

Consultation on proposals to update The School Premises (General Requirements and Standards) (Scotland) Regulations 1967

December 2025

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The general requirements and standards for school premises in Scotland regulations

Consultation

Introduction

1. The Scottish Government is committed to delivering equity and excellence in Scottish education so that all our children and young people can succeed. The buildings and facilities in which children learn have a key role to play in achieving this ambition. Modern, state-of-the-art learning environments are recognised as having a role in improving children and young people's educational outcomes.
2. Schools and early learning centres should be designed to the highest standards, in terms of quality, environment and being child-friendly and age appropriate – with the aim of providing well-designed spaces that inspire, stimulate, challenge and support children and young people, as well as teachers and school staff.
3. The Learning Estate Strategy was jointly produced with CoSLA in 2019 and was refreshed in November 2025. It sets out a shared vision, aspirations and principles for the efficient and effective design, construction and management of the school estate.
4. Schools and early learning centres are key infrastructure in our communities, and the Scottish Government and local authorities have invested significantly to provide children and young people with improved buildings and facilities. During the last 17 years (2007-08 to 2024-25) over 1,150 school building projects have been completed, and the proportion of schools in good or satisfactory condition has increased from 62.7% in April 2007 to a record 92% in April 2025.
5. The School Premises (General Requirements and Standards) (Scotland) Regulations 1967 prescribe a broad minimum standard that the premises or equipment of schools must meet. They will now be updated to meet the needs of modern-day schools, for example, to reflect current pedagogical requirements. The 1967 Regulations set out minimum standards for aspects such as school site areas, overall educational accommodation, lighting and ventilation. However, there is also a significant body of other legislation that applies to all buildings, including schools. Our proposed approach is therefore to remove school-specific requirements that duplicate other legislation, update the parts of the regulations that remain necessary, and consider new areas for inclusion.
6. Digital connectivity is now considered essential. The pandemic highlighted the importance of effective ventilation, and inclusive education requires accessible and barrier-free buildings and equipment.
7. Non-statutory guidance will accompany the updated Regulations. This will allow more detailed information to be provided, including references to British Standards and guidance from organisations such as sportscotland, which would not otherwise be possible within the legislation itself.

8. A consultation on changes was undertaken in 2017/18 to bring forward new regulations; however, this work was disrupted by the Covid pandemic. The pandemic also highlighted the importance of outdoor space and the role of indoor environments in supporting health and wellbeing. Consideration must also be given to the implications of the recent Supreme Court ruling and the Judicial Review involving Scottish Borders Council. This consultation seeks views on updating these Regulations to ensure they reflect current requirements and support learning in modern schools and early learning centres in Scotland.
9. This consultation is not about the design and construction required for compliance with building regulations, but what the minimum standards should be in schools for factors such as internal space, outdoor space, ventilation, digital infrastructure, facilities for breaks, for eating, for toilets – for everyone in the school community.
10. As existing schools are required to adhere to the current 1967 Regulations, it is intended that there will be parts of the new regulations that will need to apply to the whole estate once in force, and others that may likely need to apply from a future date or only be appropriate when new schools are built or substantially modernised or refurbished (for example, changes to education accommodation metrics). This consultation seeks your views on the proposed changes to the 1967 Regulations regarding the general requirements and standards for school premises.
11. We would also encourage feedback, as part of responses to questions, on the impact of the timing of application of each regulation.
12. The Scottish Government invites you to contribute your views on these proposals and share feedback on the matters outlined in this consultation.

¹ In addition, in 1994 the Regulations were extended to self-governing schools through the Self-Governing Schools (Application and Amendment of Regulations) (Scotland) Regulations 1994.

² [Updating of the School Premises \(General Requirements and Standards\)\(Scotland\) Regulations 1967: consultation response analysis - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/06/Updating_of_the_School_Premises_(General_Requirements_and_Standards)(Scotland)_Regulations_1967_consultation_response_analysis_-_gov.scot.pdf)

Background

Legislation applying to school premises only

13. The Education (Scotland) Act 1980 provides the powers to Scottish Ministers to prescribe standards for premises of educational establishments in Regulations . The current standards are set out in the 1967 Regulations. Education Authorities and the managers of any grant-aided school must ensure that the premises of any educational establishment under their management conform to those standards.

Legislation applying to different types of buildings, including schools

14. There is other legislation that applies to all buildings, including schools. Some of these, for example, include:
 1. Health and Safety at Work Act 1974;
 2. Equality Act 2010;
 3. Building (Scotland) Regulations 2004;
 4. Fire (Scotland) Act 2005 and the associated Fire Safety (Scotland) Regulations 2006;
 5. Food Hygiene (Scotland) Regulations 2006;
 6. Terrorism (Protection of Premises) Act 2025
15. All new educational and day care buildings must be designed and built in accordance with the Building (Scotland) Regulations 2004 (as amended) ('the building regulations'). The Scottish Building Standards Technical Handbook for Non-Domestic Buildings ([Technical Handbook](#)) provides guidance on ways of complying with the building regulations, which in some instances includes reference to British Standards. Similarly, such buildings which undergo extension, alteration or conversion must also meet the standards (for the new work being carried out) and be subject to building warrant approval.
16. Compliance with the above legislation provides buildings that secure the health, safety and wellbeing of pupils and staff, as well as providing buildings that are energy efficient and sustainable. However, those who are responsible for schools also need to ensure that the premises are suitable for education and that pupils are provided with facilities to deliver their education (such as playing fields) or to ensure that the needs of all pupils are met. Further, the needs of employees are not necessarily the same as those of pupils.

National Care Standards - Early Learning and Childcare

17. The Public Services Reform (Scotland) Act 2010 set up the Care Inspectorate, which has a scrutiny and improvement role, taking account of standards and outcomes issued by Scottish Ministers. On 9 June 2017 Ministers issued new Health and Social Care Standards (<http://www.gov.scot/Publications/2017/06/1327/0>) to fulfil this duty. The Care Inspectorate's scrutiny and improvement role includes Early Learning and Childcare (ELC) settings, ensuring they meet the Health and Social Care Standards and the ELC design guidance '[Space to Grow and Thrive](#)' and in doing so will ensure the suitability of the premises for the care provided.
18. The Care Inspectorate can also issue recommendations for improvement and requirements for change and can seek to cancel a registration for operation in very serious cases. As the Care Inspectorate carries out a comprehensive inspection regime within ELC, it seems unnecessary to duplicate existing measures for the regulation of ELC within the updated Regulations. The intention is therefore that ELC settings, including those housed within school buildings, are specifically excluded in the updated Regulations. This is not intended in any way to downplay the importance of ELC settings, but to avoid duplication and so make it easier to realise our shared ambition for ELC settings in practice.

National Care Standards – School Care Accommodation Services

19. There were minimum standards for boarding accommodation in the School Premises (Standards and General Requirements) (Scotland) Regulations 1959, but these have since been repealed. The accommodation standards are no longer set down in legislation but are based on established practices and procedures.
20. The Care Inspectorate is responsible for regulating school care accommodation services. If a school offers boarding facilities, it must be registered with the Care Inspectorate as a school care accommodation service. The Care Inspectorate and Education Scotland work together to deliver an integrated service for the regulation and inspection of these services.
21. This is an example of a provision within the School Premises Regulations that has been repealed but the environment has been taken into account as part of the inspection process.

Discussion

22. School Premises Regulations are therefore needed to ensure that the specific needs of all pupils are met, particularly on issues that impact on their wellbeing and GIRFEC (such as sanitary facilities, lighting and acoustics) or on their education (such as playing fields and spaces for outdoor learning). However, for the reasons outlined above, there is no need to duplicate legislation or other regulatory measures that already cover particular areas appropriately.

23. Therefore, we propose to remove some Regulations that are no longer necessary but retain and update others. This should have the effect of minimising bureaucracy on education authorities and grant-aided schools whilst ensuring our learning environments are fit for purpose and a high standard. We may, therefore, also add additional requirements as necessary. It is intended that there will be parts of the new regulations that will need to apply to the whole estate once in force, and others that may likely need to apply from a future date or only be appropriate when new schools are built or substantially modernised.
24. The Regulations that we propose to retain, update or remove are set out below and summarised in Annex A. Your views on these proposals are welcome. If you think that they would have an adverse effect on welfare or education of children and young people, then please let us know.
25. As previously noted, this consultation is being considered separately to the 2017/18 exercise. This is down to the time elapsed since this exercise took place and the evolving social landscape since that time, including (but not limited to) the impact of Covid-19, the cost-of-living crisis as well as equality and inclusion considerations.

Regulations that are proposed to be retained

Acoustic Conditions

Regulation 24:

'Every part of the school building shall have acoustic conditions and insulation against disturbance by noise appropriate to the use for which the part of the building is designed.'

26. Background noise can be a significant obstacle to effective aural communication listening, particularly for people who have hearing loss or who have neurodivergent characteristics. Favourable school acoustics benefit pupils and teachers alike, improving pupils' wellbeing and educational performance as well as enhancing a school's suitability for alternative uses.
27. Acoustics are covered within the 'Silver and Gold Sustainability Levels' of the sustainability section (Section 7) of the Technical Handbook. The intention of Section 7 is to encourage the adoption of more demanding sustainability standards in buildings. However, there is no mandatory requirement under the building regulations for the provisions of the Silver and Gold levels to be achieved by school buildings.
28. Therefore, it is necessary to retain this Regulation and now include a link to Building Bulletin 93: Acoustic design of schools - performance standards.

Question 1: Do you agree that adding a link to Building Bulletin 93 for this Regulation adequately covers the requirements for acoustic conditions? If not, why not?

Water supply

Regulation 25:

- (1) In every school building wholesome water in sufficient quantities shall be provided for drinking and for all other purposes.
- (2) Each wash basin or group of wash basins shall have a supply of water warmed sufficiently for washing purposes.
- (3) All sinks to be used for general purposes and baths shall have an adequate supply of separately controlled hot and cold water.
- (4) Every shower shall have a supply of water warmed to a temperature of not less than 38°C nor more than 44°C'

29. The provision and accessibility of drinking water for staff is covered by the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020, which place a duty on an Education Authority and grant aided schools (and hostels maintained by Education Authorities) to ensure that drinking water is provided free of charge at all times. No other legislation expressly covers hot and cold water supplies to pupils' toilets, or showers, nor addresses the risk to children of scalding. Regulation in this area should therefore be retained.

Question 2: Do you agree that this Regulation adequately covers the requirements for water supply? If not, why not?

Grant-Aided Schools

Regulation 26:

'It shall be a condition of grants made by the Secretary of State under Section 76 of the Act of 1962 in aid of the expenditure of the managers of any grant-aided school that [(a) section 20(1A) of the Act of 1962 as it applies to an education authority, and (b) Part I and Part III] of these regulations shall apply to the premises and equipment of the school under their management as they apply to the premises and equipment of schools under the management of education authorities. If the Secretary of State is satisfied, after consultation with the managers of a grant-aided school, that it is impracticable or would be unreasonable to apply the standards prescribed in the said Part III to the premises and equipment of that school, he may by order modify standards for that school.

[Provided that this Regulation shall not apply to any grant-aided school which is a specified school within the meaning of the Grant-Aided Secondary Schools (Scotland) Grant Regulations 1976 in respect of any financial year of that school within the meaning of those Regulations [as amended]'

30. This Regulation applies Parts I and III of the 1967 Regulations to the premises and equipment of grant-aided schools. Currently there are 7 grant-aided schools in Scotland and it is proposed that the new Regulations will continue to apply to grant-aided schools.

Question 3: Do you agree that the new Regulations should apply to grant-aided schools? If not, why not?

Kitchen premises

Regulation 14:

- '(1) In every school other than a nursery school or a school to which the next following paragraph applies, there shall be available sufficient and suitable kitchen premises for the preparation, cooking and serving of meals and for washing up.
 - (2) Where arrangements have been made for the preparation and cooking of meals elsewhere than at the school, sufficient and suitable accommodation shall be provided at the school for the serving of the meals and for washing up.'
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31. Food hygiene is covered by the Food Hygiene (Scotland) Regulations 2006 and it sets out the basic hygiene requirements for premises, facilities and staff involved in the preparation and serving of food. Although the area accommodation metrics includes an area for kitchens and dining, we feel that given the roll out of free school meal policy and breakfast clubs that it is important to retain this regulation.

Question 4: Do you agree that this Regulation can be retained? If not, why not?

Regulations that are to be updated

Outdoor education and recreational areas

Regulation 20:

'At every school there shall be provided immediately adjacent to the school building an outdoor area or outdoor areas laid out and surfaced for educational and recreational activities.'

32. The current Regulation requires that there is a provision for outdoor space which is additional to the provision of playing fields. This allows pupils an important opportunity for physical exercise and socialising during break-time and the opportunity for outdoor learning to support the needs of learners and the curriculum. As there is no other legislation which prescribes that recreational outdoor space is required adjacent to the school building, it is therefore necessary to retain this Regulation. To assist in ensuring that outdoor spaces are adequate and appropriate, it is proposed to add the requirements below which have been developed collaboratively for the SG/CoSLA school building programme, the Learning Estate Investment Programme.

Requirement for enhanced outdoor/playground spaces

Primary Capacity (Pupils)	External enhanced Area (Sqm/Pupil) (25% must be covered)	Secondary Capacity (Pupils)	External enhanced Area (Sqm/Pupil) (25% must be covered)
Up to 231	1.0	Up to 400	0.8
232 - 462	1.0	401 - 800	0.8
463	1.0	801 - 1200	0.8
		1201+	0.8

33. External sqm/pupil will be as above for a primary/secondary campus project using the capacity for each in the tables above.
34. External enhanced areas should be appropriate for a range of activities for each specific school and be accessible by all learners and staff. These may include;
- Social/dining – such as, covered extensions to dining halls for outdoor eating, remote covered seating, amphitheatres and outdoor spaces for events and assemblies, rain and sun canopies, and shelters, planting and furniture for courtyards.
 - Outdoor learning – such as, horticulture areas, makers yard, construction skills area, performance spaces, covered outside classroom, furnished teaching balconies with specific educational or staff purposes.
 - Active spaces – such as, running track, throws facility, specialist sports surface courts –potentially covered, enclosed multi-use games areas with floodlighting, Early Years equipment.

Question 5: Should this regulation be retained and be updated to require schools to have a mix of outdoor environments to further support the delivery of learning, play, sport and access to nature? If not, why not?

Sites for playing fields

Regulation 8:

- (1) [Subject to paragraph (2B) of this regulation every primary school shall have available and in close proximity to it playing fields not less than the area specified in Table IV according to the number of pupils for which the school is designed except where the provisions of regulation 8(4) apply.

Table IV	
Number of pupils	Area (Hectares)
60 or less	0.1
61 - 140	0.2
141 - 315	0.3
316 - 450	0.4
451 or more	0.6

- (2) Every secondary school shall have available to it playing fields not less than the area specified in Table V according to the number of pupils for which the school is designed except where the provisions of regulation 8(4) apply: Provided that where the number of pupils is less than 320 the area of the playing fields shall be such as may be approved in each case.

Table V	
Number of pupils	Area (Hectares)
320 - 500	1.6
501 - 750	2.4
751 - 1,000	3.2
Each additional 200 over 1,000	0.4

- (2A) Every nursery school and every nursery class in a primary school shall have available and in close proximity to it a garden playing space of not less than an area of 9.3m² per pupil of which a minimum area of 3.7m² per pupil shall be paved.
- (2B) Paragraph (1) of this regulation in its application to a primary school with a nursery class or classes shall have effect as if for the word “pupils” there were substituted the words “pupils, other than nursery pupils.”
- (3) Every school providing both primary education and secondary education shall have available to it playing fields of an area such as may be approved in each case.
- (4) Where in any case the Secretary of State is satisfied that it is impracticable or would be unreasonable to apply the standards prescribed in this regulation the area of the playing fields shall be such as may be approved.’

35. For primary and secondary schools, it is a requirement that there are playing fields available and for primary schools it is a further requirement that playing fields are in close proximity to the school. This allows schools to source their playing fields from outside providers if necessary and there is no intention to remove this provision.
36. In recent years there has been an increasing move towards the use of synthetic pitches (SP) as they provide greater playing capacity and use all year round than grass pitches. Given this, it would appear appropriate to allow a reduced area of provision if this includes SP. It is acknowledged that most of the SP will be synthetic grass pitches but to allow flexibility for other potential surfaces, the provision will refer to SP.
37. Consideration needs to be given to the circumstances of the site, and should also consider the wider community need, including the sporting community, in deciding what the mix of outdoor facilities should be. The increase of shared campuses means that the requirements of primary/secondary/additional support needs in a single setting also has to be taken into account. When determining the area required for a shared school campus the total number of pupils and the area provision for secondary school is to be used.
38. It is proposed that this Regulation is updated to provide for a minimum area if there are only grass pitches at a school and the minimum area if there are only SP at a school. However, a mixture between the two - as well as nature spaces - is likely to be the preferred option and therefore the area required in some circumstances will be less than that currently defined for grass pitches. Sportscotland provides guidance on the recommended provision of school playing fields within their planning and design guidance, and this will be included/referred to within the non-statutory guidance which will accompany the Regulations.
39. Currently, the Regulation also provides that every nursery school and every nursery class in a primary school shall have available in close proximity to it a garden playing space. However, this aspect of accommodation of nursery classes and schools will be regulated by the Care Inspectorate and so the intention is that this part of the Regulation will be removed.

Proposed updated Regulation 8:

Sites for playing fields Primary school

Primary Schools

Number of pupils	Minimum Area (ha) if grass only.	Minimum Area (ha) if SP only.
60 or less	0.1	0.1
61-140	0.2	0.3
141-315	0.3	0.3
316-450	0.4	0.3
451 or more	0.6	0.3

Secondary Schools

Number of pupils	Minimum Area (ha) if grass only.	Minimum Area (ha) if SP only.
320-500	1.6	1.7
501-750	2.4	1.7
751-1,000	3.2	1.7
1,001-1,200	3.6	2.5
1,201-1,400	4.0	2.5
1,401-1,600	4.4	3.2
1,601-1,800	4.8	3.2
1,801-2,000	5.2	3.2

Question 6: Do you agree that if there is a mixture of grass pitches and SP then the area required in some circumstances can be less than that currently defined for grass pitches? If not, why not?

Educational accommodation in primary schools and secondary schools

Regulation 9 and 10:

Educational accommodation in primary schools

'Every primary school shall include educational accommodation of not less than the area specified in Table VI according to the number of pupils for which the school is designed:

Provided that in every primary school where the number of pupils is less than 25 or more than 630, the area of educational accommodation shall be such as may be approved in each case.'

Number of pupils	Area
25 - 89	141m ² plus 3.1m ² for each additional pupil beyond 25
90 - 239	344m ² plus 2.0m ² for each additional pupil beyond 90
240 - 279	655m ² plus 1.8m ² for each additional pupil beyond 240
280 - 314	725m ² plus 4.3m ² for each additional pupil beyond 280
315 - 329	874m ² plus 4.3m ² for each additional pupil beyond 315
330 - 439	938m ² plus 2.4m ² for each additional pupil beyond 330
440 - 629	1,208m ² plus 2.0m ² for each additional pupil beyond 440
630	1,579m ²

Educational accommodation in secondary schools

Every secondary school providing courses for pupils at all stages of secondary education shall include educational accommodation of not less than the area specified in Table VII according to the number of pupils for which the school is designed:

Provided that the area of educational accommodation shall be such as may be approved in each case in every secondary school

- (a) where the number of pupils is less than 320 or more than 1,800, or
- (b) which does not provide at all stages for pupils of all abilities (excluding those requiring special educational treatment) in the locality which it serves.

Table VI	
Number of pupils	Area
Number of pupils	Area
320 - 454	2,880m ² plus 7.2m ² for each additional pupil beyond 320
455 - 674	3,855m ² plus 3.0m ² for each additional pupil beyond 455
675 - 894	4,506m ² plus 4.0m ² for each additional pupil beyond 675
895 - 1,114	5,388m ² plus 5.9m ² for each additional pupil beyond 895
1,115 - 1,559	6,698m ² plus 3.9m ² for each additional pupil beyond 1,115
1,560 - 1,669	8,430m ² plus 8.3m ² for each additional pupil beyond 1,560
1,670 - 1,799	9,346m ² plus 2.0m ² for each additional pupil beyond 1,670
1,800	9,610m ²

40. Educational accommodation means all the internal space within schools that is designed to be suitable for educational purposes, including accommodation for assembly, dining, study, music, physical education, shower and changing rooms, storage etc. Classroom size should be appropriate to allow effective teaching, and no area of the school should compromise health and safety.
41. The current minimum area prescribed in the regulations do not reflect current standards/practice and are unrealistically small. Over the past few decades, schools have required to become larger than was the case when the original regulations were published. This is attributable to a number of factors:
- Curriculum for Excellence scenario based learning e.g. collaborative spaces, learning plazas, breakout space
 - Additional social spaces

- Curriculum choice expansion e.g. computer suites
 - Mandatory 2 hours of PE e.g. additional halls, fitness suites, storage, dance studios
 - ASL inclusion e.g. nurture spaces, sensory spaces, quiet rooms, additional support staff
 - Building services e.g. computer server spaces, mechanical ventilation plant
 - Accessibility e.g. wider circulation spaces, larger entrance areas, accessible toilets and changing
42. The areas proposed below have been tested during Scotland's Schools for the Future and Learning Estate Investment programmes and also in schools procured directly by local authorities.
43. These metrics were developed by assessing the mean accommodation area of existing primary and secondary schools in Scotland. It would seem appropriate to use these as the starting point for the new standard and include in the Regulation reference to the most up to date accommodation metrics published by the Scottish Government. The metrics used at the moment to build new schools have been adjusted in the table below to reflect current observations that efficiencies can be made when designing larger schools:

Primary Schools

Capacity of the school	m ² per pupil
Up to 231	8.5 (100% of LEIP)
232-462	7.0 (90% of LEIP)
463+	6.0 (90% of LEIP)

Secondary Schools

Pupil capacity of the school	m ² per pupil
Up to 400	13 (100% of LEIP)
401-800	11 (90% of LEIP)
801-1200	10 (90% of LEIP)
1201+	9 (90% of LEIP)

Note: For primary/secondary campuses the area metric for the primary element is reduced by 0.5m²/pupil to reflect that there will be spaces shared with the secondary e.g. plant/boiler rooms, kitchens etc.

44. These accommodation metrics provide an acceptable minimum area for space within a school, but local authorities may choose to build schools larger than this. However, if local authorities wish to build smaller than this then exceptionally, they may seek approval from the Scottish Government on a case-by-case basis.

Question 7: Do you agree that accommodation metrics is an appropriate method to calculate the educational accommodation required? If not, why not?

Note: that the pupil banding and area metric minimums are subject to potential change following feedback.

Sanitary accommodation for pupils

Regulation 15 and 16:

Sanitary accommodation for pupils

- (1) Subject to paragraph (1A) of this regulation, in every school sanitary accommodation shall be provided for the pupils by appliances on a scale not less than that specified in Table VIII: Provided that, except where paragraph (1A) of this regulation applies, in every school which is not designed exclusively for girls half the accommodation shall be for boys and not more than one third of the appliances for boys shall be water closets and the remainder shall be urinals, each [610 mm] length of urinal being counted as one appliance for the purposes of Table VIII.

Table VIII	
Number of pupils	Number of appliances
Every 15 pupils up to a total of 60	2
Every additional 30 pupil up to a total of 300	2
Every additional 60 pupils over 300 pupils	2

- (1A) Every nursery school and every nursery class in a primary school shall have not less than 1 water closet for every 10 pupils.
- (2) In every school providing for pupils beyond stage P IV in the sanitary accommodation for girls there shall be suitable provision for the disposal of sanitary towels.
- (3) In every school every sanitary appliance or group of sanitary appliances shall be situated near to a wash basin or wash basins.
- (4) In every school every water closet shall be provided with a partition sufficient to secure privacy and, except in relation to a nursery school or nursery class in a primary school, with a lockable door.'
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Washing accommodation for pupils

In every school, washing accommodation shall be provided for the pupils by wash basins on a scale not less than that specified in Table IX.

Number of pupils	Number of wash basins
The first 30 pupils	4
The next 30 pupils	4
Every additional 30 pupils up to a total of 300	2
Every additional 60 pupils over 300 pupils	2

45. There has been much public debate about the issue of school toilets in recent years, including in the context of the Supreme Court judgment in *For Women Scotland Ltd v Scottish Ministers*, and the decision in *Hurley v Scottish Borders Council*. It is important that we therefore seek all views as part of this consultation, and that updated regulations provide the basis for the minimum provision that must be made available in order to support the needs of all pupils, while also recognising that the use of that provision, and decisions for any additional provision, are for education authorities and schools in consultation with their school communities.
46. The existing Regulation provides a higher number of appliances per pupil than is required for employees within the Technical Handbook for non-domestic buildings and the school provision recommended in British Standard 6465-1:2006. This is because of the unique circumstances surrounding schools where access to facilities may have peaks at break times. This is particularly important in smaller schools, which are prevalent in Scotland, where the existing Regulations provision may be double that prescribed in the British Standard. We therefore propose that a higher level of appliances is maintained.
47. However, the provision should also be updated to reflect the needs of schools and school populations. Currently, the Regulations state that half the accommodation shall be for boys does not refer to gender neutral toilets or provision for disabled children and young people.
48. Regulations need to include provision of separate sanitary facilities for boys and girls except where they are provided as a fully lockable room (including hand washing) for use by one pupil at a time. We do not, however, consider that the current ratio of provision for boys (half) should be retained, as school populations will vary and distribution will need to be decided on locally in line with the statutory responsibilities of local authorities. Regulations must also take account of pupils who require to use gender neutral toilets and those who require accessible facilities. The same facility/toilet may provide for both of these needs in some circumstances.
49. Modern practice is also for less reliance on urinals, and therefore the specifications on required provisions of urinals should be removed. As nursery schools and nursery classes are regulated by the Care Inspectorate, the provision that applies to nursery schools and nursery classes within a primary school will also be removed.

50. To ensure that provision meets recognised standards, accessible sanitary facilities for pupils who are disabled should be provided in accordance with the guidance to standard 3.12 Sanitary Facilities within the non-domestic Technical Handbook. As the provision of wash hand basins is related to the number of toilets provided, it seems appropriate that this issue is also provided for in this Regulation. However, it is considered that the current Regulation also needs to be updated to provide that sanitary disposal units should be provided in all cubicles used by girls aged 8 or over which is a requirement within the British Standard 6465-1:2006.
51. The current Regulations cover changing accommodation and showers, given the term “educational accommodation” includes references to both terms. It is considered that for clarity, the new Regulations should provide that showers must be provided for the use of pupils aged 11 years or over engaged in physical education and should be accessible from the changing rooms for all users. These showers should be separate for both boys and girls and, where appropriate, gender neutral / individually lockable showers should be provided. British Standard 6465-1:2006 details that there should be one shower per 10 pupils or part thereof engaged in physical education.

Question 8: Do you agree that the number of appliances per pupil as set out as above are still appropriate? If not, why not?

Question 9: Do you agree that these proposals cover the modern requirements for toilet and washing facilities? If not, why not?

Medical inspection and rest room accommodation

Regulation 18:

- (1) In every school suitable accommodation shall be available for the conduct of medical inspection of pupils under section 58(1) of the Act of 1962 unless, in the exercise of the powers conferred upon him by paragraph (1) of Regulation 8 of the School Health Service (Scotland) Regulations 1947, the Secretary of State has approved the conduct of medical inspection elsewhere than at the school. The accommodation for medical inspection shall include a water closet and a wash basin with separately controlled supplies of hot and cold water.
- (2) In every secondary school and in every school providing both primary and secondary education there shall be available accommodation suitable for use as a rest room which shall be adjacent to a water closet and a wash basin with separately controlled supplies of hot and cold water.’

52. It is still necessary to have a Regulation which ensures the provision of accommodation for the medical examination and treatment of pupils and appropriate facilities for pupils who are ill or injured. However, the current Regulation is out of date with reference to the Education (Scotland) Act 1962 and School Health Service (Scotland) Regulations 1947 so it would be appropriate to update this Regulation.

53. Section 57 of the Education (Scotland) Act 1980 refers to the requirement in section 39 of the National Health Service (Scotland) Act 1978 that medical and dental examination and inspection of pupils is provided. Therefore, there is still a legal basis for securing accommodation in this matter and similarly, under health and safety requirements, a rest room is required for pupils who are ill or injured.
54. This Regulation should be updated to remove reference to out-of-date legislation and to ensure the provision of a medical room for medical and dental checks.
55. The need to undertake examinations and a rest room for the short-term care of sick and injured pupils which includes or is adjacent to a toilet facility. For schools that cater for children with complex needs, additional medical accommodation must be provided which caters for those needs.

Question 10: Do you agree that this covers the requirements for medical inspection and rest room accommodation? If not, why not?

Wellbeing Spaces

56. To support pupils who may feel more comfortable being alone or in smaller groups, it is proposed that schools should include wellbeing spaces, such as nurture spaces. These should be safe and quiet places where children and young people can choose to go if they find the general school environment overwhelming or challenging.
57. These spaces should be designed to reduce noise and help pupils feel calm and have windows or clear panels so staff can check in without causing distractions. They should be close to classrooms so pupils can get to them easily when needed. Each space should be big enough for at least three people but could be larger if needed. There should also be a bigger wellbeing space for the whole school that feels warm, welcoming, and comfortable.
58. These spaces should be separate from those designed specifically for pupils with additional support needs. Pupils requiring such support should continue to have access to their own dedicated, safe spaces, which are different from the general wellbeing areas available to everyone in the school.

Question 11: Do you agree that wellbeing spaces, including nurture spaces, should be included in the regulations? If not, why not?

Digital Infrastructure and Connectivity

59. We propose that all new or substantially refurbished schools should be designed and equipped to support high-quality digital learning and teaching. This includes provision for reliable, high-capacity connectivity, flexible networking infrastructure, and secure access to digital resources, commensurate with the educational aims and pedagogical approaches of the establishment. Rather than prescribing a universal metric, we propose that the standard should require that digital infrastructure is sufficient to support the intended curriculum and operational needs and is adaptable to future technological developments.

Question 12: Do you agree that the updated regulations should include a principle-based requirement for digital infrastructure and connectivity in all schools? If not, why not? Please provide examples of how digital provision supports educational outcomes in your context.

Lighting

Regulation 21:

- (1) Subject to the provisions of this regulation, in every school building the lighting, both natural and artificial, of each room or other space shall be appropriate to the purpose for which the room or other space is provided.
- (2) In all educational accommodation the level of maintained illumination on the plane at the height of the top of the desk or at such other height from the floor as may be appropriate in the circumstances shall not be less than 108 lux per square foot.
- (3) In all teaching spaces the minimum daylight factor on the plane at the height of the top of the desk or at such other height from the floor as may be appropriate in the circumstances, shall be 2 per cent:
Provided that where lighting is provided by a combination of daylight at less than a 2 per cent factor and a form of permanent supplementary artificial lighting, the daylight factor, the level of maintained illumination and the form of permanent supplementary artificial lighting shall be such as may be suitable in each case, having regard to the normal use of the room.
- (4) In any teaching space no part of any light fitting (or mirrored image thereof) having a maximum luminance greater than 5,100 candela per square metre or an average luminance greater than 3,400 candela per square metre, shall be in such a position as to be visible to any pupil or teacher working in the teaching space in a normal position within an angle at the eye of 135 degrees from the perpendicular from the eye to the floor.
- (5) So much of the light emitted from the light fittings shall illuminate the ceiling and upper parts of the walls as is necessary to prevent excessive contrast between the fittings and their background.
- (6) In all educational accommodation and kitchens, there shall be adequate provision for protection against glare from the sky and the sun.
- (7) In this regulation the words “candela”, “illumination”, “light”, “luminance” and “lux” shall have the meanings attributed to them in Part 4, Group 01, of the Glossary of Electrotechnical, Power, Telecommunication, Electronics, Lighting and Colour Terms, published under the authority of the Executive Board of the British Standards Institution in April 1971’

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60. The current Regulation requires that in every school building the lighting, both natural and artificial, of each room or other space shall be appropriate to the purpose for which the room or other space is provided and then prescribes the level or sources of light which are somewhat out of date.
 61. Lighting is covered within the ‘Silver and Gold Sustainability Levels’ of the sustainability section (Section 7) of the non-Domestic Technical Handbook. The intention of Section 7 is to encourage the adoption of more demanding sustainability standards in buildings.

62. As lighting is important to a pupil's ability to learn, it is considered that Regulation should be retained in this area but simplified. The standard should ensure that the lighting, both natural and artificial, of each room or other space shall be appropriate to the purpose for which the room or other space is provided. It is important schools deal with sun glare in an appropriate manner to minimise the need to close window blinds/shutters for prolonged periods. Supplementary non-statutory guidance will be provided on how appropriate lighting can be achieved and it will refer to the following guidance: Lighting Guide 05: [Lighting for education \(2011\) | CIBSE](#)

Question 13: Do you agree this covers the requirements for lighting? If not, why not?

Ventilation

Regulation 22:

- '(1) Every part of the school building shall be provided with means of adequate ventilation, having regard to the use for which it is designed.
- (2) In every kitchen and in every other part of the school building in which there may be steam or fumes, adequate measures shall be taken to limit condensation and to expel noxious fumes.'

63. We recognise the importance that good indoor air quality plays in assisting children and young people's learning. Throughout the Covid pandemic, Scottish Government worked closely with expert bodies, local authorities and other key stakeholders regarding ventilation and CO2 monitoring in schools. In 2021, funding of £10m was made available to local authorities to improve ventilation in schools - with a further £4.8m being made available in 2022. All learning, teaching and play spaces in Scotland were equipped with a CO2 monitor. Therefore, significant ventilation/CO2 monitoring equipment is already in place in schools across the country.
64. The Technical Handbook Non-domestic buildings (3.14) contains guidance to appropriate levels of ventilation in buildings. Ventilation requirements are also covered in Regulation 6 of the workplace regulations. There should be reference to Building Bulletin 101: Guidelines on ventilation, thermal, comfort and indoor air quality in schools.

Question 14: Do you agree that this Regulation should be retained and updated? If not, why not?

Heating

Regulation 23

- (1) The heating system in every school building shall be such as to secure that, when the outside temperature is 0 degrees Celsius and when the heating system is heating air at a rate specified in column (2) of Table X the temperature at a height of not more than 1 metre from the floor shall be the temperature specified in column (3) as appropriate to the type of accommodation specified in column (1).

Type of accommodation (1)	Number of air changes per hour to be heated by the heating system (2)	Temperatures (3)
Medical inspection room, changing room, bathroom, water closet and shower room	3	18.5°C
Teaching space, dining room, nursery room, common room and staff room	2	17°C
Assembly area, lecture hall, theatre and cinema	1½	15.5°C
Sickroom	3	14.5°C
Cloakrooms and corridors	2	13°C
Gymnasium	1½	13°C
Games Hall	1	10°C

- (2) In every school building the water temperature of a swimming pool shall be not less than 24°C, and the air temperature in the hall of a swimming pool shall be not less than the chosen water temperature.'

65. Heating and cooling requirements are covered in Regulation 7 of the The Workplace (Health, Safety and Welfare) Regulations 1992. The Approved Code of Practice accompanying this Regulation sets minimum temperatures for rooms, differentiating between those that accommodate normal levels of activity and those where more active work takes place, and advises on local heating and cooling where needed. Therefore, it is considered that a school-specific Regulation should be retained and updated to reference Building Bulletin 101 and CIBSE Technical Memorandum 52.

Question 15: Do you agree this Regulation can be retained and updated? If not, why not?

Regulations that are to be removed

General Requirements

Regulation 4:

'For the purposes of section 20(1A) of the Education (Scotland) Act 1962 (specification of exceptions to requirement of written approval by the Secretary of State before commencement of works therein specified) the following cases are prescribed, that is to say

- (a) works for the erection of any school building on land acquired for any such use as is mentioned in that subsection other than those which are to be executed at a cost in excess of £1m in connection with the provision of premises for a new school or new premises for an existing school;
- (b) works for the extension or alteration of any school building upon such land; and, in this regulation, the expression "cost" in relation to any works means building costs and does not include any cost incurred in respect of professional fees, furniture or equipment.'

- 66. This Regulation prescribed the amount above which education authorities required written approval from the Secretary of State before the commencement for works for the erection of any school building or new premises for an existing school. This was set at a cost in excess of £1m in 1979. This relates to the historical situation at that time of how school infrastructure development was funded.
- 67. The current situation is that local authorities have the statutory responsibility to manage/maintain the school estate in Scotland and each authority has its own capital programme, to deliver both national and local investment priorities. The Scottish Government allocates a proportion of its capital budget directly to local government to support those infrastructure investment programmes. Local authorities are able to supplement their funding from the Scottish Government through borrowing, using receipts from asset sales and other income. The reference to section 20(1A) is outdated as that provision was repealed some time ago. Therefore, this Regulation is no longer required.

Question 16: Do you agree that this Regulation can be removed? If not, why not?

Sites for primary and secondary schools

Regulation 7:

- (1) Subject to paragraph (4) of this regulation every primary school shall have a site of not less than the area specified in Table I according to the number of pupils for which the school is designed except where the provisions of regulation 7(6) apply.

Table I	
Number of pupils	Area (Hectares)
25 or less	0.1
26 - 60	0.2
61 - 140	0.4
141 - 315	0.6
316 - 450	0.8
451 or more	1.2

- (2) Every secondary school shall have a site of not less than the area specified in Table II according to the number of pupils for which the school is designed except where the provisions of regulation 7(6) apply: Provided that where the number of pupils is less than 320, the area of the site shall be such as may be approved in each case.

Table II	
Number of pupils	Area (Hectares)
320 - 500	1.6
501 - 750	2.0
751 - 1,000	2.4
Each additional 100 over 1,000	0.1

- (3) Every nursery school shall have a site of not less than the area specified in Table III according to the number of pupils for which the school is designed except where the provisions of regulation 7(6) apply.

Table III

Number of pupils	Area (Hectares)
40 or less	0.1
Each additional 10 over 40	0.025

- (4) Paragraph (1) of this regulation in its application to a primary school with a nursery class or classes shall have effect subject to the addition to the area specified therein of 0.075 hectares where the number of nursery pupils is 20 or less and where the number of nursery pupils is more than 20, of 0.025 hectares for each additional 10 nursery pupils.
- (5) The area of the site for a special school or for a building for boarding accommodation or for a school providing both primary education and secondary education shall be such as may be approved in each case.
- (6) Where the Secretary of State is satisfied that it is impracticable or would be unreasonable to apply the standards prescribed in this regulation to a particular school building, the area of the site for that school building shall be such as may be approved.'

68. The size of site for a primary or secondary school or a joint campus will relate to the size of school and the number of pupils to be accommodated. Class size requirements will also influence the number of classrooms required and therefore the size of the school. As well as the educational accommodation there needs to be sufficient space for outdoor spaces (excluding school playing fields), bicycle racks, school transport drop-off points etc.
69. Site selection will be determined by the nature of the educational provision, the types of outdoor learning experiences and recreational activities that will take place at the potential site and the accessibility for the local community etc. In some communities there may be competing pressure on land availability and there may be instances where a suitable site is available but does not meet the existing size of site requirements. A multi-storey school in this context may provide an ideal educational provision, but the current requirements would not allow this unless exceptionally approved by Scottish Ministers.
70. Therefore, it is proposed that the size of site will not be prescribed in the Regulations but it is for local authorities to select the most appropriate and suitable site that meets the needs of the community, taking account of the accommodation metrics, class size requirements and outdoor space. This means looking at the school as an entity which embraces all of its functions, learning, recreation, social, cultural in relationship to its surroundings and to the local community.

Question 17: Do you agree that this Regulation can be removed? If not, why not?

Educational accommodation in schools providing both primary and secondary education

Regulation 11:

‘Every school providing both primary and secondary education shall include an area of educational accommodation as may be approved in each case.’

71. In certain circumstances, particularly in rural areas, education authorities may decide that a joint primary and secondary school is the most suitable provision. As the Regulations also prescribe standards for primary and secondary school separately, it is considered appropriate that this Regulation which allows the educational accommodation for schools providing both primary and secondary education to be approved by the Scottish Ministers, should be removed.

Question 18: Do you agree that this Regulation should be removed? If not, why not.

Playroom accommodation in nursery schools and classes

Regulation 12:

‘Every nursery school and every nursery class in a primary school shall include playroom accommodation of not less than the area specified in Table VIIA according to the number of pupils for which the school or class is designed.’

Number of pupils	Area
20 - 39	54m ² plus 2.2m ² for each additional pupil beyond 20
40 - 59	98m ² plus 2.0m ² for each additional pupil beyond 40
60 or more	138m ² plus 1.8m ² for each additional pupil beyond 60

72. Nursery provision has changed substantially from when the Regulations first came into force with provision extending to 2 and 3 year olds. The needs of this younger age group are different and the accommodation should be appropriate for their needs.
73. The Care Inspectorate regulates and inspects care services such as day-care and nursery provision and ensure that services comply with the School Premises Regulations and its own guidance. However, as its guidance has different accommodation metrics to the School Premises Regulations there is the potential for different inspection standards between local authority run premises and premises operated by the private and third sectors. The Care Inspectorate have worked with education authorities in developing the ELC design guidance ‘Space to Grow’, which was published in 2017 and updated in 2024 as ‘Space to Grow and Thrive’.

74. It is not considered to be appropriate for there to be two systems in operation within this sector. As the Care Inspectorate carries out inspections and only registers businesses to operate if they meet the requirements in the current ELC design guidance 'Space to Grow and Thrive' and the Social Care and Social Work Improvement Scotland (Requirement for Care Services) Regulations 2011 then this provides assurances that the space provided in nursery schools and classes does not compromise the health and safety of young children. This Regulation is therefore no longer needed.

Question 19: Do you agree that this Regulation is no longer required and can be removed, and that ELC settings, including those housed within school buildings should be specifically excluded in the updated Regulations? If not, why not?

Educational accommodation in special schools

Regulation 13:

'Every special school shall include an area of educational accommodation as may be approved in each case.'

75. The educational accommodation needs in special schools will be vastly different to that in mainstream primary or secondary schools. Teacher: pupil ratio will be higher, so classroom sizes are likely to be larger for the number of pupils accommodated, and there may also be specialised provision such as healthcare accommodation, a hydrotherapy pool, sensory room, learning environments, as well as outside learning and social spaces. Local authorities are best placed to know and understand the needs and requirements of children and young people with additional support needs and how best to manage their care and education so it is considered to be appropriate that this Regulation which allows the educational accommodation to be approved by Scottish Ministers should be removed.

Question 20: Do you agree that this Regulation should be removed? If not, why not?

Washing accommodation for pupils

Regulation 16:

'In every school washing accommodation shall be provided for the pupils by wash basins on a scale not less than that specified in Table IX.'

Table IX

Number of pupils	Number of wash basins
The first 30 pupils	4
The next 30 pupils	4
Every additional 30 pupils up to a total of 300	2
Every additional 60 pupils over 300 pupils	2

76. It is proposed that the provision in this Regulation is instead covered in the revised toilets and washing facilities Regulation (see above).

Question 21: Do you agree that this Regulation is no longer required as it is met within the revised toilets and washing facilities Regulation? If not, why not?

Accommodation for staff

Regulation 17:

'In every school accommodation including cloakroom and sanitary accommodation shall be provided for the staff.'

77. The current Regulation requires that accommodation including cloakroom and sanitary accommodation, is provided for staff. However, Regulation 11, 23 and 25 of the workplace regulations cover requirements for workstations and seating for staff, accommodation for clothing and facilities for rest and to eat meals. The Technical Handbook also details the sanitary requirements for non-domestic buildings. Therefore, it is considered that a specific Regulation on staff accommodation is unnecessary.

Question 22: Do you agree that this Regulation can be removed? If not, why not?

Storage accommodation

Regulation 19:

- (1) In every school, in addition to storage provided in association with educational accommodation, there shall be sufficient accommodation for the storage of apparatus, books, stationery, materials, furniture, equipment, and fuel.
- (2) In every school there shall be suitable facilities for the hanging and drying of pupils' outdoor clothing and for storing pupils' belongings.'

78. This Regulation covers the provision of storage accommodation of material in support of education and for the storage of pupils outdoor clothing and other

belongings to permit the safe and convenient passage of persons and goods within buildings. The workplace regulations require that every workplace is organised in such a way that people can circulate in a safe manner. As this is a health and safety requirement and the area accommodation metrics also include an element of storage then it is considered that a Regulation on storage is unnecessary.

Question 23: Do you agree that this Regulation can be removed? If not, why not?

Self-Governing Schools

Regulation 27:

'These Regulations shall apply to the premises and equipment of self-governing schools as they apply to the premises and equipment of public schools.'

79. This Regulation applies the standards to the premises and equipment of self-governing schools. The Self-Governing Schools etc. (Scotland) Act 1989 was repealed in 2000 and there are no self-governing schools in Scotland. Therefore, it is considered that Regulation in this area is not necessary, and it will be removed.

Impact Assessments

80. The Scottish Government is committed to consulting with parties potentially affected by proposals for new legislation, or where legislation is being changed significantly.
81. We have started the process of undertaking the full suite of impact assessments required, including Business and Regulatory Impact Assessment (BRIA), Child Rights and Wellbeing Impact Assessment (CRWIA), Equalities Impact Assessment (EQIA), Island Communities Impact Assessment (ICIA).

Equality

82. The Scottish Government is committed to promoting equality and removing or minimising disadvantage which may be experienced by different groups of people for example through socio-economic disadvantage. We have a legal duty to consider the impact of policies on people who may be differently affected in relation to the 'protected characteristics' under the Equality Act 2010. The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Question 24: Please tell us about any potential equality impacts, either positive or negative, that you consider the proposals in this consultation may have, with reference to the 'protected characteristics' listed above. Please be as specific as possible.

Child Rights and Wellbeing

83. The Child Rights and Wellbeing Impact Assessment (CRWIA) is used to identify, research, analyse and record the impact of a proposed law or policy on children's human rights and wellbeing. CRWIA helps us to consider whether the Scottish Government is advancing the rights of children in Scotland and protecting and promoting the wellbeing of children and young people.

Question 25: Are there any aspects of a child's rights or wellbeing that you think might be affected either positively or negatively by the proposals covered in this consultation?

ANNEX A

Regulation	Retain	Update	Remove	Add
4. General Requirements	x	x	√	x
7. Sites for primary and secondary schools	x	x	√	x
8. Sites for playing fields	x	√	x	x
9. Educational accommodation in primary schools	x	√	x	x
10. Educational accommodation in secondary schools	x	√	x	x
11. Educational accommodation in schools providing both primary and secondary education	x	x	√	x
12. Playroom accommodation in nursery schools and classes	x	x	√	x
13. Educational accommodation in special schools	x	x	√	x
14. Kitchen Premises	√	x	x	x
15. Sanitary accommodation for pupils	x	√	x	x
16. Washing accommodation for pupils	x	x	√	x
17. Accommodation for staff	x	x	√	x
18. Medical inspection and rest room accommodation	x	√	x	x
19. Storage accommodation	x	x	√	x
20. Outdoor educational and recreational areas	x	√	x	x
21. Lighting	x	√	x	x
22. Ventilation	x	√	x	x
23. Heating	x	√	x	x
24. Acoustic conditions	√	x	x	x
25. Water supply	√	x	x	x
26. Application of Regulations to grant-aided schools	√	x	x	x
27. Application of Regulations to self-governing schools	x	x	√	x
Wellbeing Spaces	x	x	x	√
Digital Infrastructure and Connectivity	x	x	x	√
Application of Regulations to Independent Schools	x	x	x	√

ANNEX B

Responding to this Consultation

Please respond to this consultation using the Scottish Government's consultation hub, Citizen Space. Access and respond to this consultation online at [Consultation on proposals to update The School Premises \(General Requirements and Standards\) \(Scotland\) Regulations 1967](#). You can save and return to your responses while the consultation is still open. Please ensure that consultation responses are submitted before the closing date.

If you are unable to respond using our consultation hub, please complete and send the Respondent Information Form to:

School Building Team
Learning Directorate
Scottish Government
2-B (North)
Victoria Quay
Edinburgh, EH66QQ

Handling your response

If you respond using the consultation hub, you will be directed to the About You page before submitting your response. Please indicate how you wish your response to be handled and, in particular, whether you are content for your response to be published. If you ask for your response not to be published, we will regard it as confidential, and we will treat it accordingly.

All respondents should be aware that the Scottish Government is subject to the provisions of the Freedom of Information (Scotland) Act 2002 and would therefore have to consider any request made to it under the Act for information relating to responses made to this consultation exercise.

If you are unable to respond via Citizen Space, please complete and return the Respondent Information Form provided alongside this document.

To find out how we handle your personal data you can view the privacy policy here: [Privacy - gov.scot \(www.gov.scot\)](#)

Next steps in the process

Where respondents have given permission for their response to be made public, and after we have checked that they contain no potentially defamatory material, responses will be made available to the public at [Citizen Space](#). If you use the consultation hub to respond, you will receive a copy of your response via email.

Following the closing date, all responses will be analysed and considered along with any other available evidence to help us. Responses will be published where we have been given permission to do so. An analysis report will also be made available.

Comments and complaints

If you have any comments about how this consultation exercise has been conducted, please send them to the contact address above or email above.

Scottish Government consultation process

Consultation is an essential part of the policymaking process. It gives us the opportunity to consider your opinion and expertise on a proposed area of work.

You can find all our consultations online: Citizen Space. Each consultation details the issues under consideration, as well as a way for you to give us your views, either online, by email or by post.

Responses will be analysed and used as part of the decision making process, along with a range of other available information and evidence. We will publish a report of this analysis for every consultation. Depending on the nature of the consultation exercise the responses received may:

- indicate the need for policy development or review
- inform the development of a particular policy
- help decisions to be made between alternative policy proposals
- be used to finalise legislation before it is implemented

While details of particular circumstances described in a response to a consultation exercise may usefully inform the policy process, consultation exercises cannot address individual concerns and comments, which should be directed to the relevant public body.

Glossary of Terms

Additional Support for Learning - ASL

Child Rights and Wellbeing Impact Assessment - CRWIA

Convention of Scottish Local Authorities - CoSLA

Early Learning and Childcare - ELC

Getting It Right For Every Child - GIRFEC

Learning Estate Investment Programme - LEIP

Physical Education - PE

Scottish Government - SG

Synthetic Pitches - SP

Chartered Institution of Building Services Engineers - CIBSE



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