

What if schools were designed for wellbeing?

How school design could support the health and wellbeing of teachers and pupils in the post-covid world.



This report summarises the discussion at a virtual roundtable facilitated by Scott Brownrigg on May 2020, that considered how school design can support the health and wellbeing of teachers and pupils in the post-Covid world. We thank all the panellists and audience members for sharing their experience, expertise and ideas.

Participants



Ian Pratt RIBA, Director and Head of Education, Scott Brownrigg

Ian leads science, health and education in the UK and internationally for the practice. His experience spans major government development initiatives including the Priority Schools Building Programme, Building Schools for the Future, the LSC Capital Project Programme, various Public Private Partnership models along with projects for independent schools in the UK and internationally.



Helen Taylor FRIBA, Director of Practice, Scott Brownrigg

Helen has specialised in Education design for many years and is responsible for quality management, sustainability and corporate social and environmental responsibility objectives for the practice, She led the innovative SHaW Futures Academy multistorey school project which led to a book entitled “Urban Schools: Designing for High Density” recently published by RIBA and co-edited with Sharon Wright.



Dr Sharon Wright, Senior Associate, the-learning-crowd

Sharon supports education leaders, architects, developers and contractors to create the best possible learning environments. For the past 15 years she has worked on a variety of mixed use developments, masterplans, and school and college capital projects across the UK and internationally. She writes and speaks on school design regularly. She started her career in the Civil Service working on education and employment policy, and led the not for profit company School Works. Sharon is a Fellow of the RSA, a Fellow of the British American Project, and a Member of the RIBA Validation Panel.



Crawford Wright RIBA, Head of Design, Department for Education

Crawford leads a multidisciplinary team responsible for the design and construction standards for schools in England and premises standards for the whole school estate. Their work consists of research, post occupancy evaluations, Supporting the delivery of new schools buildings- and setting standards through building bulletins, output specification and other guidance.



Hilary Macaulay, Executive Principal, The Skinners’ Kent Academy Trust, Tunbridge Wells

Hilary’s current Trust includes a Primary school and the only non-selective, state funded, co-educational secondary school in Tunbridge Wells. Prior to this she was CEO of an 8 Academy Trust in Bristol and held two Headships of very large Academies in London and has led the educational design aspect of five brand new build projects. Hilary has a specific interest in system leadership and how the physical learning environment compliments intelligent curriculum design.



Bruce Glockling, Head of Regeneration, London Borough of Southwark

Bruce has been a local authority client for major building projects for more than 30 years leading on planning, briefing and procurement in tower hamlets, Wandsworth, Southwark. He was the BSF project director for the Stirling prize winning Burntwood School and more recently led Southwark’ primary school expansion programme.

Report written and produced by Helen Taylor, Scott Brownrigg.

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“Design matters for wellbeing... What we do in schools sets the tone for the adults of the future and the way that they experience the world in their formative years.”

- Hilary Macauley, The Skinners' Kent Academy Trust

FOREWORD by Helen Taylor

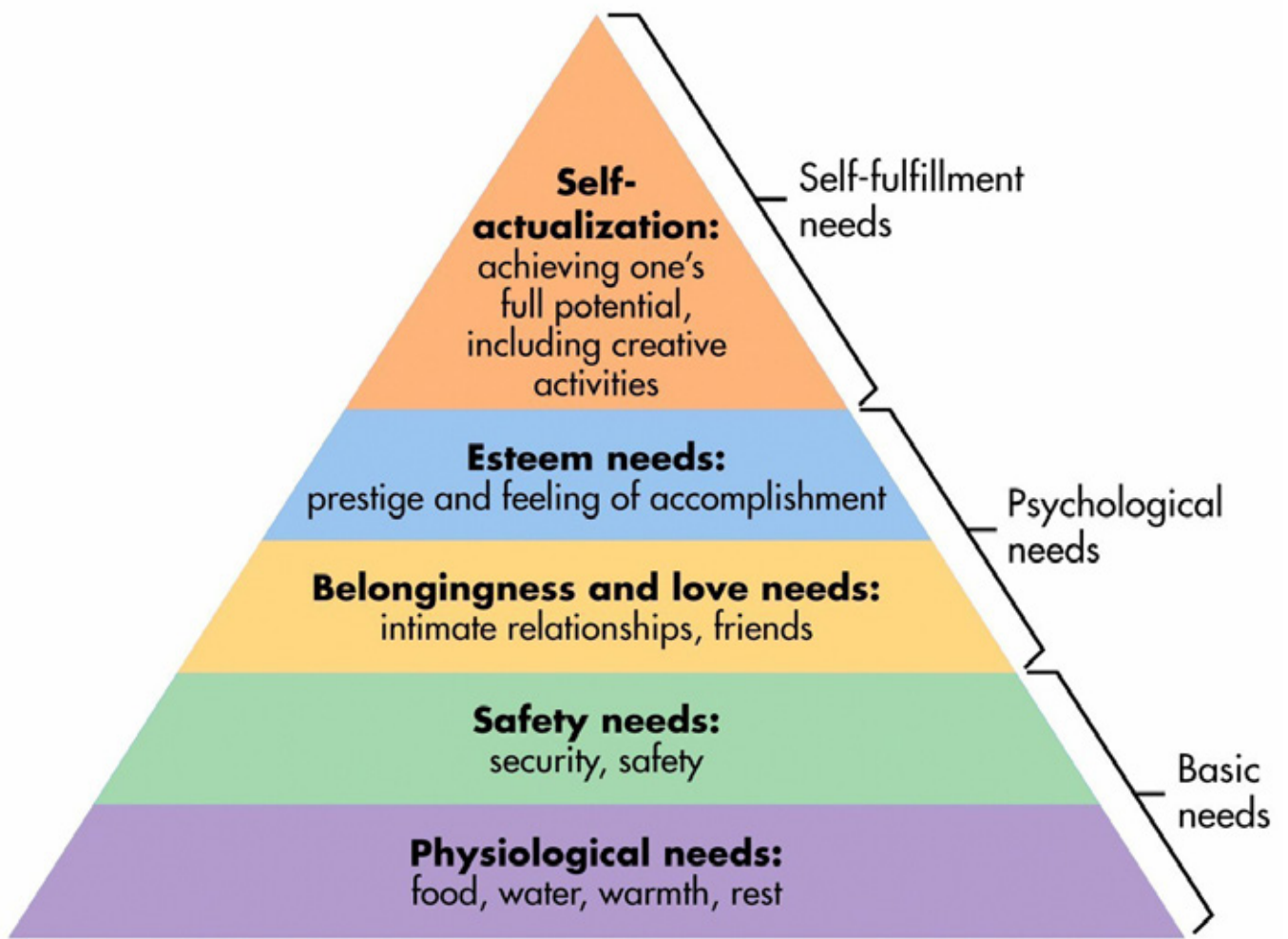
We are in the midst of an unprecedented experiment in digital remote learning and a tremendous opportunity for education leaders and politicians worldwide to consider examination systems and current models of educationⁱ but this is also a vital moment to reflect on why school buildings matter.

Apart from a change of scene and a hug from a friend, what else can the virtual world not replace? What value does the physical education environment provide? Is this the moment when the value of architecture and design really come to the fore?

Architecture and design have an important role in supporting basic hygiene, health and safety. Space standards, access and security, water and sanitary systems, heating and cooling, acoustics, light, ventilation and air quality all have a demonstrable impact on our comfort, and sometimes on our ability to lead a productive life. Fuel poverty might not be a thing if buildings were designed to operate without the need for heating. Maslow's Hierarchy of Needsⁱⁱ very simply illustrates how we struggle to achieve our potential without our basic health and safety needs fulfilled.

Beyond that, there is a growing understanding of how the design of our built environment impacts our wellbeing and mental health. And never mind that- on our happiness and ability to flourish. During this global lockdown, our favourite online PE teacher, Joe Wicks, has focussed on how exercise makes you feel good-rather than the usual messages of diet and fitness. Everybody can relate to wanting to feel good.

A recent BBC London news itemⁱⁱⁱ spoke to teachers at Bexleyheath Academy to ask how they were dealing with remote schooling. While much of the message was about how they were making digital systems work for them, many of them mentioned the things they were missing. How do you check how engaged your pupils are in their learning if you can't see their faces and feel the mood? How do you teach the full music curriculum without instruments? How do you maintain a sense of community without gathering? And how do you protect vulnerable students who might need access to food or protection, never mind space for study or IT equipment. Teachers and students alike benefit in their learning and their wellbeing from dedicated physical space.



Maslow's Hierarchy of Needs

WHAT DO WE MEAN BY WELLBEING?

The Oxford English Dictionary definition of wellbeing is Health, Comfort, Delight and Happiness

We often approach wellbeing in school environments as remedial – something that will stem or address problems – when we might approach it as enabling young people to achieve their potential. Enabling resilience, creativity, independence. Health and wellbeing is not just safeguarding, daylight, acoustics and ventilation, it's also capability, which includes having choice and agency. In the post-covid world, physical environments for learning will need to be comprehensible, manageable and meaningful. If we wrote a brief for a school thinking only about wellbeing and capability, what would it look like and how would it be different? What sort of spaces/school would you create if you took a 'wellbeing and flourishing' approach?

The World Health Organisation (WHO) defines health as not an absence of disease but measure of health and happiness. Wellbeing in schools has been talked about in terms of mental health but it is more than that. It means enabling children and teachers to reach their potential- to lead a meaningful life of value. Wellbeing is a sensory and physical experience- conscious and unconscious. So design matters for wellbeing because the built environment affects how we feel, what we do, our ability to perform tasks, and our health- even more so for growing developing children or anyone with sensory or physical impairment. Research shows we spend 90% of our time indoors.

'Good Health and Wellbeing' is one of the established United Nations Sustainable Development Goals. *"Ensuring healthy lives and promoting well-being at all ages is essential to sustainable development."*^{iv} Wellbeing is also a keyword in the World Health Organisation definition of health: *"a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity"*. This recognises that people's health impacts, and is impacted by, factors above and beyond their individual physical and mental state. However, the definition of "wellbeing" is still in development.

The 2013 'Design for Life' report^v by British Land and WPI Economics identified a direct economic benefit of designing for wellbeing: *"Research shows that putting good design at the heart of urban development could lead to substantial improvement in peoples' mental health. This would result in substantial economic rewards. Analysis in this study being published tomorrow shows that better designed urban environments could improve personal wellbeing and reduce reliance on Government services, potentially leading to a £15 billion boost to the economy by 2050."*

The Well Building Standard^{vi} is the latest industry system for assessing buildings specifically for wellbeing- focussing on air, water, nourishment, light, fitness, comfort and mind. It has yet to be trialled on schools. Crawford Wright made the point that he would hope wellbeing is integrated in existing requirements rather than providing separate additional guidance.



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“ If we wrote a brief for a school thinking only about wellbeing and capability, what would it look like and how would it be different? ”

-Dr Sharon Wright, Senior Associate, the-learning-crowd

WHAT ARE SCHOOLS FOR?



Schools are communities of learners and their spaces should enable everybody to flourish.

- Sharon Wright, the-learning-crowd

We have seen during the recent lockdown period that schools are not just places to fill young people with knowledge. Similarly, wellbeing is not just remedial- it is not only about stemming or addressing problems but about a purpose in itself. **What would meaningful spaces look like** if school design briefs were created around delight, happiness, values, community relationships, and social experiences?

How far do buildings support the delivery of wellbeing? What level of evidence is there? We know that physical environments have an impact on us. Schools want an environment where learning can take place in comfort and calm. Where people- students, staff, visitors- are able to focus and no aspects of the building impact negatively or intrude. An inclusive school that meets the needs of everyone. Some of that is invisible or sensory- light, airflow, acoustics or movement around the building. What lessons can we learn, adapt, and apply across both new buildings and the wider estate of more than 23,000 schools in England? Do we have consistent measures for wellbeing? **How will we know when we have achieved it?**

“Buildings can definitely inspire and promote wellbeing. A good building lifts the spirits and provides inspiration to enjoy our environment. The best school buildings are calm and reassuring and provide the opportunity for children to connect to their environment and their community.” [Bruce Glockling, London Borough of Southwark]

The panel also discussed who schools are for and issues around people and behaviour. This subject also attracted many questions and comments from the audience.

“Despite the fact we’ve all spent a lot of time working in buildings I don’t think we quite yet understand how people operate them and how people use them.”
[Crawford Wright, Department for Education]

School communities- children, staff and others, parents and visitors, are not a homogeneous group. Do we truly understand the experience of those working in the school? Do we understand what drives behaviours and the way that buildings are used and operated? Architects and designers need to avoid falling into the trap of only using their own experience of school, and perhaps their children’s. Designs must consider the needs of the most vulnerable children in schools. The discussion did not have time to explore special needs or mental health and the role of mainstream schools to provide an environment that can support a range of needs but it is a vital element for inclusion and wellbeing.



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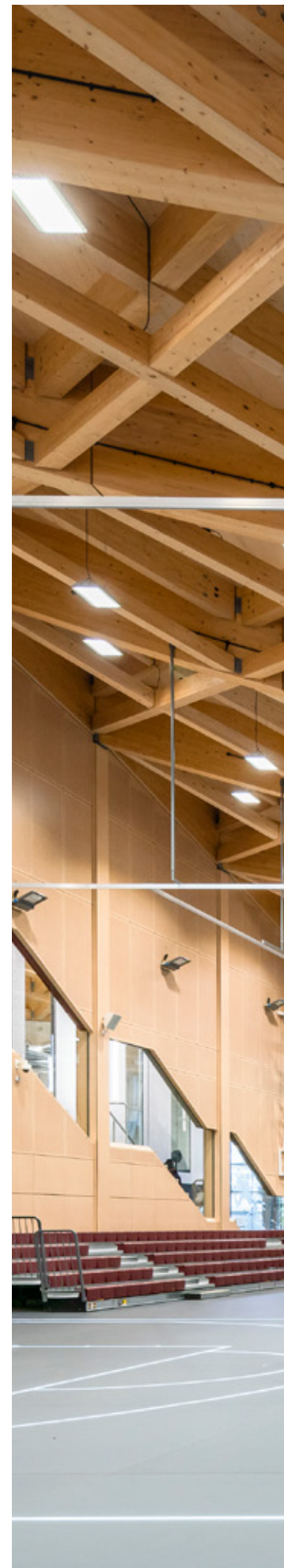
“Staff wellbeing- we haven’t really discussed in great detail but it’s a very important consideration in school design particularly in reducing stress on the workload- work preparation areas, simple things like parking availability that can all cause stress in the morning.” [Bruce Glockling, London Borough of Southwark]

The importance and value of schools as a community resource and civic space also came across very strongly, particularly in the context of the loss of a number of community facilities- libraries, surestart centres, even local shops- over recent years. Schools can have amazing sports facilities and outside space that could also be useful for the community. Bruce Glockling outlined how Southwark had successfully worked with some private schools in the borough during the lockdown period to open their external spaces for informal exercise. It is hoped that this provision will continue as one of the ways that local government play strategies, as well as health and wellbeing, could create a route to well-designed facilities out of school hours. Could writing wellbeing into the brief create a culture shift that places the pupils and the community at the centre of the briefing process and deliver a more holistic approach?

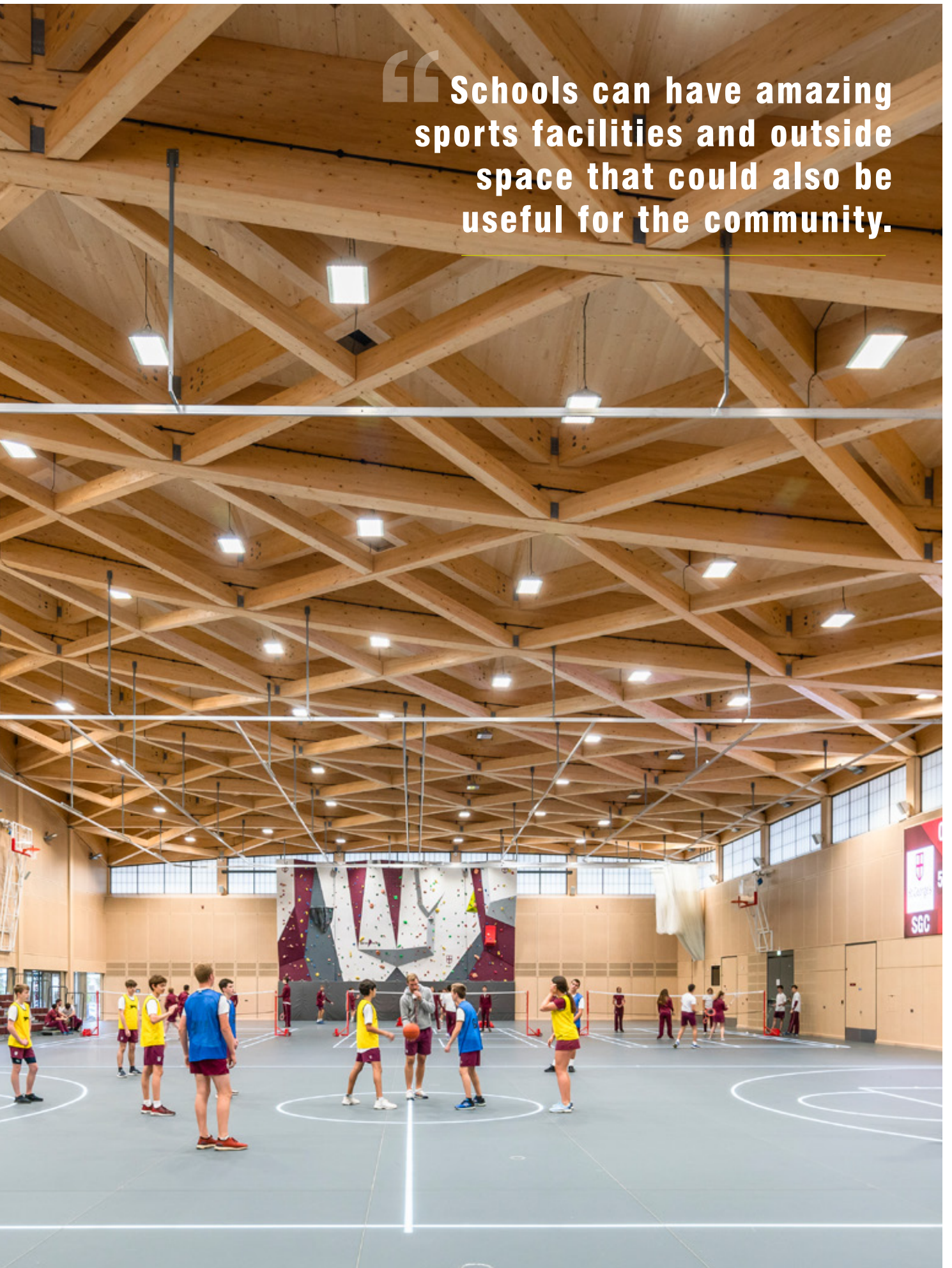
Many audience members commented on the value of including children in the design process, as well as others who might already have a good understanding of well-being and the needs of students such as Educational Psychologists. Can we enable young people to have ownership of the briefing, design and creation of learning space? Should more space be “given” to students for their own use and control? The RIBA Schools Programme^{vii} for example, has successfully engaged young people in understanding, designing and using the built environment. Under the Building Schools for the Future Programme student engagement was a usual part of the design development process, often led by specialist organisations like School Works and the Sorrell Foundation.^{viii} The pandemic has led to calls for Ofsted to start assessing pupil’s wellbeing.^{ix} Perhaps giving students an input into their school environments should become a standard part of their learning experience?

“It’s the outcomes and effects on teachers, non-teaching staff and students that are really important. It’s not about buildings, it’s about people.”
[Crawford Wright, Department for Education]

Being part of a community of learners, or a learning community, is a holistic experience- physical and environmental as much as social, emotional, psychological and developmental. They are inextricably linked.



“ Schools can have amazing sports facilities and outside space that could also be useful for the community.



WHERE DOES WELLBEING HAPPEN?

So, if schools are not just places to fill young people with knowledge, they are not just about classrooms.

Much emphasis is put on the learning time but actually what about all the other times- breaktimes, lunchtimes, before school? The spaces in-between need to be valued, respected, and enabled. Not just designed for people flow and how many people we can cram into a certain space in 45 minutes.

“Some of the best spaces for promoting self-confidence and independent learning are the undefined spaces between the classroom, dining and other ‘labels’. We need to focus on the spaces between to allow wellbeing to flourish and improve.” [Audience comment]

A feeling of safety and security is as important, space to separate from others if you need to.

“This is about needing to think, to process, to reflect and to recognise and build in provision to engender space for mental and emotional wellbeing in what can be a very busy and often noisy place as schools are during the non-structured times. This applies to staff and students alike. If done, it leads to far greater productivity and happy learning communities.” [Hilary Macaulay, The Skinners’ Kent Academy Trust]

During the Lockdown experience drawing, painting, and music activities have proved to be very important in keeping children and adults occupied, in good spirits and good mental health. Looking ahead should there be a greater focus on the arts in schools? Can we have a policy change to drive schools to focus on the creative curriculum and cultural capital as part of the inspection framework?

“The arts unite communities. It’s a common language irrespective of where you come from. It crosses all boundaries and all ages.” [Hilary Macaulay, The Skinners’ Kent Academy Trust]

Whatever their background- we need to provide children with an environment and experience that is going to model and inspire ideas for their future. We create a variety of working environments in our offices to give different places to work to suit different persons. Should we have a range of classroom settings, as we increasingly do in office environments, or should classrooms be more neutral spaces



that can be tailored to the topic at any one time? Now schools have all been forced to move to online learning, will the experience impact future education delivery? Could there be less classrooms and more spaces for social interaction, and life-skills, such as communication and developing friendships. Things which are very difficult to achieve online? In some cases, home learning has meant a mix of age groups and abilities learning together - could maintaining an element of online learning facilitate grouping pupils in other ways in the future- not just by age. Schools need a variety of space for both the learning time and the unstructured time- and flexible enough to be future proof.

However, ultimately it’s not about specific spaces but the footprint as a whole. How can both the indoor and outdoor spaces support positive relationships and interactions?

Bruce Glocking raised the examples of the “open-air” schools of the 1930s- built for another pandemic- the outbreak of



TB in 1930s before vaccines were invented. Inspired by 19th century “sanatoria” and the “outward—bound” ideas of Baden-Powell, their designs included bi-folding doors and retractable roofs to maximise access to fresh air and sunshine. Children were outside whatever the weather. These were lauded at the time^x for the positive impact they made on some children but fell out of fashion when better post-war housing and healthcare reduced some of the issues they were set up to address. They are a clear acknowledgement that schools are not just for passing on knowledge.

How can we better safeguard and value outdoor space? How can we introduce green infrastructure within schools? How do we avoid outdoor spaces being sacrificed by cost concerns? Can we integrate Biophilic Design for example- improving connection to nature- that has shown to increase rates of learning by 20-25%, test results, concentration levels and attendance, and to reduce the impacts of ADHD.^{xi} Early years in Scotland have introduced a mandatory 20% external

learning and play allocation within their funding area metric. Does access to outdoors need to be mandated as it is in Scotland or Sweden or as “learning through movement” is in Denmark?^{xii} Or would extending the curriculum to outside for all ages be enough?^{xiii}

“We don’t often get a lot of information about how the outdoor spaces might work and particularly at secondary level that’s often because there isn’t a curriculum specifically driving the external needs” [Helen Taylor, Scott Brownrigg]

“I was asked- why does the government not have [outdoor space] guidance the same as indoor space. Oddly enough we do. We need clients that think this is as important to them as it is to us.” [Crawford Wright, Department for Education]

WHAT DOES SUSTAINABILITY HAVE TO DO WITH WELLBEING?

As a result of the Lockdown in the UK, there has been a dramatic improvement in air quality and a drop in carbon emissions. Many of our streets are traffic free. Children are cycling safely. People in cities are hearing birdsong for the first time in their lives.

All those things benefit our wellbeing. Will the current emergency spark a green recovery as part of wider socio economic recovery? How might schools and school design support that green recovery?

We need to build a case around the increased use of landscape and consideration of the micro-climate around schools. Not least because, as well as wellbeing, it offers vital sustainability benefits in terms of biodiversity, reducing heat gain, reducing solar gain and other positive benefits.

Children are well aware of the climate emergency and ecological crisis. They have been leaving school to protest about it. The student-led 'Teach the Future' campaign is calling for all new school buildings to be net zero by 2022 and existing buildings by 2030. School environments provide an opportunity to help young people understand their place in the world and the impact of their behaviour and the built environment on the planet.

"School buildings can be a learning tool. What message should school buildings be giving?"
[Helen Taylor, Scott Brownrigg]

In order to meet the UK 2050 zero carbon target, the DfE are already working on the design of a number of pilot schemes and prototypes. The first net zero school will be on site near the end of this year followed by 23 zero carbon pathfinders. A zero carbon 'gen zero' prototype school is in development that aims to be zero carbon in both embodied and operational carbon. The aim is that all future schools procured by the DfE will be zero carbon in both aspects.

"The climate change issues are not going to go away; the pandemic has just made things a lot more complex."
[Crawford Wright, Department for Education]

If buildings are going to endure and last for 100 years - they have to be adaptable without the need for significant capital investment. We don't know how society might change. We don't know what challenges it will face. We're in the middle of a unique challenge now but over the next 100 years, there will be many such challenges. Sustainability needs to include inclusivity so schools can meet as many needs as possible without adaptation and reduce support needs.

Well-loved school buildings can become part of the local heritage. How might a school built today be converted to meet housing or healthcare needs in the future? What are the basic components of a building that are interoperable or interchangeable across different sectors? Are we building schools that will become a valued part of the local architectural fabric?



Heritage has a strong role to play in improving wellbeing for people in the UK.

- The National Lottery Heritage Fund

“ The student-led ‘Teach the Future’ campaign is calling for all new school buildings to be net zero by 2022.



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DO OTHER PRINCIPLES NEED TO CHANGE?

As designers, we have an opportunity to make sure that all the lessons that we learn are being fed back. We must give evidence to bodies like DfE so they can use that to drive things forward continually.

“To have a really positive healthy happy society in the future we need young people to reach their potential and schools have a massive part to play in that. The more schools can be connected to their community and connected to people’s needs, the better we’re going to perform. We need to be better connected. We need to use our creativity to make that connectivity happen.” [Helen Taylor, Scott Brownrigg]

The panel reflected that the way client engagement meetings happened during Building Schools for the Future (BSF) was really important. Hilary Macaulay made a plea that new head teachers be given time to really understand what can be achieved and the time to think about it.

“Schools have lost the opportunity to have that ‘blue sky thinking’, that brainstorming, that chance to reflect and go and have a look at really interesting schemes and projects elsewhere. We need to make sure that time is built in.”
[Hilary Macaulay, The Skinners’ Kent Academy Trust]

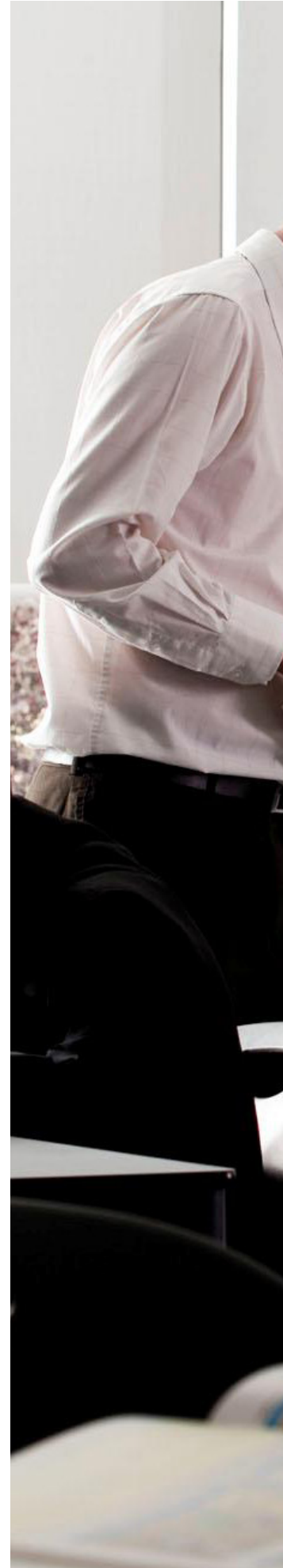
Schools are really good at knowing their young people. Some will be absolutely inspired by arts. Some by science. Some by making things, technology, looking after animals. Schools need the variety and opportunity for that.

“Schools are looking at what wellbeing means to them and when they identify a space that would really make a difference, just having a little bit extra to give them would be really fantastic.” [Sharon Wright, the-learning-crowd]



The more schools can be connected to their community and connect to people’s needs, the better we’re going to perform.

- Helen Taylor, Scott Brownrigg





WHAT SHOULD THE BRIEF FOR WELLBEING INCLUDE IF WE WANT EVERY CHILD TO FLOURISH?

Outdoor Environment Brief



Provide a framework for future development

Forest schools, food growing areas, harvest communities and orchard projects, farms and animals.



Connect indoor and outdoor space

For play and outdoor learning - bring the fresh air in. Encourage physical activity - link physical activity and healthy eating.



Enable and encourage children to explore

Different areas for sensory engagement, opportunity to connect with our natural world and ecology.

Community Connectivity Brief



Incorporate “little bit of extra” space to meet local needs

Enable the school to build the community and the community to develop a sense of pride around the school, feel ownership.



Integrate the school into its local environment

Buildings and external areas should be a continuation of, and connect with, the community. Incorporate children’s centres, adult education and youth clubs.



Showcase spaces for food and culture

as key avenues for outreach to local families. Cooking and food encourage healthy eating and provide links to communities.

The Inclusion Brief



Incorporate a true variety of spaces

inside and out- discrete, private, purpose designed, protected spaces for specialist activities and learning support as well as general multi-use spaces.



Give every child a chance to shine



Provide good acoustics in every space

not just designated teaching spaces.

Post Occupancy Evaluation: What are the Wellbeing Indicators?



My child comes back from school and he really wants to learn.



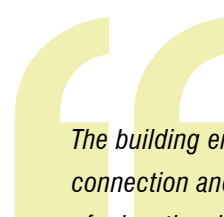
HEALTHY AND PRODUCTIVE



We're all friends everybody is in one place, we're all part of one family.



SAFE SECURE AND SUSTAINABLE



The building enables community connection and a variety of educational and cultural opportunities for all children and their families- inside and out.



FUNCTIONAL



APPENDIX I: ARE THE TECHNICAL STANDARDS RIGHT?

A number of additional technical points and questions were raised by the audience during the discussion which the panel did not have time to address but we hope to come back to in the future.

How can the specifications enable the size of rooms and corridors be sufficiently open to avoid students and pupils feeling cramped?

Building Bulletin 93 (acoustic design of schools) 2015 was supposed to be reviewed in 2019, but that didn't happen. Is there any plan for a review of BB93 and, if so, when? If/ when this happens, should school design standards be 'optimum' rather than the current 'minimum' standards and aim to be more inclusive?

Don't designers advise clients when it comes to a brief?

The link between daylight access and wellbeing is well documented. It is great that ESFA and Output Specification has adopted hourly annual Climate Based Daylighting and attempt to solve the 'blinds down, lights on' scenario - it generates a huge amount of high quality data but ultimately is simplified to a pass or fail. From a building physics engineer's perspective, this is very frustrating. So just a note really the current standards are getting better but we can go a lot further e.g. annual hourly daylight glare and circadian rhythm analysis to further inform the quality of light in a space.

A 'minimum standards' approach to briefing clearly supports certain aspects of wellbeing but can it not also mitigate against those that are less measurable, but equally important? For example, a restriction on glare may also prevent the shaft of daylight that provides delight at a certain time of day. How do we try to promote 'wellbeing' (aka 'good design') within our briefing and design evaluation process?

Wellbeing is a prerequisite to good learning. Given that few UTCs have any or very little outdoor spaces, has any research been done with UTC students about what outdoor space means to them?



APPENDIX II: FURTHER READING

The Well Building Standard

The International Well Building Institute believe that buildings should be developed with people's health and wellness at the centre of design. The WELL Building Standard takes a holistic approach to health in the built environment addressing behaviour, operations and design.

WELL is a performance-based system for measuring, certifying, and monitoring features of the built environment that impact human health and well-being, through air, water, nourishment, light, fitness, comfort and mind.

WELL is grounded in a body of medical research that explores the connection between the buildings where we spend more than 90 percent of our time, and the health and wellness impacts on us as occupants. WELL Certified™ spaces can help create a built environment that improves the nutrition, fitness, mood, sleep patterns and performance of its occupants: <https://standard.wellcertified.com/well>

The 5 Aspects of Wellness

There are **five** main aspects of personal health: physical, emotional, social, spiritual, and intellectual. In order to be considered “well,” it is imperative for none of these areas to be neglected.

Roger Williams University: www.rwu.edu/undergraduate/student-life/health-and-counseling/health-education-program/dimensions-wellness

The 10 Dimensions of Wellness

- SOCIAL: family and social support and cohesion.
- PHYSICAL: physical vitality, active lifestyle practices, structured exercise.
- ENVIRONMENTAL: living conditions and physical surroundings from immediate to global.
- MEDICAL AND DENTAL: screening, prevention, adherence.

The Institute for Wellness: <https://instituteforwellness.com/10-dimensions-of-wellness/>

The Wheel of Wellbeing

BODY: Be active

MIND: Keep Learning

SPIRIT: Give

PEOPLE: Connect

PLACE: Take Notice

PLANET: Care

South London and Maudsley NHS Foundation Trust: www.wheelofwellbeing.org/



APPENDIX II: FURTHER READING CONT.

The open-air schools of the 1930s

England's School: History, architecture and adaptation by Elaine Harwood, published by English Heritage in 2010. ISBN 97981848020313. See photos of pages 57-60

RIBAPix: www.architecture.com/image-library/ribapix.html?keywords=open%20air%20schools

The Academies programme and BSF

https://en.wikipedia.org/wiki/Building_Schools_for_the_Future

Reggio Emilia schools in northern Italy

The school is the "third teacher": <https://early-education.org.uk/reggio-emilia>

BETT (Formerly British Educational Training and Technology)

Bett's Global Education Council. A Manifesto for the Future of Education:

www.bettshow.com/bett-articles/betts-global-education-council-a-manifesto-for-the-future-of-education?&page=2&searchgroup=libraryentry-bett-articles

New Wellbeing Charter

DfE to measure school staff happiness under new wellbeing charter:

<https://schoolsweek.co.uk/dfe-to-measure-school-staff-happiness-under-new-wellbeing-charter/>

Coronavirus Impact

A teacher on the frontline: 'wellbeing - not education - will be our focus post pandemic':

www.marieclaire.co.uk/opinion/teacher-coronavirus-frontline-694650

Education was never schools' sole focus. The coronavirus pandemic has proved it:

<https://amp-theguardian-com.cdn.ampproject.org/c/s/amp.theguardian.com/education/2020/apr/14/education-was-never-the-sole-focus-of-schools-the-coronavirus-pandemic-has-proved-it>

ENDNOTES

- i www.bettshow.com/bett-articles/uncharted-waters-the-opportunity-for-major-change-in-education?&page=3&searchgroup=libraryentry-bett-articles
- ii https://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs
- iii https://youtu.be/zLL6x7we_Y8
- iv www.un.org/sustainabledevelopment/health/
- v www.britishland.com/~/_/media/Files/B/British-Land-V4/downloads/2018/a-design-for-life.pdf
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- ix www.tes.com/news/ofsted-must-focus-wellbeing-after-covid-closures
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- xii www.architecture.com/riba-books/books/public-buildings/product/urban-schools-designing-for-high-density.html
- xiii www.telegraph.co.uk/education/educationnews/12143019/Meet-the-hunky-headmaster-who-teaches-kids-to-use-a-shotgun.html
- xiv www.teachthefuture.uk/



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