



Turner & Townsend

# Schools Strategic Brief

Scottish Borders Council

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April 2022

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# Introduction

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**Supporting children and young people to realise their ambitions and fulfil their potential is a key priority for our Council.**

The Strategic Plan commits to increasing skills for learning, life and work as well as enhancing life chances, aligning with the national aim to give every child and young person the best possible start in life.

To deliver on this commitment, we have constructed new schools at Kelso, Earlston, Eyemouth, Berwickshire and Jedburgh and we are now planning to construct new schools at Galashiels, Peebles, Hawick and Selkirk.

Each of these projects has been delivered as part of the Council's commitment to improve the infrastructure and public buildings across the Scottish Borders to improve the lives of residents, enhance the economy and make the area a destination of choice to live, work and visit.

These new learning environments are supporting the different ways we all learn, and are vital community assets to serve and provide spaces for our communities to use.



# Rationale

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**All learners should have access to positive learning environments and opportunities to develop their knowledge, skills, ambitions, confidence and self-esteem to the fullest potential.**

School buildings have a significant role to play in raising educational standards. Schools are required to be well designed and have facilities that inspire young people, teachers and communities and meet their aspirations and evolving needs.

***“This investment in our school estate is needed”***

To achieve this, we have developed this guidance to inform the development of new school learning environments in the Scottish Borders. New schools must also fully recognise the views of stakeholder groups which represent the whole community.

**We must make sure our investments in the school estate bring maximum value to the public purse.**

**The purpose of this document is:**

- to provide a recommendation of core provision for new build schools, which can be adapted according to site and roll
- to take into account essential Educational and National agendas central to the core business of a school establishment
- to ensure consistent and equitable provision across the learning estate.

# Strategic Brief and Guidance

**School buildings represent a long-term investment for Scottish Borders Council.**

**This **strategic briefing document** is a guide for providing consistent recommendations on core provision, space standards and essential adjacencies which can be adapted to suit individual sites and to help reflect any particular needs of the local community.**

This guidance should also be applied when undertaking extensions and refurbishments to schools.

This brief will be reviewed and, if required, updated annually to consider essential Educational and National agendas central to the core business of the Scottish Borders Council.



# Strategy & Policy Context

This brief should be read in conjunction with key strategic documents and policy guidance:

**Education (Scotland) Act 1980 & 2016** - National legislation covering the main aspects of Education in Scotland.

**Education (Additional Support for Learning) (Scotland) Act 2004** - Local Authorities must provide support for any child with additional support needs.

**Getting it Right for Every Child** - This approach helps practitioners focus on what makes a positive difference for children and young people and how they can act to deliver these improvements.

**Curriculum for Excellence** - The 3-18 curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

**Schools (Health Promotion and Nutrition) (Scotland) Act 2007** - Places health promotion at the heart of a schools' activities. Every school pupil in Scotland should receive at least two hours per week of physical education in primary school and two periods in S1 to S4.

**The Places and Spaces within a School - Building Better Schools (2009)** - Scottish Government guidance on investing in schools to provide children with the best possible start in life.

**The Children and Young People (Scotland) Act 2014** - Provides the legislative framework for looked after children and their rights.

**Scotland's Learning Estates Strategy 'Connecting People, Places and Learning' (2019)** - This provides guiding principles for investment in the learning estate across Scotland and set out our strategic approach for managing the learning estate.

**Christie Commission on the Future Delivery of Public Services (2011)** - Sets out principles on which sustainable services can be built: through empowerment, integration, efficiency and prioritising spend.

**Education Scotland Policy & Guidance** - Covering areas and including the National Performance Framework, the Core Facts Guidance and the Curriculum for Excellence (CfE) developed for the 21<sup>st</sup> Century.

**Scottish Futures Trust Place Guide: A Process for Improved Place-based Decision Making (2021)** - Integrating the place approach into public buildings and spaces.

**Sport Scotland Guidance** - Provides principles for becoming part of the Active Schools Network so that more and higher quality activities can take place on the school estate.

# Scotland's Learning Estate Strategy

**The Scottish Government and COSLA have shown their commitment to invest in the learning estate through their strategy ‘Scotland’s Learning Estate Strategy: Connecting People, Places and Learning’.**

The national strategy recognises the importance of the learning estate in supporting outcomes that are necessary for a more successful Scotland.

**This vision is for: “A learning estate which supports excellence and equity for all”**

## 10 Guiding Principles:

1. Learning environments should support and facilitate excellent joined up learning and teaching to meet the needs of all learners
2. Learning environments should support the wellbeing of all learners, meet varying needs to support inclusion and support transitions for all learners
3. The learning estate should be well-managed and maintained, making the best of existing resources, maximising occupancy and representing and delivering best value
4. The condition and suitability of learning environments should support and enhance their function
5. Learning environments should serve the wider community and where appropriate be integrated with the delivery of other public services in line with the place principle
6. Learning environments should be greener, more sustainable, allow safe and accessible routes for walking, cycling and wheeling and be digitally enabled
7. Outdoor learning and the use of outdoor learning environments should be maximised
8. Good consultation about learning environments, direct engagement with learners and communities about their needs and experiences, and an involvement in decision making processes should lead to better outcomes for all
9. Collaboration across the learning estate, and collaboration with partners in localities, should support maximising its full potential
10. Investment in Scotland’s learning estate should contribute towards improving learning outcomes and support sustainable and inclusive economic growth.



# Strategic Objectives

## The Scottish Government Core Facts Guidance sets out the objectives for the 21st century school:

### To deliver better public services that focus on:

- The **child at the centre** – meeting the needs of individual children
- The **school at the heart of the community** – meeting the needs of communities

### How the school estate can support these services:

- **Condition** – a safe, secure environment
- **Sufficiency** – schools that match demand
- **Suitability** – supporting the delivery of better public services including the provision of the right facilities
- **Life cycle management** – taking the long-term view
- **Design** – turning objectives into reality

### What makes a school space functional and suitable?

The fabric and setup of the learning environment has a direct impact on learning outcomes. This concerns how each school is suitable for 21<sup>st</sup> Century education. Improving our estate is at the centre of our School Estate Strategy and Management Plan.

Both the **condition** and **suitability** of the school estate is graded according to four classes (A-D).

The condition of our estate should aim to be ‘A - good’:

***“performing well and operating efficiently”***

The functional suitability of our estate should aim to be ‘A - good’:

***“Performing well and operating efficiently (the school buildings support the delivery of services to children and communities)”***

# How our Schools Operate: Key Themes

All these aspects should be considered to ensure a holistic concept to the school estate:



## Community

A shared civic campus connecting to local and global communities, empowered, cross-agency working



## Accessible

Inclusive, safe facilities, appropriate wayfinding, space for the emotional and intellectual needs of learners



## Sustainable

Water and energy efficient, circular economy, income generation opportunities, climate resilient



## Digital

ICT-enabled environments, infrastructure and equipment, ability to operate on/off campus



## Environment

Child-centred, supports health & wellbeing, good acoustics, light, heat, safety, robust



## Innovative

Breaks boundaries, learns from the best, pioneers innovation, creativity and experimentation



# Education Provision

**Our school estate must reflect our provision by age and stage:**



## Secondary

**S1-S6 (Age 11-18)**

application of learning in different environments, employment context



## Primary

**P2-P7 (Age 6-11)**

emphasis on creativity, synthesis of ideas



## Early Years

**Pre-school to P1 (Age 3-6)**

child-centred model, emphasis on exploration, indoor/outdoor settings

# Nurture & Wellbeing

Nurture and EY to be inputted/reviewed by Grace & Christian



**Improvement in children's health and wellbeing** is one of the national priorities laid out in the National Improvement Framework for Scottish Education (2016)

To achieve this for every child we must consider a variety of needs that support inclusion within education.

Our school estate must support transitions for all learners through appropriate ASN environments, support professionals, and strengthening pathways to/from other public services.



**Our Early Years leadership and Learning Quality Improvement Team** will assess our environments at various stages of the design and operation to ###

# Our Assessment Frameworks

Our school projects will be assessed against the following:



**Learning  
Teaching  
Assessment**

National ###



**Quality**

Learning Quality  
Improvement Team



**Improvement**

Learning Quality  
Improvement Team



**Partnerships  
with Parents**

### - committees, groups

# What is changing in the Education environment?

blended teaching & learning models

changed model of staffing

increased reliance on digital platforms

school space seen as a public good

variety of physical learning settings

more collaboration space

more support functions

community integration

importance of equality, diversity and inclusion

importance of sustainability

importance of health and wellbeing

peer-to-peer learning

# The 'Inspire Learning' Programme



**Inspire Learning is a pioneering £16m education transformation programme bringing a world class on- and off-site digital learning environment for all pupils and in all schools in the Scottish Borders.**

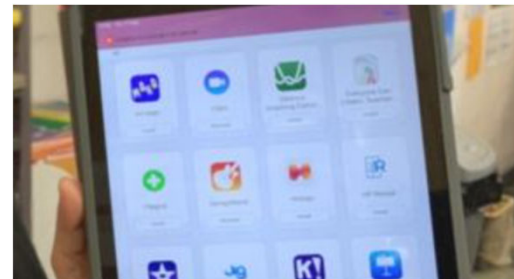
This follows the Scottish Government's intention for technology at the heart of education. Digital mobile devices (iPads) are now provided to all P5-S6 pupils. The programme will enrich the quality of learning for every young person and enhance digital innovation, literacy, creativity and employability skills.



Inspire is...  
... personal



Inspire is...  
... collaborative



Inspire is...  
... mobile



Inspire is...  
... excellence

# Learning from Earlier Schemes

## Jedburgh Community Campus

**The first scheme based on the new ‘Inspire Learning’ vision – operational since 2019.**

1. Good quality spaces make people feel valued, raise aspirations and reduce damage
2. Cohort oversight has become challenging for teachers in the more open spaces
3. Needed more change management and preparation for change in teaching style required by the model
4. Community consultation should have been better

## Hawick / Earlston / Kelso

**Earlier school schemes that consolidated provision and public facilities**

1. Good quality spaces are delivering improvements in educational outcomes
2. The PPP delivery and operational model is working well so far
3. Some spaces are not being used as intended

# Our Vision for the School Estate

**Our aim is to ensure that everyone in the Borders has the opportunity to become successful learners, confident individuals, responsible citizens and effective contributors to society.**

***“Our new campuses must meet the educational and recreational needs of the wider community”***

It is our aspiration that the learning environment will include seamless integration of community facilities, where possible, which can be used all day, every day – and where services can work together to deliver the best outcomes for the communities within the Borders.

The vision for shared facilities with multiple stakeholders needs to be articulated and embedded at the outset.

In order to achieve this vision, the learning environment must be **good quality, warm, safe, and inclusive.**



SBC Edu to determine what is necessary here to have as 'learning settings'

# Our Proposed Learning Settings

Alternatively:  
'Campfire'  
'Watering-hole'  
'Field'  
'Cave'  
'Mountaintop'

The proposed learning settings are intended to blend with the core learning activities:

## LEARNING ACTIVITIES (Bloom)

- Remembering
- Understanding
- Applying
- Evaluating
- Creating

## LEARNING SETTINGS

- Explore
- Gather
- Collaborate
- Reflect



# Using this guide

**This briefing document is a guide for teachers, school leaders and local authority officers to drive forward consistency and quality when planning for new learning environments.**

It makes recommendations on core provision, space standards and essential adjacencies which can be adapted to suit individual sites and to help reflect any particular needs of the local community.

It should be referred to from the inception, and should inform the completion of a Strategic Brief for a new school – [add link](#).

The Strategic Brief is owned by the ‘client’ and is provided for context and to enable good decision making. It describes the School’s educational needs, and key environmental and spatial considerations and needs.

The Strategic Brief should be approved by the Council in advance of any decision to commit further resources to develop the project further.

This brief will be accompanied by a pro-forma **template** which can be used to input information about a particular school scheme.

***“What/who is this strategic brief for?”***

#### **Internal stakeholders:**

- Key stakeholders who will use and operate
- Delivery teams to have a mandate to take forward

#### **External stakeholders:**

- The Community (young people, parents, local groups)
- Allowing competitive tendering for services (delivery/FM)

**This brief should be supported by a comms plan, consultation plan, change management initiatives and other enabling strategies**

# Our Requirements



**What do we want? What do we need?**

# Concept / Learning Environment / Principles of Use



1

*Learning is not simply 9-5, and not just school-based, and is a life-long endeavour - there are no boundaries between school and wider community use*



2

*A school's design reflects its identity – layouts are flexible and adaptable to support a range of uses, and teaching and learning methodologies*



3

*Campuses are to have attractive, natural outdoor spaces for learning, and appropriate spaces for social interaction, sport, events and shelter*



4

*Physical and digital infrastructure supports formal and informal learning environments – to support a 'plug and play' approach*

# General Requirements

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## As a minimum, a school campus should:

- be located within an appropriate setting within communities
- have a welcoming entrance which signposts all the campus programme
- encourage inclusive community use without boundaries
- offer a seamless provision of public facilities and Council-wide services
- seek to ensure equality and equity for all young people
- be a safe, secure environment that is fully accessible inside and outside to all (pupils and the community)
- deliver the right quantum of modern, good quality accommodation
- include suitable, versatile spaces and facilities that function in a multi-purpose way in support of a variety of activities within the same space
- be designed on a layout which zones space appropriately according to function, sensitivities, security considerations, user needs and conflicts
- enable a range of teaching, learning and assessment methods
- promote the ‘Inspire Learning’ values
- break down teaching space by ‘age and stage’
- treat most non-teaching space as ‘common to all’
- deliver digitally enabled learning environments with good connectivity
- have a large hall or interlinked spaces to provide for large-scale school and community events
- have adequate catering space to allow production / serving of hot meals
- offer a learning resource space shared by the whole school
- offer sport & recreational facilities which promote use community use
- have outdoor spaces that are suitable for learning, social interaction and shelter during inclement weather, that respect biodiversity
- provide adequate support and storage space
- deliver estate that is easy to service, upgrade and maintain on a life-cycle management model
- have back-of-house FM space which allows adequate space for repair, maintenance and replacement of equipment
- be managed and owned by Scottish Borders Council – but operated on a model that best meets the needs of its stakeholders (shared space) and the agreed local placemaking intentions
- be sustainable, and visibly embody sustainable building principles
- demonstrate ‘value for money’ in estates – delivering the best environments for the investment, and at an optimal running cost.

# Location and Siting

**The choice of site for a new school development should reflect the principles of the SBC Placemaking Strategy and Estate Strategy – so that other facilities are not in competition or made redundant.**

The model for each scheme should reflect the nature of the local need and its particular siting and respond to the variety of local public assets across each locality.

The following three principles are paramount:

- Sited in the town centre to promote public synergies
- Should be accessible by as many users as possible (viz. local catchment, local transport links)
- To have a visible civic presence within the community



# School Identity

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**Each school has their own unique identity that reflects the corporate educational vision as well as the characteristics and values of the local community.**

Central considerations for a school's 'brand identity' are:

- A look and feel reflecting SBC's 'Inspire Learning' principles (hints of 'Inspire' branding and colours)
- Having a local identity that mirrors its community and history
- A prominent sign and school logo
- Each school to have its own audio and video 'playlist', presented via AV outlets through the school
- School campuses to respond to the human experience – as the community's 'open fire'
- Observing local agreed placemaking intentions



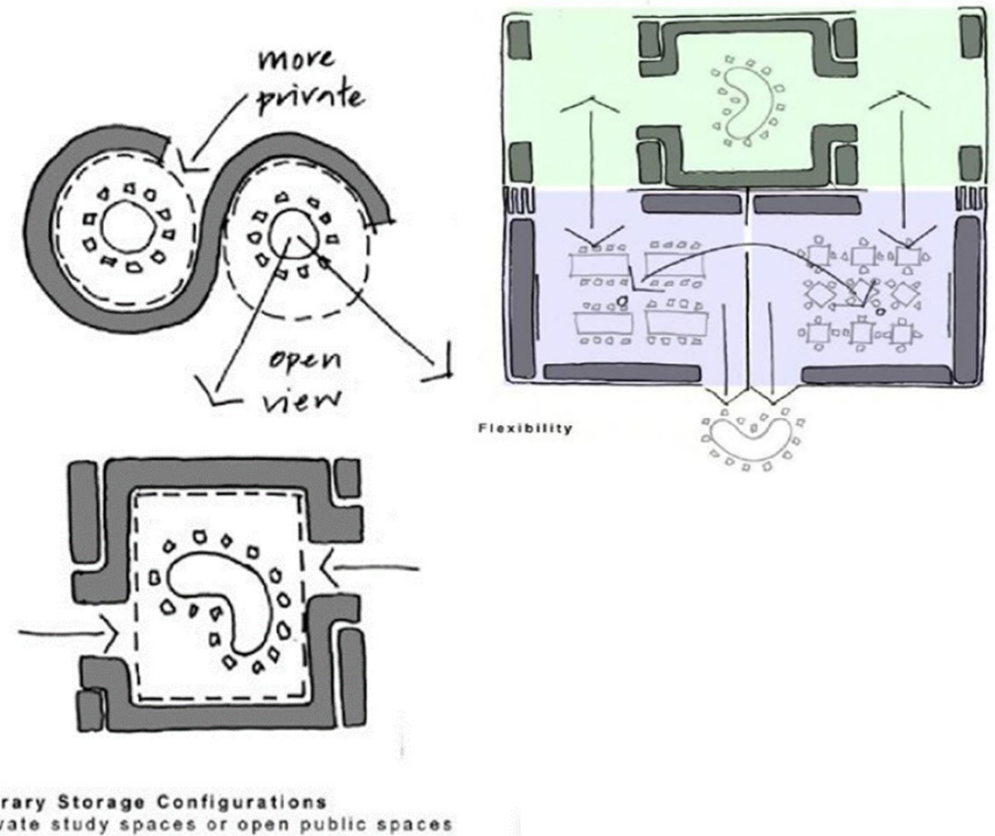
# Flexibility

**Our school campuses should include suitable, versatile spaces and facilities that function in a multi-purpose way in support of a variety of activities within the same space.**

This is based on the principles of:

- **Teaching and learning fluidity** - versatile space design and greater shared resource permits more possibilities: role play, performances, investigation, cross year activities.
- **‘One public estate’** – every public space is shared public asset to be managed and used optimally by stakeholders
- **Future proofing** – being able to reconstitute space in the future to adjust to future need, and seamlessly replacing old kit with new, without having to undertake major rebuilds.

To achieve this, openings between teaching spaces onto shared general-purpose areas should allow break out spaces for intervention, reading, social spaces and nurture requirements.



# Spatial Zoning

**The campus should be designed on a layout which zones space appropriately according to its functions, sensitivities, security considerations, user needs and conflicts. The general intention is for a lack of physical boundaries between school and community use.**

Reflecting the needs of the space types – the spatial zoning model is based on layers of protection – like the layers of an onion.

**Community Space with entrance and public estate functions**

→ **Secure Space with circulation and secondary learning clusters**

→ **Protected Space housing the primary learning clusters**

→ **Core Protected Space with EY and assisted learning**

Differentiation of space types can be enabled through physical thresholds, look and feel, furniture, environment and digital tools.

*(refer to sections on Access, Security, Security & Safeguarding, and Operating Model / Space Management)*





# Outdoor Environment

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## **The external space should reflect the learner's journey onto the school campus as a destination.**

As a community facility, the outdoor approach to our main building should be 'common to all'.

The outdoor areas will include grassed areas, playing fields, planted zones, paths, seated areas, play areas, car/bike parking, stores and FM zones.

The main intention is for a 'lack of boundaries' – school campuses should not be enclosed by a large fences or dominating barriers. Security features should be integrated in a subtle manner.

There should be a mix of hardscape and softscape and blending into the attractive natural environment of the Borders.

Any built features should not block views from the interior and so that the buildings may benefit from views of the outdoors and gain maximum wellbeing benefits from the local scenery.

Campuses should have outdoor spaces that are suitable for sports, play, learning, social interaction and shelter during inclement weather. Spaces may be used for events and have provision for ancillary facilities (e.g. temporary marquee with power).

The school's environment will respect biodiversity and meet accessibility needs with appropriate surface treatments etc.



# Entrance Space

## **The building should have a welcoming entrance which signposts all our campus programme.**

The main building entrance should be a welcoming space that is warm, dry, inclusive, and easy for visitors to find and access. It should represent our culture, values, identity and have a sense of openness and transparency, with imagery and a human interface.

Reception is an operation – not necessarily a desk. A single-point Reception would offer a welcome, signpost to functions and unlock access other Council services. The Receptionist will help, talk, facilitating the start of the journey.

The Entrance / Reception would be the centre of way finding and itself must be well signposted from inside and outside. There would be a Waiting Area within an Entrance ‘bubble’ with something to look at while waiting (‘building as a canvas’). Entrance doors should be automatic and arranged to reduce draughts to reception staff and the building core.

Well-placed information displays should be unfussy and not paper mounted and may be digital.

Discrete accesses may be required for specific functions (e.g. sports, SEN, back-of-house). Community visitors need not sign in.

IT at Reception will need to combine and interface different systems (SBC CRM, SBC Services, Schools, Estates/BMS).



# Circulation Space

**Our main circulation space is to be a central atrium leading on from the Entrance. The atrium is to have a ‘high street’ feel which encourages showcasing the campus activity.**

All circulation spaces should be open, uncluttered and transparent – with an abundance of natural light from above and natural ventilation.

The Atrium and circulation spaces can also be multi-function spaces: for large teaching groups, performances, gatherings, events, assemblies - attracting all into the school. It may permit space for pop-up stalls and integration of agencies and partners.

The main Atrium shall be centrally located and encourage cohort mixing and incidental encounters. It should give views into ‘adjacent layer’ to see what is happening – ideally to the Specialist Teaching Space so it may act as ‘shopfronts’ visible from the ‘street’. It can enable displays and showcasing a vibrant sense of activity and encouraging income generating activities. Floorplate circulation can also be designed to blend in with Teaching Space (as per Jedburgh).

Circulation and Atrium spaces are likely to need noise attenuation treatment. Peripheral, ‘hidden’ stair locations (as per Kelso) can be designed to channel noise and activity away from main spaces.



# Assembly & Event Space

**The school will have one large group space for assemblies and events. It may form part of the Atrium space and will act as the ‘mountaintop’ from which to share give plenary teaching, share messages and ideas, and give performances.**

The main Assembly / Event space is to be a single large gathering space or a series of interlinked spaces to provide for large-scale school and community events. It should allow concurrent uses and be bookable, and also encourage commercial opportunities and business use. Pre- and After-school clubs could be based here in various bookable spaces (TBC) dependent on activity.

It will be used as exam and assessment space (with the ability to close-off from distractions and other functions).

It should have a clean and flexible layout, and be accessible from, or form part of, the main Entrance / Circulation / Atrium areas.

The space is to be set up for digitally-enabled mobile events and experiences for young people, parents and carers. It is to have a single integrated impressive digital display ‘wall of screens’ with ‘plug and play’ functionality.

Primary is to have a separate smaller Assembly space.

It may be used for Music/Drama performances but there is no overlap with the Sports Hall (as a different distinct function primarily used for sports).



# Internal Teaching Spaces

**Learning spaces should be flexible learning environments easily adapted to facilitate active, investigative and exploratory learning, and broken down by age and stage.**

Our core education spaces should enable a range of teaching, learning and assessment methods and promote the 'Inspire Learning' values. We need to provide versatile spaces and facilities that function in a multi-purpose way in support of a variety of activities within the same space.

Opening up learning spaces allows flexibility in teaching styles, flexibility in groupings (including mixed-stage), team teaching, and different learning taking place concurrently such as quiet study and small group tuition. Doors / walls should not be used to separate spaces, instead a open plan approach should be taken, enabling breakout and small group opportunities.

We will move from *1 teacher : 1 class* towards *3 teachers : 90 pupils* - set up in clusters. Learning spaces should be based on clusters.

Teaching will take place in a digital environment supported by pupil devices (iPads) on 1:1 basis (Secondary), with Wi-Fi everywhere and access to digital whiteboards and multi-screen displays. To also have writable walls.

Charging points will be required for digital teaching activities (noting that Secondary level students' devices are to be charged at home to 80% full; Primary level students' devices can be charged via mobile charging trolleys)

These spaces are heavily used and must be easy to clean, repair and service.



# Outdoor Learning Space

## **The external environment should be utilised as flexible learning zones that enable a range of teaching, learning and assessment methods.**

Outdoor education spaces should enable a range of teaching, learning and assessment methods and promote the 'Inspire Learning' values. We need to provide versatile spaces and facilities that function in a multi-purpose way in support of a variety of activities within the same space.

Outdoor learning is particularly important for Early Years pupils and ASN groups. Such spaces must therefore be designed to be safe, secure, and easy for teachers to monitor groups.

The environments should encourage collaborative and explorative learning and accommodate 'cave' and 'field' learning settings.

Outdoor learning shall be supported by appropriate storage.



# Generic Teaching Space (1)

**Generic teaching space will be the most common type of environment. Space will be set up in clusters and broken down by age and stage.**

Our teaching will follow the *'Inspire Learning'* principles to make learning a more personal experience for every learner and teacher.

Generic Teaching space is to be set up in 'clusters' of say, 4-6 spaces (4 x Open / flexible spaces, and 1 x Informal spaces, *3 teachers : 90 pupils*) but will be dependent on school setup and model and there may be differences between Primary and Secondary cohorts. Most teaching space will be pooled (not faculty owned) and clusters may be grouped – preferably on the same floor, or be stacked in the same zone.

Generally designs should aim to be 75-80% 'open' and 20-25% 'enclosed' - with access to a larger plenary space ('mountaintop') for the full year cohort. *(Needs trialling to see whether it can work at scale.)*

Clusters are to be comprised mainly of 'lower order space' (i.e. 'campfire' for remembering, understanding), but with access to hybrid spaces for practicals and digital focal points for breakout activities ('watering hole', 'field').

In Secondary spaces there will be some access to private, quiet 'cave-like' learning settings – for individuals and small groups - with muted lighting, tabletop, no displays (to understand through design process whether this can be merged with Social Space or other around the campus).



# Generic Teaching Space (2)

Our Generic Teaching Space clusters should be examination-enabled – with the need for the assessment space (around half or a third of teaching spaces) to be quiet and closed-off.

Spaces and settings are to be differentiated by the furniture, fixtures and equipment (FF&E) and look & feel – with a loose fit-out providing flexibility.

There should be an ability to move freely around each cluster but not beyond. Design should allow good teacher oversight and easy cohort management.

General teaching will take place in an enhanced learning environment – supported by portable devices, multi-screen displays, Wi-Fi everywhere with various AV enabled locations.

Surfaces should be adaptable and usable as possible; with writable walls, magnetic, projectors, AV screens.

Access to support functions will be by cluster, including: secure class storage (equipment, materials), student storage (lockers), printing, WCs.





# Specialist Teaching Space (1)

## Specialist teaching will take place in dedicated space and is to be broken down by age and stage.

Our Specialist Teaching Space will house STEM, Creative Arts, Home Economics and will comprise mostly laboratories, studios and workshops mainly for Secondary.

Together, the intriguing activities of the specialist space will act as 'shopfronts' visible from main Atrium space (the 'street') and showcase a vibrant sense of activity. Technician spaces can also be visible.

They are to be placed away from the Generic Teaching Space. To be as linked as possible to other specialist space - relevant adjacencies: clusters of workshops, cooking near to dining hall, studios separate

Specialist Teaching will take place in open plan space where possible – but some labs or studios will need the ability to be closed off. Some spaces will need to be closed off for exams and assessments.

These spaces should look and feel like a vocational environment – and to be of 'College quality' – allowing a seamless transition from School to Further or Higher Education, Adult learning or the workplace. Achieving a high-quality environment will bring opportunities for teaching non-school community or private enterprise groups. We should aim to offer a blend and range of specialist space supported by policy and economic strategy, and which links with DIW and economic opportunities.



# Specialist Teaching Space (2)

Specialist Teaching Spaces should be supplied with appropriate furniture, fixtures and equipment (FF&E) for their setting – this may be stools, fixed benches, hard-wearing or easy-clean surfaces. Space and FFE design should permit easy swapping in/out of equipment.

Surfaces should be adaptable and usable as possible (writable walls, magnetic, projectors, AV screens )

Similarly to the rest of the estate, learning will take place in a digitally enhanced environment and be supported by pupil handheld devices (iPads on 1:1 basis), multi-screen displays, digital whiteboards, projectors, AV enabled locations and Wi-Fi everywhere.

There should be some provision for customising the environment through wall displays and writable walls.

Specialist space will be supported by dedicated Technician Rooms, Specialist Stores (appropriate to use – i.e. for equipment, materials, chemicals), and by generic clusters of student storage (lockers), printing facilities, WCs.

Specialist space should not require challenging cleaning or servicing regimes.



# SEN / ASN Space

## **We are committed to providing dedicated space for SEN / ASN pupils that meets their educational and personal needs.**

SEN / ASN spaces will be quiet, protective spaces, that will support wellbeing and respect complex needs. ASN pupils will be closely supported in nurturing and development.

They will form clusters should be located in a quiet, protected zone of the campus away from circulation and larger active spaces.

There would ideally be a separation of Primary and Secondary ASN space. It may be advisable for some 'nurture space' for ASN groups to be included within year group clusters (to be confirmed in separate project workshops).

ASN clusters will include Support Staff Offices and separate small Meeting Rooms and Sensory Rooms. Access to natural light and ideally an external space is essential.

Like other teaching space, access to digital tools, AV technology and good Wi-Fi will be necessary.

Furniture, fixtures and equipment (FF&E) will need to be appropriate for this particular setting – with attention paid to colour and texture.



# Music & Drama Space

## **Our campuses will offer opportunities for creative expression through appropriate space for performative and focused practice activities.**

Specialist spaces for Music and Drama will be accessible to all year groups and will need to be accessible to external teachers and visitors. Larger performance spaces, for plays and concerts or events, which may also take place in the Atrium or Event Space, will be placed so allow flows of people.

Music and Drama spaces are flexible by nature and rely on proximity to secure storage. Suitable storage space for costumes and musical instruments must be provided adjacent and be accessible from the space itself.

Excellent acoustic performance is required in all such spaces – both so that performances are not disturbed and so that loud activities do not disturb other parts of the campus.

The main performance spaces would include provision for local stage lighting rig and a sound and lighting rig. Retractable seating may be considered.

Learning spaces and the main event space should have provision for an interactive AV screen for teaching and self-directed learning.

All storage space should be fitted with moveable shelving to provide flexibility.



# Recreational & Sport Space

## Each Campus will need a blend of sport and leisure facilities for combining school and community use.

Our Campuses will have modern, good quality indoor and outdoor sports facilities that follow Sport Scotland models and guidance and will work towards latest definitions of 'equal' and 'accessible' provision.

The types (gym halls, fitness suites, swimming pools, multi-use games areas) and sizes of facilities will also be informed by Council's Sports & Leisure Facilities Strategy and be cognisant of the best opportunities in each locality for allowing optimised (concurrent) school and public use.

The facilities should be configured in such a way as to promote a high level of use by the community and may be used as a base by local groups and teams. They must be set up to best enable Live Borders to run facilities commercially – with Reception, booking / payment mechanisms etc.

Sports facilities should be situated away from the main Teaching and Dining spaces but may be supported by other on-site franchise catering options (cafés, kiosks, stalls, vending), and could link to hospitality training.



# Library / Learning Resource Spaces

## We will offer a learning resource which is to be shared by the whole school.

Our main Learning Resource Space is not to be defined as a 'library'. In creating the right environment we will explore the concept of a busy 'information plaza' with potential for wider public access and use – with consideration of access to a café, quieter reading zone, bookshop, customer service aspects. This operating model is to be determined based on local need following consultations on what young people need from such a facility.

Though its character will be more active than a traditional library, it will also serve also as a quiet environment for research - to partly perform the role of the 'cave' for self-learning activities either as individuals or as groups. It should be sited away from active noise-generating spaces (Atrium, Social Space, Sport, Music).

The FFE will reflect a need for a range of settings.

The space is to be designed as an information-rich environment – as a resource for learning with an array of different types of information (i.e. dynamic digital screens, wall displays, art installations, multi-sensory - not just books).

There should be an ability to take materials off-site (through check-out/check-in functions). It will have printing hub located close-by.

A centrally located print hub is required close to the Learning Resource.



# Social Space

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## **A campus designed with the ‘learner at the centre’ also requires an informal environment for socialising - primarily for Secondary pupils.**

There is to be one main Social Space, and perhaps further smaller informal spaces distributed around the campus depending on need and design. The spaces are to be easily accessible from the Generic Teaching Space, and main Circulation spaces, and encourage access to outdoor social spaces.

Social space is to be flexible in layout and able to be adapted by pupils themselves (to a degree) as well as Campus Management.

Their character is to be a mix of some vibrant spaces, and some quiet relaxing spaces with a range of seating / FFE arrangements (e.g. lounges, beanbags, futon beds). Active spaces will be used to gather, socialise and eat. Quieter spaces to partly perform role of ‘cave’ for self-learning activities, where pupils may work independently or in groups.

These spaces will require well-thought out digital integration – with access to screens, excellent Wi-Fi, and an abundance of charging points.

Students are to have access to non-allocated lockers for personal storage to be located close to the main Social Space.



# Staff Spaces

**We recognise the workplace and professional development needs of every teacher in the Scottish Borders. We will provide appropriate settings for our staff to work and relax.**

Staff spaces are to serve as space for socialising and downtime, and to complete focused work activities (reading, marking, lesson preparation etc.)

No formal staff 'ownership' of space is envisaged and no central enclosed 'Staff Room' will be allocated. Staff spaces will be open-plan (non-cellular), semi-private social space with Kitchenette access and settings for 'touchdown' meetings or casual working.

Workspace will be shared with public sector partners. We will enable 'anywhere, anyhow' working for SBC staff without hierarchy of usership. Some small office spaces may be required (e.g. for registrars)

Staff spaces must be in close proximity to bookable multi-functional enclosed Meeting Rooms and work pods for quiet activities.

Spatial flexibility and furniture will permit bookable space to be used for large group Staff or community meetings.

The Staff work base will be furnished with some workstations (power, screens, docking stations) excellent Wi-Fi and plentiful charging points.

Toilets and lockers will be provided close by and will be shared with pupils.





# Meeting Space

**Our campuses will enable cross-agency collaboration with other partners – spaces will be set up to bring technical, service and educational professionals together.**

There will be a bookable pool of Meeting Space which will be accessible by Staff, public sector partners, and the community at large. This space will be available during all opening hours to enable optimum public access and support 'life-long learning' and be bookable for inclusive temporary uses such as prayer rooms. Booking and operational arrangements will differ by campus. Solutions will follow discussions over the right operating model and will align with the SBC Placemaking Strategy.

Meeting spaces shall be arranged in a suite near Staff workspaces with Kitchenette access, and close to Reception to be accessed by the community.

These should be flexible spaces which enable temporary events and digitally-enabled experiences for staff, partners young people, parents and carers. The Meeting suite needs to be set up to meet the development needs of Staff. There should be an AV conferencing facility. Every space should be equipped with plug & play interactive screens, Wi-Fi coverage and charging points.

Meeting Rooms should essentially be private spaces with no sound transmission – enabling confidential conversations or 1:1 examinations. Consideration will be needed to use without distraction to teaching.



# Dining Space

## **It is essential to have a dining area which can be set up for use at all times and be ‘common to all’.**

Our campus requires adequate catering space to allow the serving or production of meals for pupils, staff and visitors. Meals will be served (not self-serve) and available from morning to evening. It will support large-scale events and can be cleared with ease for other uses. It is intended primarily for school use but options for private hire catering may be considered.

It may be beneficial to split the hall to separate Primary and Secondary pupils. The space could be adjacent to, or part of, the Atrium or Events space, which will allow the space to be used as an area for gathering for refreshments before and after presentations, plays and parent and Councillor meetings. It should be placed away from Sport and Recreational spaces.

The space should have natural daylight with access to the outside allowing pupils the option to eat outside on fixed furniture.

The servery where possible should be on wheels to enable the space to be flexibly used. It should include a low-height servery (for Primary) and permit card payments through IT infrastructure.

The area should be styled as a bright, open, inviting, conducive to healthy eating, and be where pupils will want to stay to eat. Furniture will encourage a social eating experience with a choice of small tables and booths.

A hand wash facility must be provided in the dining area.



# Other Catering Facilities

**Our vision is for on-site, in-house catering to be ‘common and available to all’ so that the campus functions throughout the day.**

We will explore ‘innovative’ catering models with options for outsourced catering to be considered if viable. There is scope to explore opportunities for supporting local / school-run commercial enterprises, which could run courses in exchange for an on-site presence.

We want to enable community use as far as reasonably possible by allowing public access to catering options that support our civic programme.

Facilities must be linked to main circulation space to maximise use.

Options to consider are:

- Café – to support an extensive Council programme
- Indoor Kiosks / Stalls – to be ‘grab-and-go’ facilities at strategic locations
- Outdoor Stalls – permanent or pop-up stalls to offer ‘street food’ concepts. Ideally placed near sport facilities. Will need power and utility points
- Vending Machines – with healthy options always available

All options are to enable card payments through appropriate IT infrastructure that will work for external retailers.



# Kitchen

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## **To support the catering function of a large multi-functional campus, a full production kitchen should be provided.**

The Kitchen should be designed in consultation with the Education requirements and Council's Catering Service.

Direct access between the Kitchen, Serving area and the Dining Area is required to facilitate activity flows including cleaning and clearing of plates and cutlery.

The Kitchen will require level access to the exterior (ideally at Ground Floor). The location of the external access should make food deliveries and removal of waste as easy as possible, as well as assist ventilation and reduce fire risk.

The following spaces will be required:

- Food preparation area
- Servery
- Wash-up area
- Goods inwards
- Storage (for dry goods, waste, cleaning consumables, walk in freezer /cold room)
- Changing room (with private changing facility) and Laundry room



# Medical Facilities

## **A medical support space shall be provided on the campus for pupils and other building users.**

The purpose of our on-site medical facility is mainly to accommodate sick children – but may also be usable by any occupant needing medical attention. This space, or an adjacent similar bookable meeting space, may also be usable by GP outreach services and allied health services (e.g. therapy).

The Medical Room will be close to the Meeting Rooms suite, close to main Circulation spaces, and close to an entrance with nearby vehicle access.

The space should support good wellbeing with calming lighting, good ventilation and where glazing (internal and external) is provided this must provide privacy.

The room should provide first aid facilities and meet all reasonable medical needs. It should include a wash hand basin with lever taps, a day bed and privacy screen, storage and fridge for pupil medicine, both of which should be lockable. It should be furnished with appropriate FFE. All surfaces must be easily cleaned and uncluttered.



# Storage

**Storage areas should be carefully considered to provide adequate space to keep materials secure and equipment and allow the key functional spaces to be used flexibly and effectively.**

Storage will take many forms around the campus and it is expected that many of the space types above will have dedicated storage. It is expected that storage can be minimised overall thanks to our moves to digitisation.

General supplies should be kept in secure storage adjacent to learning clusters and will be shared between teachers and subjects.

Secure specialist storage will be provided for various practical functions – i.e. Music, Arts, Cookery, Drama, Sport. Science and Technology will need to store higher risk items and will require greater security, monitoring and are subject to standards and environmental controls.

Substantial furniture and equipment storage for flexible use of larger spaces will be required – for use as events or examination space.

Additional specialist storage will be required for IT equipment, FM, Catering.

Personal secure storage will be provided through banks of lockers distributed around the campus which will be accessible by all on a token based system.

Open wall- or floor-mounted storage solutions are required to house coats and bags etc. to prevent cluttering of corridors and improve safety.



# Toilet, Showers, Changing & Support Facilities

## **Our campuses shall provide sufficient and appropriate support facilities that meet the needs of all our user groups.**

Toilets, Showers, Changing Rooms and other support facilities shall ideally be clustered and be located in easy-to-service locations around the campus. Prayer rooms can be accommodated in bookable Meeting Rooms.

The Toilet and Changing Room Strategy / Policy is still yet to be fully developed. The current position favours unmarked gender-neutral design with toilets are accessible by all (no separate staff WCs) so that blocks can be flexible until further direction is given following consultations. Showers shall be provided where stakeholder consultation indicates a requirement.

Toilets & Changing facilities shall be provided adjacent to the sports facilities and these will be enhanced as required to accommodate community users.

Infection control is a key design driver. Separate wash basins are generally required and where sink troughs are specified, they must have separate water outlets (a 4-person sink trough requires 4 faucets). Sensor no-touch taps shall be specified. Toilet roll and soap dispensers to be managed by janitorial. The space will have height appropriate full-length mirrors. A choice of hand dryers and towels is preferred, but where provision is located beside open plan learning areas, consideration should be given to noise disruption.

Due to the need for flexibility spaces will require changeable signage.



# Building (FM) Support Facilities

**We will make sure our campuses are designed to be easy to service, upgrade and maintain on a 21<sup>st</sup> century model using a ‘life-cycle’ approach.**

Our campuses need to provide adequate support and storage space to effectively and efficiently deliver Facilities Management (FM) services around the estate. We will determine our ideal FM operating model through a separate workstream.

FM space will include a Staff work base (inc. Security), Maintenance Workshops, Plant Rooms, IT / Comms Rooms and other ancillary spaces.

The FM function will be allocated a ‘back-of-house’ base area of the campus but will likely require satellite spaces to manage different parts of the estate.

The character of the FM spaces will be functional and hard-wearing with appropriate surface treatments and FFE depending on purpose. It should remain a pleasant place to work.

IT and Comms will be expected to allocated a normal space provision (due balancing an enhanced digital environment and off-site cloud support).

Operations will encourage integration of AI and robotics such as Automatic Guided Vehicles (AGVs) for cleaning, sensors, and predictive technology if possible, supported by a modern Building Management System (BMS).

The site will include relevant power generation, supply and charging infrastructure, including for electric vehicles.





# Access Points, Flows, Signage & Wayfinding

## **As a multi-functional building we will need to manage people flows of different groups at different times.**

The journey onto the campus will begin at the outdoor access points. The building will therefore require clear signalling of the location of the Entrance and how to get there. The campus will be primarily accessed via the main Entrance and Reception space. But will also have a back access.

The Entrance should be welcoming to all users and will be the triage point at which to clearly distinguish between school functions, Council services and other community or private operations. Here we will need to clearly signpost to all the campus programme – i.e. to relevant ‘community’ spaces – as separate from school-specific. It should be colour based (School and Council branding), meet special accessibility needs (high-contrast, braille), and may include use of coloured lines or digital displays.

A Wayfinding Strategy for each site - including appropriate building signage, both internally and externally, should be produced during the design phase to enable pupils, staff and visitors to navigate around the campus with simplicity and without instruction or intervention. The strategy will model people flows and different modes of operation.

Architectural promenades and public art commissions should be considered.

Door signage should be kept to a minimum to improve flexibility of spaces.



# Accessibility & Inclusivity

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**A key part of the brief is to create a safe, secure environment that is accessible inside and outside to all pupils and the wider community.**

The campus should be primarily accessed via the main Entrance and Reception space – here all building users can then access the function they need. Separate entrances should be planned where cohorts need to be split (as per Jedburgh).

As a multi-functional intergenerational campus there is a wide array of needs to accommodate. Regular access for School Staff, Parents, Community groups, Council staff, Allied Health Professionals (AHPs) will need to be accommodated.

There needs to be provision for all groups and their complex needs. The wayfinding especially needs to be inclusive to assist ASN / SEN pupils and visitors. This must be tested during consultation. We will also need to make workforce / visitor mobility considerations in choosing appropriate routes, flows and surface treatments.

The estate will meet inclusive design requirements in line with our statutory obligations.



# Safety, Security & Safeguarding

**Safety of children is paramount, yet we also do not want to lock down the campus behind an imposing boundary fence. The design shall take account of any user- and location-specific issues.**

The campus will need to be a safe, secure environment that is fully accessible inside and outside to all (pupils and the community). To achieve this stakeholders will need to agree an balanced approach to shared spaces and zoning (see Zoning) taking into account local school-specific security issues e.g. location, proximity to occupied properties, on-site caretaker etc.

Security oversight will be supported by CCTV infrastructure around the site – with an expectation for an on-site security presence during main opening hours (out-of-hours arrangements TBC). Fingerprint access to be considered.

Chemicals/Prep rooms should be informed through SSERC or CLEAPS best practice – we will have to continually revisit these areas on H&S grounds.

Details of the secure line, access controls, alarms or CCTV systems, will be identified in the School's Access and Security Risk Assessment.

Details of the local fire safety requirements shall follow the Fire Risk Assessments and designs shall ensure sprinkler and fire suppression proposals are compatible with the construction system proposed.

The campus estate will meet Fire, Health & Safety considerations in line with our statutory obligations.



# Sustainable Estate Strategy

## We seek to ensure our campuses follow sustainable estate principles.

A Sustainable Estate Strategy for the campus may include the following:

- Considerations and responses to how campuses can deliver the Educational Vision and the SBC Estate Vision in an economically, environmentally and socially sustainable manner – with short-, medium-, and long-term strategic thinking up to 2050
- Provide a high-level understanding of the condition of the site
- Develop an understanding of the current and future climate change risks and how they might impact the school site, and possible mitigations
- Give strategic direction of potential future development zones, and identifying projected funding for estate development
- To encourage on-site power generation including ability to sell to grid
- Consideration of which Low and Zero Carbon Technologies to be can be integrated into the estate relative to the site-specific characteristics
- Consideration of implications of a sustainable Transport Policy
- Consideration of how Waste Management and circular economy (recycling) infrastructure to be seamless and integrated into the campus
- To allow for space for pupils and the public to observe estate processes and outputs (e.g. electricity use) to enhance opportunities for learning



# Environmental Considerations

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**The design of the buildings and external spaces should be sustainable and visibly embody sustainable principles.**

It shall take account of any Environmental Condition issues, as follows:

- The site microclimate, including sun paths and prevailing wind direction
- Adverse environmental conditions such as, acoustics (e.g. traffic noise, air quality, odorous external activities)
- Flood Risk Assessment and Management including Sustainable Drainage Strategies (SuDS)
- Surrounding geology, geography, archaeological and historical features and buildings, or protected habitats where relevant
- Adverse Geotechnical conditions (e.g. contaminated ground and ground gases)



# Solar Control & Glare

## **Interior and exterior spaces are to be carefully designed with orientation in mind to maximise positive, and minimise negative, solar effects.**

Orienting buildings towards the sun path can ensure solar energy can be captured and used within the building. This can reduce heating load and provide a free energy source.

Preventing solar glare to south-facing glazing helps to minimise over-heating and allows digital displays (such as interactive digital screens) to be used.

Consideration should be given to providing dual aspect in classrooms so that indirect sunlight can be allowed to enter teaching spaces without glare.

The use of blinds should be as a last resort, and should only for short durations of time, to ensure classrooms are bright, pleasant environments to learn in. Where blinds are required to distort glare then these should be provided on all windows, including external doors. Teaching spaces will also benefit from the natural light entering the shared spaces. Glass between spaces will allow visibility and natural light into teaching areas.

The building's BMS (managed by the on-site Estates/FM team) shall ensure an suitable environment is provided during operation.

Buildings will otherwise seek to follow statutory (mandatory) standards and Net Zero guidance as appropriate to the scheme.



# Ventilation & Cooling

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**Internal spaces should be ventilated as naturally as possible ensuring adequate comfort levels are achieved.**

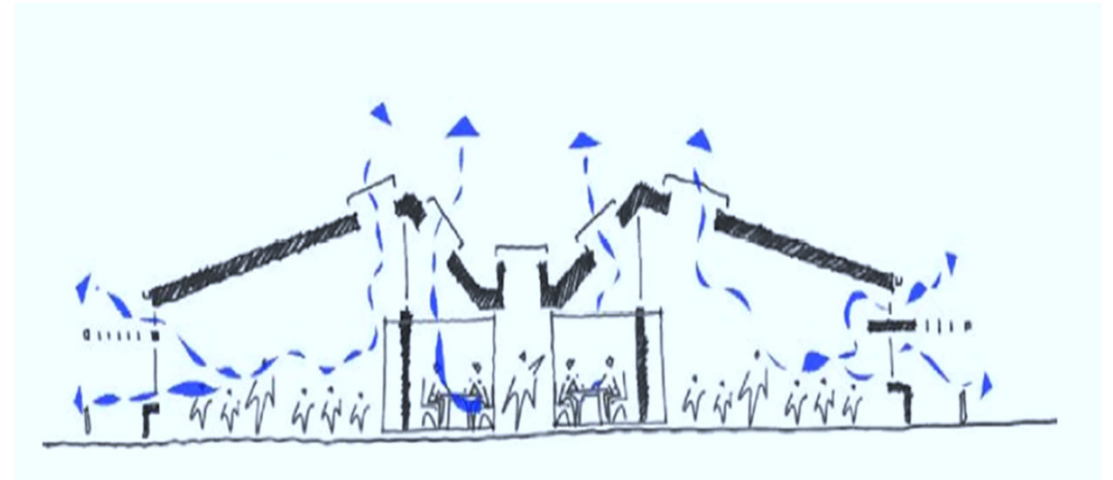
Learning spaces and large common areas should have openings at either side of the room to encourage cross-ventilation.

Atrium and double-height spaces can leverage the stack effect to ensure sufficient air flows naturally around the building.

Key groups of building users should have the ability to control the internal environment.

The building's BMS (managed by the on-site Estates/FM team) shall ensure a suitable environment is provided during operation.

Buildings will otherwise seek to follow statutory (mandatory) standards and Net Zero guidance as appropriate to the scheme.



# Information Technology

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**Driven by the ‘Inspire Learning’ model, our vision is to have access to appropriate technology and digital environments ‘anywhere, anytime’.**

Our multi-generational campuses will adopt, share and showcase best practice in connecting teachers, learners and school communities across the Scottish Borders and the wider world. Our IT setup should improve learning and teaching for all, and reflect our advances in technology.

Pupils will have individual devices (iPads) on 1:1 basis past early Primary. Spaces will be equipped with interactive screens, whiteboards and projectors with AV capabilities – all on a ‘plug & play’ basis.

Excellent Wi-Fi should be accessible in all areas (inside and outside) with effective wireless infrastructure connections and sufficient capacity and density to accommodate all users / devices. Wired connections will be neatly

Storage and the grouping of multiple sockets are required to cope with the demand of charging battery powered mobile devices.

We will consider integration of robotics into such diverse areas as curriculum, wayfinding, and FM. Our estate may be managed through geotagging FM assets and ‘smart’ features to assist space management (e.g. room bookings on display panels).

Inspire will deploy dedicated professional staff to work personally in all schools across the Borders





# Operating Model / Management Policies

## The operating model for each campus is expected to differ depending on user groups.

Overall, the campuses will remain managed and owned by Scottish Borders Council – and operated on a model that best meets the needs of its stakeholders (shared space) and the agreed local placemaking intentions.

Broadly the target operation model will seek to promote shared building use and the opening of the space for community use in line with the Council's Placemaking Strategy.

Campuses are to integrate Council functions as far as reasonably possible – depending on services already provided in the locality and their future within the wider SBC estate (refer to SBC Estate Strategy).

The model must seek to demonstrate 'value for money' in estates – delivering the best environments for the investment, and at an optimal running cost. To achieve spatial efficiencies, much of the campus space is to be pooled space and not controlled by a specific department or year group

Through the design process we will create a 'Standard Occupancy Model' which will determine a consistent and fair definition of 'capacity'.

Supported by a Space Management Standards / Policy which can set the tone. This model will be reliant on an effective Timetabling Strategy.

This model will suggest suites of similar spaces to be clustered together – e.g. a cluster of 5 spaces e.g. 4 x open / flexible spaces and 1 x formal.

## We should not let policy limit our potential.

Examples of Policies we have in place or may seek to introduce are:

- User group specific policies (i.e. students will carry their bags and devices with them at all times, charging to be done at home)
- Clear floor policy (no bags, coats, shoes) to prevent trip hazards
- Policy on WCs and Changing rooms (pending completion)
- Paperless workspace & 'clear desk' policy, discourage printing
- Room booking system with policy covering bookings to be appropriate spaces for user needs and priorities
- Space management linking to charging model
- Access Control Policy with passes or fingerprint ID
- Shared Facilities Policy (or position statement) to state how shared facilities (printing, storage toilets) would be provided to serve users
- Operations & Maintenance Strategy
- Transport and Parking Policy to incentivise use of public transport.

Decision making on the operating model needs to be informed by resource capacity and the ability to fund ongoing (revenue) tasks. Plans need to be developed prior to completion for planned/cyclical maintenance, lifecycle which sits alongside a clear responsibility matrix.

# Standards

## **Standards are broadly to be set by the Project Board for each scheme. These are to be compatible with the project requirements and overarching law and policy.**

The standards we will follow include, but are not limited to:

- Meeting SBC Corporate Policy: including Digital Strategy, Climate Emergency Strategy, Estates Strategy, Corporate Landlord model
- SFT space standards to be observed – to be met to remain within funding envelope - area metrics, cost per m<sup>2</sup> (2.3m<sup>2</sup> for Nursery, 1.7 m<sup>2</sup> for Primary) – noting that these are likely to be blanket metrics based on the ‘old model’ – so scope to push back on SFT metrics £ per m<sup>2</sup>. It is broadly assumed Jedburgh would be the model to follow.
- Groups generally at a maximum of 33 for taught indoor settings
- LEIP statutory requirement should be followed meet low energy standards – buildings are to consider condition and longevity / life-cycle implications
- Soft Landings will apply. This will including Post-Occupancy Evaluation/Post-Implementation Review (POE/PIR) processes
- BREEAM - apply sustainable principles but not to obtain certification
- WELL - apply health & wellbeing principles but not to obtain certification
- BB93 Acoustic principles – need a standard approach to applying across the space types; that is functional and cost-effective
- Operational / building management standards including FM implementation and compliance plan
- SBC Procurement Policy – including having a suite of standard FM suppliers - particularly for furniture, fittings and equipment (FF&E), consumables – achieve commonality of specification across estate
- Having the same CAFM and BMS in operation across all campuses – for ease of management, maintenance, reporting and comparison
- Determining a Standard Occupancy Model for a consistent and fair definition of ‘capacity’. This will be supported by a Space Management Standards / Policy which can set the tone (see previous section)
- Employing a standard way of projecting population (roll numbers) so that the system can flex to accommodate demand
- Parking allocation to follow relevant Planning policy, SBC Transport Policy and SusTrans guidance – to incentivise use of public transport

*(Some policies will need to be updated to support the school vision)*

# PROFORMA

## Each of the paragraphs in the earlier space type sections represents a ‘requirement’ to be fulfilled in designs.

Following the design and consultation process these requirements can be systematically ticked off so that it can be shown that this Strategic Brief is being met.

Where a derogation is allowed it can be accompanied by an explanation.

A pro-forma can be structured and filled-in in the following manner:

Requirement	Confirmation	Derogation
Staff spaces are to serve as space for socialising and downtime, and to complete focused work activities (reading, marking, lesson preparation etc.)	Spaces have been designed as per requirement.	-
No formal staff ‘ownership’ of space is envisaged and no central enclosed ‘Staff Room’ will be allocated. Staff spaces will be open-plan (non-cellular), semi-private social space with Kitchenette access and settings for ‘touchdown’ meetings or casual working.	Staff facilities are provided in a manner which reflects consultation. Design includes workspace, and access to kitchenette and meeting space.	An enclosed dedicated Staff Room was agreed to be included in proposals following consultation.

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