	£	£	£		x	£
Senior Executive Officer	£	£	£		x	£
Executive Officer	£	£	£		x	£
Technician	£	£	£		x	£
Premises Cost***	Annual Cost	Weekly Cost (40wks)	Sqm. Cost	Sqm. Cost Per Hour	Sqm. Per Week	
Fuel Oil (1651)	£	£	£	£	x	£
Electricity (1652)	£	£	£	£	x	£
Gas (1653)	£	£	£	£	x	£
Water (1655)	£	£	£	£	x	£
Toilet Requisites (1656)	£	£	£	£	x	£
Window Cleaning (1661)	£	£	£	£	x	£
Waste Disposal (1667)	£	£	£	£	x	£
General Maintenance (1670)	£	£	£	£	x	£
Contractual Cleaning (1750)	£	£	£	£	x	£
(***)Source: Budget & Expenditure Report – March 2012)						
Total Premises Cost:		£				
Wear & Tear						
Cleaning Materials (% of Cleaning Materials)	£	£	£		x	£
Premises Cost (% of Total)	£	£	£		x	£
Other (Unitary Estimate by School)		.----->	£	£	x	£
Miscellaneous (Unitary Estimate by School)		.----->	£	£	x	£
TOTAL COST PER WEEK						£
Percentage Increase for Inflation						£
REVISED COST PER WEEK						£
TOTAL COST PER ANNUM						£

Note: For Controlled and Maintained schools the approval and charging for the use of school meals premises lies with the relevant ELB.

SCHEDULE OF CHARGES

[INSERT SCHOOL NAME]

Schedule Of Charges For Lettings

The Board of Governors at their meeting on [insert date] adopted the scale of charges set out below.

	DAYTIME – Term (8.00 am – 6.00 pm)	DAYTIME – Holidays (8.00 am – 6.00 pm)	EVENINGS (6.00 pm – 11.00 pm)	WEEKENDS (8.00 am – 11.00 pm)
Areas of the School	Rate per hour	Rate per hour	Rate per hour	Rate per hour

Appendix 4

- Introduction
- Rationale
- Getting Started
- Ownership and Control of School Premises
- Operational Management
- Health & Safety
- Child Protection
- Human Resources
- Finance
- Appendices 1-8**
- Case Studies

Appendix 5

PUBLIC AWARENESS FORM

Information about School Facilities to Hire

Name of school	
Address including postcode	
Website and email of main reception at school	
What facilities are there available? <ul style="list-style-type: none"> • Football pitch • Hall • Classroom • Badminton Court etc 	<i>Tick as appropriate, please.</i> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>
Will the school be setting up equipment that is needed?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the area disabled friendly?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Additional equipment available (eg chairs and tables)	
Is car parking available?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Cost of hiring rooms and at what times? (Weekends/weekdays)	
Are there any additional costs ie building supervisor, cleaning etc?	
Contact name, telephone number and email of building supervisor or emergency contact (only provide work mobile if your site manager has one that the school supplies. If not, just provide school number).	
Sessional or one-off bookings wanted?	
Are the outside areas lit?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are there changing facilities?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are toilets available?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Can the school be used during half-term and holidays?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Other useful information?	

Appendix 6

APPLICATION FOR THE PRIVATE HIRE OF PREMISES

Application for the private hire of premises at: _____

PART A (To be completed by the applicant)

(i) Name and address of applicant:			
(ii) If you are acting on behalf of a club or organisation Name and address of club or organisation:			
(iii) Name and address for invoice ie person responsible for making payment for hire: Contact telephone number: Mobile number:			
Details of facilities required:			
Large Hall (<i>over 300 sq meters</i>)	<input type="checkbox"/>	Craft Room	<input type="checkbox"/>
Small Hall (<i>under 300 sq meters</i>)	<input type="checkbox"/>	Gym	<input type="checkbox"/>
Changing accommodation (<i>inc. shower facilities</i>)	<input type="checkbox"/>	Heating Required	<input type="checkbox"/>
Courts	<input type="checkbox"/>	Flood lighting	<input type="checkbox"/>
Classroom(s)	<input type="checkbox"/>	How many?	<input type="checkbox"/>
Outdoor grounds (<i>please specify</i>)			
Other (<i>please specify</i>)			
Equipment (<i>please specify</i>)			
Purpose for which facilities are required:		Sport/Physical Activity	<input type="checkbox"/>
		Lifelong Learning	<input type="checkbox"/>
		Other*	<input type="checkbox"/>
If Other* (<i>please specify</i>)			
Period of use:	to		
Number of days:	Day:		
Frequency	Weekly <input type="checkbox"/>	Fortnightly <input type="checkbox"/>	Monthly <input type="checkbox"/>
	Other (specify) <input type="checkbox"/>		
Times of use	Morning		Afternoon
	Start	Finish	Start
			Finish
	Evening		
	Start	Finish	
Expected numbers:	Age group:		

On completion of Part A, the applicant should return the form to the school who will complete Part B

PART B (To be completed by the school and returned to the applicant)

Charge for the private hire of facilities				
Facility 1	Total no of hours:	x	(Rate per Hour) =	£
Facility 2*	Total no of hours:	x	(Rate per Hour) =	£
Charge for Building Supervisor*	Total no of hours:	x	(Rate per Hour) =	£
Hire of Equipment*	Total no of hours:	x	(Rate per Hour) =	£
Total number of uses			Nett charge	£
			VAT	£
<i>*If applicable</i>			TOTAL CHARGE	£
Additional information*				

PART C (To be completed by applicant on completion of Part B by the school)

I confirm that I have received and read a copy of the Terms and Conditions of Hire

I undertake to comply with the Terms and Conditions of Hire affecting the use of educational premises

I agree to the current hire charges and hereby undertake to be responsible for the charges and costs incurred

I have Public Liability Insurance with a minimum cover of £10,000,000

Signed: _____ Position: _____ Date: _____

PART D (To be completed by the school if proposed hire is approved)

I confirm the approval of the Private Hire of Premises as set out in Part A and B

Signed: _____ Designation: _____ Date: _____

Completed forms should be forwarded to the relevant Education and Library Board (ELB) and a copy retained by the School and the Hirer.

Note: Controlled, Maintained and Irish Medium schools should liaise with their ELB on the process for approving applications.

Appendix 7

TERMS AND CONDITIONS OF HIRE**Governing Body**

For the avoidance of doubt all references to "Governing Body" within the Terms and Conditions of Hire document means as appropriate the area Education and Library Board in which the school is situated where the school is a Controlled school as defined by Article 2 of the Education and Libraries (Northern Ireland) Order 1986 and the Trustees of the school where the school is a Catholic maintained school as defined by Article 141(3) of the Education Reform (Northern Ireland) Order 1989.

Hirer

The Hirer must be over 18 years of age and shall be the person by whom the application form for the hiring is signed. Such person shall be responsible for the payment of the fees payable in respect of the hiring and for the observance and performance in all respects of the conditions and stipulations contained in the hire agreement. Where a prompting organisation is named in the application that organisation shall also be considered the Hirer and shall be jointly and severally liable hereunder with the signatory.

Fees and Charges

The hire fee shall be paid in full upon signing the Hire Agreement together with any returnable deposit required by the Board of Governors.

Duration of the Hire Period

The Board of Governors shall determine in advance the duration of the hire period.

Cancelling of Hiring by Board of Governors

The Board of Governors reserves the right to refuse any application.

The right is reserved to cancel any hiring, without notice, where the Board of Governors considers it necessary for any cause outside their control.

The Board of Governors reserves the right to cancel this Hire Agreement at any time where the Hirer is in breach of the terms of this Agreement and no compensation shall be payable to any person in consequence of cancellation. In such event, the Board of Governors shall not incur

any liability to the Hirer other than for the return of any fee or the appropriate part of any fee paid in respect of the hiring.

Cancellation or Postponement by Hirer

Hirers will be allowed to cancel or postpone such bookings. Refunds or fees payable are at the discretion of the Board of Governors.

Hired Area

Access is strictly restricted to the hired area and any toilet facilities, entrances, exits and corridors as directed by the Board of Governors.

The Board of Governors and Governing Body reserve to themselves, and their officers, the right to enter the hired area at all times on producing evidence of their identity.

Variation of Conditions

There shall be no variation to the conditions of hire without the express consent of the Board of Governors.

Care of School Premises

The Hirer is responsible for everyone who is on the school's premises for the activities they are organising and, generally, for everyone who comes on to the parts of the school's premises which are under the Hirer's control at the stated times. The Hirer is responsible for ensuring that they comply with all the terms of the hire agreement.

No notices or placards shall be affixed to, lean upon or be suspended from any part of the school premises.

No bolts, nails, tacks, screws, pins or other similar objects shall be driven into any of the walls, floors, ceilings, furniture or fittings. The Hirer shall ensure that no persons using the permitted area wear shoes with stiletto heels or other footwear which may in the opinion of the Board of Governors be damaging to the floor surfaces of the hired area.

No alterations or additions to any electrical installations either permanent or temporary on the hired premises may be made without the written consent of the Board of Governors. Electrical apparatus must be switched off after use and plugs removed from sockets.

Health, Safety and Condition of Premises

The Hirer/Hirers shall during the hiring be responsible for:

- (a) taking all measures necessary to ensure that the permitted number of persons using the hired premises is not exceeded;
- (b) the efficient supervision of the hired premises and for the orderly use thereof including the observance of the Board of Governors' policy on smoking on school premises;
- (c) ensuring that all doors giving egress from the hired premises are kept unfastened and unobstructed and that no obstruction is placed or allowed to remain in any corridor giving access to the hired premises;
- (d) ensuring that all proper safety measures are taken for the protection of the users of the premises and equipment including adequate adult supervision where young people are concerned;
- (e) familiarising themselves and the users of the premises with the fire alarm positions, the locations of the fire fighting equipment and the establishment's exit routes;
- (f) ascertaining the location of the nearest emergency telephone;
- (g) the provision of a suitable first aid kit;
- (h) the administration of first aid;

The Hirer shall at the end of the hiring be responsible for:

- (a) ensuring that the hired premises are vacated promptly and quietly;
- (b) ensuring that the hired premises are left in a safe and secure condition and in a clean and tidy state;

Failure to comply with these conditions may lead to additional charges.

The Hirer shall not permit or suffer any damage to be done to the hired premises or any furniture or equipment therein and shall make good to the satisfaction of the Board of Governors and pay for any damage thereof (including accidental damage) caused by any act or neglect by himself, his agents or any person on the hired premises by reason of the use thereof by the Hirer.

Accidents

The Hirer shall immediately inform the Principal of the school of any emergency, accident or serious incident that occurs on the school premises. The Hirer will complete and lodge with the school an accident report form, a copy of which is attached herewith.

Intoxicating Liquor

Intoxicating liquor shall not be brought into nor consumed on school premises without the prior consent of the Board of Governors. Where such consent is given the Hirer must comply with the Licensing Laws and provide evidence of such to the Board of Governors.

Smoking

There shall be no smoking on the school premises or the school grounds.

Public Entertainment and other Licences

The promoters of entertainment and functions to which the public are admitted on payment shall be responsible for completing to the satisfaction of the Board of Governors all formalities in connection with the use of the premises for that purpose. Where the Chief Fire Officer or Licensing Authority require additional facilities for the purpose of a letting (such as "Exit" sign and emergency lighting) which are not already installed, it shall be the responsibility of the Hirer to provide such facilities of an approved type and method of installation.

Payment for admission shall be deemed to include admission by tickets or programmes or by any other method by which the making of a payment entitles a person to admission.

No entertainment or function to which the public are admitted shall be allowed unless the premises are licensed for the purpose under the bye-laws of the Local Council in whose area the premises are situated and all necessary regulations against fire are complied with.

The Hirer shall be responsible during the function or entertainment for which the premises are hired for ensuring:

- all safety requirements and recommendations of any licensing authority are complied with;
- any limitation on the number of persons admitted imposed by any licensing authority or the Board of Governors or Governing Body are complied with;
- suitably qualified persons are employed to be responsible for the supervision of the premises and the conduct of those attending so as to avoid personal danger, and damage to the premises.

Copyright and Performing Rights

No copyright work shall be performed without the licence of the owner of the copyright and the payment of any appropriate fees.

The Hirer shall comply with all the provisions of the Copyright, Designs and Patents Act 1988. If the Hirer shall fail to do so any permission previously granted by the Board of Governors to use the school premises shall be immediately cancelled and the Board of Governors shall have the right to recover fees, charges or any other payments referred to in this Hire Agreement.

The Hirer shall indemnify the Board of Governors and Governing Body from and against all actions, proceedings, costs, claims or demands whatsoever, arising out of the performance of Copyright Works on school premises.

The Hirer shall, immediately after any performance or function at which music has been performed or songs sung, complete, sign and return to the Performing Right Society a Performing Right Society Limited form obtainable from the Performing Right Society Limited, 29-33 Berners Street London W1T 3AB.

If it is proposed to play a copyright record or tape in public, application for a licence so to do must be made to Phonographic Performance Ltd, Upper James Street, London W1F 59E.

Evidence that the necessary licences have been obtained must be supplied to the school at one week/month* (*delete as appropriate*) before the letting.

Gaming

No betting, gaming or gambling is allowed except in accordance with the conditions eg charitable bazaar, sale of work, fete, dance or sporting event of the Betting, Gaming, Lotteries and Amusement (NI) Order 1985 as amended by the Betting and Lotteries (NI) Order 1994 when gaming is carried on at an entertainment promoted for raising money to be applied for purposes other than private gain.

Use of Equipment

The hire area does not include the use of any equipment except where specifically agreed and subject to any fees deemed appropriate by the Board of Governors. School furniture (other than chairs for use in halls) shall not be moved except by arrangement. The Hirer must do everything reasonable to avoid loss, damage or breakage to the school's property whilst the school's premises are under the Hirer's control. Any loss, damage or breakage must be reported as soon as practicable to the Headteacher. The Board of Governors will be entitled to charge the Hirer for any such loss, damage or breakage on terms to be approved by the school.

Indemnity

The Hirer will be required to indemnify the Board of Governors and the Governing Body against any liability at law in respect of any accident involving death or bodily injury to any person or damage to or loss of any property real or personal and happening consequent upon or in connection with the use of the premises unless due to the negligence/default of the Board of Governors and/or the Governing Body, their servants or agents.

Insurance

The Hirer shall effect and maintain Public Liability Insurance in the minimum sum of £10,000,000.00 (ten million pounds). The level of insurance cover shall be in respect of any one claim and without limit in respect of the number of claims made in any 12 month period of insurance, such insurance to be effected with a reputable insurance company and evidenced immediately upon any reasonable demand.

Parking of Vehicles

The parking of vehicles on the school's property shall be permitted in approved areas only on condition that persons bringing such vehicles on to the premises do so at their own risk and that they accept responsibility for any damage to the school's property or injury to any person whether connected with the establishment or not, caused by such vehicles or their presence on the school's premises.

Use of Playing Fields

Any hiring of a playing field may be cancelled without notice if weather conditions or the state of the ground make it likely that unreasonable damage may result from use. Suitable footwear must be worn.

Exclusion of Liability

Except in so far as the Unfair Contract Terms Act 1977 (or any statutory modification or re-enactment of it) otherwise requires, neither the Board of Governors or the Governing Body will be responsible or liable in any way whatsoever to any person whatsoever (and whether or not there shall be any negligence by its servants or agents) in respect of:

- (a) any damage or loss of any property brought on to or left upon the hired premises either by the Hirer or by any other person;
- (b) any loss or injury which may be incurred by or done by or happen to the Hirer or any person resorting to the third premises by reason of the use thereof by the Hirer;

- (c) any loss to breakdown or machinery, failure of electrical supply, fire, flood or government restriction which may cause the hiring to be interrupted or cancelled;

and the Hirer shall be responsible for and shall indemnify the Board of Governors and the Governing Body, its servants and agents against all claims, demands, actions and costs arising from the Hirer's use of the hired premises or from any loss, damage or injury suffered by any person arising in any manner whatsoever out of the use of the hired premises by the Hirer.

Miscellaneous

The Hirer shall comply with such additional conditions as the Board of Governors or Governing Body may require in writing, to be observed for a particular letting.

It is understood and agreed that the Board of Governors and Governing Body do not, either expressly or by implication, warrant the premises to be fit or suitable for any sporting, recreational or other purpose for which the Hirer intends to use them but rely entirely on the skill, knowledge and expertise of the Hirer in choosing so to use them and require the Hirer to discontinue that use immediately upon it becoming reasonably foreseeable that by reason of their condition a participant in or spectator to that sport, recreation or other activity, or any other person is in danger of suffering injury, loss or damage.

General

The Hirer and his agents shall during the hiring and during such other times as they or any of them shall be on the hired premises for the purpose of the hiring comply with all reasonable requirements of the caretaker of the hired premises.

The Hirer shall not sublet the hired premises or any part thereof and in the event of this conditions being breached or any threat thereof then the hiring will stand cancelled, the charges forfeited and the Hirer and sub-hirer excluded from the hired premises.

Any notice or necessary action required in respect of this hiring may be undertaken by:

- (a) the Chairman of the Board of Governors or his nominated representative.

The right of entry to the hired premises at any time during the hiring is reserved for authorised officers and employees of the Governing Body, the Chairman of the Board of Governors and the Principal of the school or a person authorised by them.

Where the hire of the facilities is for a block period this shall be for no more than nine months for any period of hire and all periods of hire shall automatically determine on the 30th June in each and every year.

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LIST OF USEFUL CONTACTS**Education and Library Boards**Child Protection:

BELB	Pamela Woods	028 9056 4356
WELB	Martin McQuaid	028 8241 1478
NEELB	Child Protection Support Services for Schools (CPSSS) Unit	028 9448 2223
SEELB	Colum Boal Alison Casey	028 9056 6434 028 9056 6274
SELB	CPSSS Unit	028 3834 1975

Financial Department:

BELB	Nigel Vance	028 9056 4321
WELB	Sean Rodgers	028 8241 1312
NEELB	Pauline McErlane	028 2566 7619
SEELB	Leonard McClenaghan	028 9056 6222
SELB	Kay Wilkinson	028 3751 2569

Health and Safety:

BELB	Brendan O'Reilly	028 9056 4302
WELB	Owen Doddy	028 8241 1377
NEELB	Orla Martin	028 2565 5366
SEELB	Brendan O'Reilly	028 9056 4302
SELB	David Orr	028 3751 2429

Human Resources:

BELB	Linda McGowan	028 9056 4010
WELB	Emer Palmer	028 8241 1339
NEELB	Margery Cooke	028 2566 2417
SEELB	Jackie McComb	028 9056 6352
SELB	Joanne Coleman	028 3751 2439

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Legal Department:

BELB	Bill Harper	028 9056 6491
WELB	Paul Crooks	028 8241 1381
NEELB	Wendy Nelson	028 2566 2310
SEELB	Bill Harper	028 9056 6491
SELB	Paul Crooks	028 3741 0132

Council for Catholic Maintained Schools

Single Point of Contact

Gerry Lundy 028 9039 3878

Department of Education

Youth and Schools in the Community Team 028 9127 9838

STEWARTSTOWN – A STUDY IN COLLABORATION

Stewartstown Primary School and St Mary's Primary School

"Services now offered by the school to the pupils, parents and wider community, due to the provision of the sports hall, has enabled all users to avail of a wide range of interests, broadening their experiences and supporting their own personal development."

"Collaboration between the two schools is very worthwhile. Both children and staff benefit, expertise is shared, new friendships are made – it is very good for community relations."

BACKGROUND

Stewartstown in Co Tyrone is a small village situated very close to the geographic centre of Northern Ireland. There are two local primary schools, situated on opposite ends of the village on the main road that runs between Coalisland and Cookstown. St Mary's PS, with an enrolment of 125 is a Catholic maintained school, while Stewartstown PS, with an enrolment of 30 is a controlled school. Both schools avail of funding from the Extended Schools programme. The schools have a culture of collaborative work, and have benefited in the past from joint applications for funding eg both obtained ICT equipment on a number of occasions through cross community funding; their children have experienced joint arts projects with Cookstown District Council and have experienced each other's places of worship through the support of Community Relations, Equality & Diversity (CRED) funding.

HOW IT WORKS

Programmes

St Mary's PS, as part of the Big Lottery PE and Sport in Schools programme and citing Stewartstown PS as a partner school, were granted a new multi-purpose sports hall. Previously their pupils had to depend on the weather for PE opportunities, but now are able to offer pupils a full programme that goes beyond curriculum requirements. The extensive sports hall also allows for a wide range of non-sporting activities, including achievement assemblies, drama and circle time sessions. Children from Stewartstown PS have collaborated with St Mary's pupils in a range of literary, artistic and sporting activities in the sports hall during the school day, as well as partaking in some of the after school activities, eg multi-skills, gymnastics and basketball.

Most after-school activities for school aged pupils run as six to eight week programmes ensuring pupils have access to a variety of activities and that all get some opportunity to participate. Clubs on offer have included a range of sports, eg gymnastics, multi skills, basket ball, hurling and dance and other activities have included, First Aid, technology, singing and music. For the community, activities offered during the school week again reflect a range of sporting tastes, for example circuit training, zumba, bowling and yoga. Popular one off events managed by the school through Extended Schools funding have included, 'Cooking on a Budget' involving a local butcher and a Dungannon restaurant chef, a 'Well being' event which showcased local businesses involved in the health and well being sector and a relaxation evening is scheduled for this year.

Before the hall was built the local area had no provision for community activities, with the towns of Cookstown and Dungannon, both approximately 6/7 miles away. Now local community users hire the hall regularly, with a mix of private hire, SELB and Cookstown Council organised schemes. In the past, SELB and Cookstown Council have run cross-community summer schemes during school holidays.

Weekend events, such as a County wide convention and a cross community Christmas Craft Fair have found the Sports hall as an ideal venue and having the space to allow community users time to practice for drama and dance activities has ensured the Sports Hall timetable, during the school day, evening and weekends is busy. A recent concern regarding teenagers, who have nowhere to meet was raised with the Hall committee and St Mary's have offered their hall as a venue for a youth club.

The school has a dedicated Assistant Building Supervisor who is paid from the proceeds to be a key holder, ensure standards of cleanliness and manage the day to day upkeep of the hall. Users pay an hourly rate and this covers the cost of the building supervisor and energy costs. The school secretary takes all bookings and payments, and money is transferred into the LMS account at regular intervals to allow for the extra Building supervision and energy payments.

All external users are asked to provide proof of their own insurance and a written agreement with all users about use of equipment and standards is issued and signed beforehand. Users are required to read the Health and Safety guidance, make themselves familiar with First Aid equipment and provide their Access NI certificate if they are hiring the hall for children or vulnerable adults. Simple storage solutions for the use of equipment include photographs of the equipment, where they can be found, used and replaced easily. The two stores in the hall allow the school to keep one secure for school based equipment only, while the other contains equipment that is available to all community users.

Community use of the hall is not a profit making venture. The school is proud of the fact that they provide very valuable and much needed after-school activities that support their own pupils and the children of the community. Feedback from community adult users has been very positive. Many of the evening activities for adults and indeed parents of the school are very

well attended. All evening activities are cross community and advertised widely through the community, for example, shops, local health centre and on the school website.

OUTCOMES

The availability of a venue for community use has made a vast improvement to not only the educational outcomes of the pupils in the Stewartstown community but has had a hugely positive impact on the village of Stewartstown, with local children, young people and adults now having access to a venue that is within reach, fit for purpose and affordable.

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RURAL PRIMARY SCHOOL – SELF-FINANCING MODEL

St Mary's Primary School, Kircubbin

"Don't be afraid of what could go wrong. Start slowly and try to minimise those risks. If relationships are right from the start, the whole team including our children are moving in the same direction".

Open 8.00 am–6.00 pm Monday–Friday 50 weeks per year

BACKGROUND

St Mary's is a small Primary School situated in the Ards peninsula. There are 6.5 teaching staff, including the teaching Principal, Mr Dorrian. St Mary's does not meet the criteria for Extended Schools although sited in a Sure Start area.

The Principal described how when he first arrived in post six years ago, the only after school activities on offer for children were hurling and camogie. After consulting with the pupils and involving parents on what they would like, interest was expressed in introducing mini rugby and modern dance for KS2 pupils.

As parents had been involved in the process, they were aware of the numbers required to attend to ensure financial viability and agreed £1 per session – an affordable rate to cover the cost of coaches. Such was the success of the KS2 activities, KS1 pupils and parents expressed a keen desire to also participate.

HOW IT WORKS

Programme and Practicalities

The school now provides a comprehensive out of school hours service and is viewed as a vital hub for both pupils and members of their local community. The Trustee, Governors and Principal were approached by a number of external bodies to use their premises to deliver healthy living activities, adult ICT and traditional Irish music classes for young people and adults. Wrap around care for children is available from 7.30 am–6.00 pm Monday–Friday and during holidays. The Principal advises in order to make the best availability of the school facilities you should consider programming a number of activities on the same evening, to maximise the opportunities to the community and cut down on operational management issues of the building.

Monday	Tuesday	Wednesday	Thursday	Friday
8.00-8.55 am *Breakfast Club	8.00-8.55 am *Breakfast Club	8.00-8.55 am *Breakfast Club	8.00-8.55 am *Breakfast Club	8.00-8.55 am *Breakfast Club
	9.00-11.00 am Soccer			
2.00-4.00 pm Modern Dance		2.00-4.00 pm Hurling/Camogie	2.00-4.00 pm Irish Dance/ Rugby/Golf	
	3.00-4.00 pm Guitar Club/Soccer	3.00-4.00 pm Guitar Club		Hurling/Camogie Summer Term
2.00-6.00 pm Wrap Around Care	2.00-6.00 pm Wrap Around Care	2.00-6.00 pm Wrap Around Care	2.00-6.00 pm Wrap Around Care	2.00-6.00 pm Wrap Around Care
7.00-9.00 pm Pilates		7.00-9.00 pm Boxercise		

**Children pay between 30p and £1 depending on what they choose*

Each day, the school offers a service to working parents (not exclusive to St Mary's parents) of wrap around care 7.30 am-6.00 pm through an arrangement with a private day care provider using a spare classroom. The provider and Trustee have entered into a service level agreement while running costs are built into the rental agreement of the classroom. The breakfast club is delivered by the school meals staff, with supervision by school staff. The Principal co-ordinates operational issues such as standards of cleaning, programming, access, security and billing. The community use is reported on through quarterly Board of Governor meetings.

OUTCOMES

While the parents are responsible for paying for after school activities and community users pay for the use of the premises, the school is just about able to cover heating and lighting but does not make any profit. The Principal would argue the benefits of opening up the school outweigh the problems and views the community as the winners. He reports he *"nearly needs to chase the young ones home after school"* and believes there has been a very positive effect on the children, particularly those with some challenging behaviours. He cites sound relationships as being key to the success eg negotiating with caretakers/cleaners to leave certain areas to the last to facilitate extracurricular use. Suggested improvements would be to tighten handover procedures post cleaning, to ensure the school is left fit for purpose for the next morning and to introduce a tick list system inviting the nominated person to take responsibility for leaving the school fit for purpose to deliver the curriculum.

Transport is a problem in rural areas. However, through sound relationships with the ELB, agreement has been reached to allow KS1 bus pupils to travel home at 3.00 pm. KS2 pupils require collection by parents/carers.

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SCHOOL AND VOLUNTARY SECTOR IN PARTNERSHIP

Edenderry Nursery School/Lifestart

The Edenderry Nursery School (Shankill) and the Lifestart Foundation are engaged in a partnership project aimed at supporting local children make the first important step into formal education by enabling parents to support their child's transition into nursery education. Many children entering nursery school are ill prepared for this new learning environment and have not as yet acquired the intellectual, emotional and social skills necessary to derive the maximum benefit from nursery education. Children falling behind in this important developmental stage are much more likely to enter primary school education with marked disadvantages.

Empirical evidence* suggests that the home-learning environment is the most important single determinate of child development outcomes and that parents can be educated to promote learning in the home, to understand how transitions affect individual children and to develop the skills to make the transition into nursery school a positive developmental experience. Through the partnership project the Lifestart Foundation has placed a Family Visitor in the nursery school who is delivering the Lifestart Home-based Parenting Programme to parents of pre-nursery children living in the school's catchment area. The Foundation contributes the Family Visitor's salary and meets associated costs and school's contribution to the project is in the form of work space and overheads.

The Foundation benefits from the school's community location and the access it provides to parents and the school benefits because children whose parents have received the Lifestart programme are school-ready and well prepared for nursery learning.

Arc Project

The 'Active Respectful Communities: Ardoyne & Shankill Together', project is a partnership model between Holy Cross NS, Edenderry NS, Glenwood PS, Holy Cross Boys' PS, Wheatfield PS, Holy Cross Girls' PS and Community Relations In Schools (CRIS), funded under the Contested Spaces Programme, OFMDFM & Atlantic Philanthropies.

The project operates at a whole school level on a cross community basis and provides numerous opportunities for sustained contact between children, parents/guardians, and staff from all six schools. Collaboration and sharing is at the heart of all operations. The project aims to further relationships and trust between participants and contribute to the building of more peaceful and confident communities, together.

* Meluish, T (2008) *Sure Start DCSF UK*

The initiative has two main focus areas, 'Early Years & Parenting' and 'Shared Space' programmes. Training and activities within these areas takes many shapes. For instance shared history, photography, parenting courses, residential programmes for adults and a range of dedicated community relations focussed courses that link directly to PD&MU and that incorporate subjects such as drama, sport, and IT, for school pupils across the entire school.

The Our Shared Vision Project

Edenderry Nursery School provides a comprehensive programme of support to parents through its partnership with the Our Shared Vision Project. Along with five other partners Edenderry Nursery secured funding through the Big Lottery's Live and Learn Project to support some of the most vulnerable and hard to reach families within disadvantaged communities in Belfast.

Many of the parents accessing the Our Shared Vision (OSV) programme have had poor educational experiences and have been impacted by factors such as the paramilitary conflict, drug and alcohol misuse and mental health illness. These barriers to learning are impacting children who are coming into nursery school with poor language and communication skills, attention and listening difficulties and general behavioural issues.

Edenderry Nursery and the OSV Project address these barriers to learning by making parents feel they are an integral and valued part of the school environment. Through a range of activities and courses parents increase their self-esteem and self-confidence, increase their knowledge and understanding of child development and are encouraged to access a range of relevant service providers within their community.

This needs-led programme is delivered by an OSV family learning worker based within the nursery five days a week and over the last three years over 330 parents and extended family members have been welcomed through the doors of Edenderry Nursery. They have accessed a range of programmes including accredited and non-accredited training, positive parenting courses, health and wellbeing workshops such as stress management and healthy eating, parent and child activities, dad-only events, 1-to-1 support, volunteering, signposting and support with transition.

Parents have also been able to access a number of resources to support home-learning.

*"It doesn't make school separate from home. She associates me with her school and that's great. I think you don't realise just how much education happens at home. Children learn a lot at home. It is very important to be learning together".
A parent who has accessed the OSV parenting project (source: external evaluator's Interim Report on Our Shared Vision Project, Nov 2012, p40).*

POST PRIMARY VOLUNTARY GRAMMAR – MULTIPLE USER MODEL

St Patrick's Grammar School, Armagh

"The Saturday school gives my son and my daughter a great experience to spend several hours in a safe environment where they make friends and use their native language. I notice that now they are more confident in their Monday-Friday school"
Saturday School Parent

BACKGROUND

St Patrick's Grammar School originated in 1838 and grew steadily to accommodate the 750+ students who attend today. The school sits alongside St Patrick's Cathedral and has several playing fields stretching from the back of the school out along the Moy Road.

The indoor and outdoor facilities of the school are made available to a wide range of user groups, including school staff and students. There are no formal contracts. Users are very appreciative and some say that were it not for the school accommodating them their activities simply could not take place.

The school is not motivated by profit as much as by a desire to service local and regional needs. However, we do ensure that the school is not subsidising community use.

While the school enjoys a very pleasant setting beside the cathedral on a hill overlooking Armagh, it is worth noting that it is set amid electoral wards that are deemed to be areas of considerable social disadvantage and are listed for Neighbourhood Renewal. Many pupils of the school live in these areas. However, at present, the school does not receive any funding under the Extended Schools programme.

HOW IT WORKS

Practicalities

Interested Groups contact the Principal, the bursar or the teacher who co-ordinates the use of the playing fields for approval to use facilities and agree rates. Once access to school use has been approved, the school's insurance is extended to cover individuals and groups coming onto the premises.

It is vital to ensure that classrooms and other facilities of the school are *"left as they were found"* so as not to disrupt the key educational function of the school. This can be assisted by having a caretaker on duty, by having a *"plan"* of the classroom layout to facilitate restoring it for normal use, by having dedicated storage facilities in rooms used by external groups. The co-operation of teaching staff in facilitating use of their rooms is crucial and must always be acknowledged.

The school does not suffer a net loss from the access it gives to external user groups and indeed in recent years has recorded some income. It is necessary to include costs for administration, including staff time, telephone calls etc.

Programme

Armagh Pipers Club

Over the 40 years of its existence Armagh Pipers have used many small and inadequate venues around Armagh. In 2004 the principal agreed the use of 25 classrooms on Monday evenings from 6.00 pm to 9.00 pm, as well as occasional use of larger venues such as the assembly halls and facilities for weekend workshops. As many as 300 children and young people avail of the tuition on Monday evenings.

GAA "centre of excellence"

There has been a link with the GAA for many years through use of the school football pitches in spring and summer. In recent years ladies teams and junior teams have been to the fore in seeking access. In the winter months these teams, and also senior teams, use the indoor facilities such as the gymnasium, volleyball court, basketball courts and the fitness suite. A teacher monitors and co-ordinates timetabling of facilities.

GAA use of classrooms for training referees and coaches has increased greatly and this includes evening and weekend seminars requiring access to computers/data-projectors/interactive whiteboards. These seminars usually require food which is provided by the school catering staff.

Polish and Lithuanian Saturday Schools

The Polish and Lithuanian groups need several classrooms every Saturday and occasional use of the assembly halls or gymnasium, as well as the dining room for their own snacks at lunchtime. The teachers require access to photocopiers and other equipment to prepare teaching materials each Saturday. Their focus is on developing and sustaining the language, culture, games, dance and other traditions of their native countries. Access to the school is at a greatly reduced rate.

St Patrick's Cathedral

Occasionally the school provides catering for a major event after a ceremony in the cathedral. The school has the capacity to serve dinner to 850 people, availing of the expertise and equipment of the Armagh City Hotel and with a major "team effort" on the part of many members of the school's staff.

OUTCOMES

The GAA (Croke Park headquarters staff) recently reported that they found the school's facilities and services, including access to ICT and photocopiers, to be perhaps the best they have access to anywhere in Ireland.

While the Polish and Lithuanian children attend local primary schools where English is the predominant language, the Saturday School experience allows these children to spend several hours in an environment where only their own native language is spoken. It is reported that this greatly boosts their self-esteem and their confidence.

The Monday evening music classes attract many local primary school children and we increasingly notice that attending these classes awakens a desire among the boys to attend this school for their post primary education.

IRISH MEDIUM POST PRIMARY – EXTENDED SCHOOLS MODEL WITH CO-ORDINATOR

Colaiste Feirste School

"The school is in a lovely old house and new building in the Beechmount area of Belfast. No matter who you speak to in the area they have a story to tell about Beechmount House and its history. It is great that the school are expanding into the former City Council site of Beechmount Leisure Centre and plan to continue to offer leisure facilities to the community."

Parent

BACKGROUND

Coláiste Feirste is unique in being the only Irish medium post primary school in Belfast. Founded in 1991 with just 9 pupils the college now has 563 pupils in (2013/14). Pupils are drawn from 14 primary schools in the greater Belfast area and beyond. The school, for young people aged 11-19, is all ability and all subjects are studied through the medium of the Irish language with a choice of 26 subjects at GCSE and 21 subjects post-16. The school has its roots firmly fixed within the Gaeltacht Quarter and the wider community.

Coláiste Feirste's premises include Beechmount house which is a 250 year old listed building, a renovated 1930s block and a 2005 purpose-built block. The building of an extended science/technology block and a new sports centre on the site of the Beechmount Leisure Centre is planned to commence in 2014.

Cairde Cheathrú na Gaeltachta - Friends of the Gaeltacht Quarter - has been established to support and promote the Irish language community and culture and use of the school premises by the community. Funding is sought to support this through grants from various funding bodies.

HOW IT WORKS

Programme and Practicalities

Application can be made to the Bursar for use of the school premises. Information required include details of the purpose for which the facilities are required and copy of insurance certificate. The Principal and Governors approve use of the school buildings.

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Sports Clubs using the school premises include the Jiu Jitsu Club who moved to the school in January 2009 after the Beechmount Leisure Centre closed. They use the Halla Mór - big hall - every Friday evening from 6.00 pm-8.00 pm. There is a session for Juniors and a session for Seniors.

The school premises are used for one off and yearly events by the GAA Ulster Council to train coaches for hurling and by a local community football club. Cultural events, book launches and art exhibitions during Féile an Earraigh and Feile an Phobail are also hosted by the school.

Various local community groups and organisations use the school premises for yearly or one off events including Comhairle na Gaelscolaíochta, Barnardos, Glór na Mona, West Belfast Partnership Board, Forbairt Feirste and the Belfast Regional Branch of Irish Dancers, Taylor School of Dancing, Feile an Phobail, Andersontown Feis, Comhdháil.

Extended Schools and After School Activities

Being Healthy	Enjoying, Learning & Achieving	Enjoying, Learning & Achieving	Living in Safety & with Stability	Experience Economic Environmental Well-Being	Contributing Positively to Community & Society
Breakfast Club	Environmental Club	Homework	Transition Support Year 8	Summer Schemes	Irish for parents
Cookery Clubs	After School Club	Maths Support	Mentoring Year 13	Young Business Enterprise	Parent Support
Sports Coaching	Dance	Extra Classes GCSE	Counselling	Gaisce - President's Award	Drugs Awareness
Camogie Club	Music Tuition	Study support ICT	Transition Support small group work	Residential Trips	Suicide Awareness
La Sláintiúil Health Days	Choir/singing	French Club	Club Cairde Friendship Club	European Languages Day	Beechmount Leisure Centre Development
	Drama Club	Jiu-Jitsu	Child Bereavement		European Heritage Day
	Art				