

Beyond Punishment: Designing a Humane Model for Incarceration

A bold Interior Architecture Project re-imagines the future of incarceration in the UK, transforming the Historic site of H.M. Prison Dartmoor into a rehabilitation and education focused juvenile campus.



(Figure 1 Library in the Central Building)

Rethinking Youth Rehabilitation

The conceptual project responds to the growing concerns of the Justice System in the UK. Focusing on juvenile offenders, it imagines a campus-style site with its ethos rooted in rehabilitation, education and well-being. Set on the historic site of HM Prison Dartmoor, Princetown, the campus functions more like a boarding school than a traditional prison.

HM Prison Dartmoor, which currently sits vacant in Princetown, is known for a history of containment, isolation and punishment. Since its opening in 1806, it has held hundreds of adult male prisoners; originally constructed to hold the rapidly growing numbers of prisoners of war, it later became a Category C Prison for men [1]. Now, Harriette Lillian Design is proposing a radical take on the traditional prison, challenging its legacy by replacing the large imposing buildings with an open campus-style network of smaller buildings spread across the site. These include educational facilities, rehabilitation and counselling spaces, as well as accommodation for up to 200 Pupils.

Focusing less on revenge and more on rehabilitation and education, the College is vastly different to what we are used to seeing and hearing about in the UK, yet such a drastic change may be just what we need.



(Figure 2 College Crest)

The justice system in the UK is facing growing challenges, with issues such as overcrowding, harsh correctional environments and high rates of re-offending, causing a strain on the system and all those involved.[2]

Harriette Rossall, from the leading design company behind this new school, said: 'I believe our society is stuck in the past, when we think of prisons we imagine dark, cold cells with little light and imposing iron bars', she later went on to say that if we created a place where the purpose of holding the criminal changed from punishment to education, we would not be turning out as many re-offenders.

The College, with its focus on juvenile offenders, imagines a campus-style secure site that functions more like a boarding school than a typical prison. Typical custodial environments, that have a lack of rehabilitation and supportive facilities, tend to reinforce negative behaviour, and young offenders are among the most likely to suffer from the exposure of bad behaviour and criminal activities, leading to high rates of re-offence.

At the core of this project and the ethos of this College is a shift in philosophy - from incarceration to rehabilitation. Where traditional prison layouts restrict movement and prioritise surveillance, this site explores how architecture can be used to shape a supportive environment. Residential 'villages' replace cell blocks, creating a feeling of community in the

shared-living environments that mirror boarding school life. Education is embedded into the daily routine of a student here; classrooms, workshops and plenty of study spaces, provide the necessary education needed for life. The classrooms are located in the heart of the site, central in spatial design as well as in purpose, acknowledging the correlation between social and psychological factors in childhood and youth offending.

The chosen location for the site is significant to a project of this nature; the unpredictable and unforgiving terrain of Dartmoor contradicts the idea of a brighter and changed correctional environment, yet the surrounding landscape plays an active role in the rehabilitation process. Connections to outdoor spaces are prioritised and integrated into the daily routine of pupils as well as staff. Miss Rossall is a firm believer in the positive impact of nature and natural environments on mental health and well being, and this is apparent throughout the site and the design decisions she has made.

Security, while still present, is more subtle than in a typical prison, Miss Rossall noted that security was still a necessary factor to consider, and one she initially struggled to integrate into the design, 'this is a correctional facility and the pupils will still need to be monitored and supervised, not for just for the safety of the staff and the other pupils, but for themselves too', but despite being necessary, it felt hard to justify, 'I didn't want to have a CCTV system set up across the site, in all the classrooms, along every corridor, it feels imposing and intrusive, how can we expect these pupils to trust us if we don't, in turn, trust them?', Miss Rossall decided to rely heavily on natural surveillance and carefully positioned buildings in order to avoid a feeling of oppression and lack of privacy.

Princetown College is redefining incarceration, it imagines a positive environment centred around care, learning and understanding.

Breaking the Cycle

"Prisons are in a profound state of crisis,"- The first line of a 2024 report on the Institute for Government Page. [2]

Miss Rossall told us that her design had to be backed by extensive research, in order to fully grasp a sensitive topic such as this, she felt it important to understand exactly why change was needed.

'I read that the prison population is determined by two things: the number of people sent to prison and how long they stay there, and there are three groups of people in prisons- the 'standard' group (those serving custodial sentences), those on remand (waiting to be tried or sentenced) and finally, those recalled (brought back to the prison after breaching their parole).' [2] Miss Rossall noted that the standard group continues to make up the majority of the prison population, however the other two categories are climbing. The number of people recalled to prison had increased by 72% in 2019, making up 14% of the prison population. It is important to note that this does not include the percentage of those who re

offend after their supervised probation period. [2]

There are many factors involved in this prison crisis and it will be difficult to improve the system in one hit, it will be a gradual process where factors may need to be addressed individually at first. This site is approaching the crisis from one possible angle- making a change at the rehabilitation stage of imprisonment, in order to reduce the rate of re offence, and in turn reducing the prison population.

An essay that Miss Rossall read as part of her research- Behind Bars: A trauma-informed examination of mental health through importation and deprivation models in prisons- listed what the original intended outcomes of incarceration were:

- Removed from society
- Isolated
- Punished
- Reduced Rights

The essay also noted the unintended outcomes:

- Increased substance use
- Worsening physical and mental well-being
- Increased suicide rates

[3]

Prisons in the UK are rife with the threat of violence, tensions are constantly high due to overcrowding and a lack of privacy, and on top of this, all prisoners are separated from their families, have little to no support and have a very uncertain future.

The worsening effect of incarceration on mental health is undeniable, a document from the World Health Organisation annual conference in 2024 suggested some of the reasons for the negative effect on mental health in prisons [4], these were-

- Lack of treatment facilities
- Use of sanctions
- Lack of after-care
- Overcrowding
- Lack of budget
- Lack of re socialisation opportunities

Miss Rossall wanted to address these issues in her site, 'it is clear that there is a significant lack of care in our system, in the document there was a statement that stood out to me- "Universal health coverage may only be achieved by leaving no one behind"[4]- I want this College to be centred around care, these are people, children, and they need our help.

Some of the facilities Miss Rossall has designed include-

- Multiple counselling rooms offering one-to-one support
- Sensory spaces and connections to nature
- Family rooms to promote re socialisation
- A variety of classrooms to cater for each pupil
- 'Village' style housing split into age groups to encourage socialisation while maintaining security

From Cells to Clusters

The accommodation strategy is far from the typical, institutional, uniform living, instead Miss Rossall has been inspired by nature's engineering wonder- Honeycomb- to create modular units.

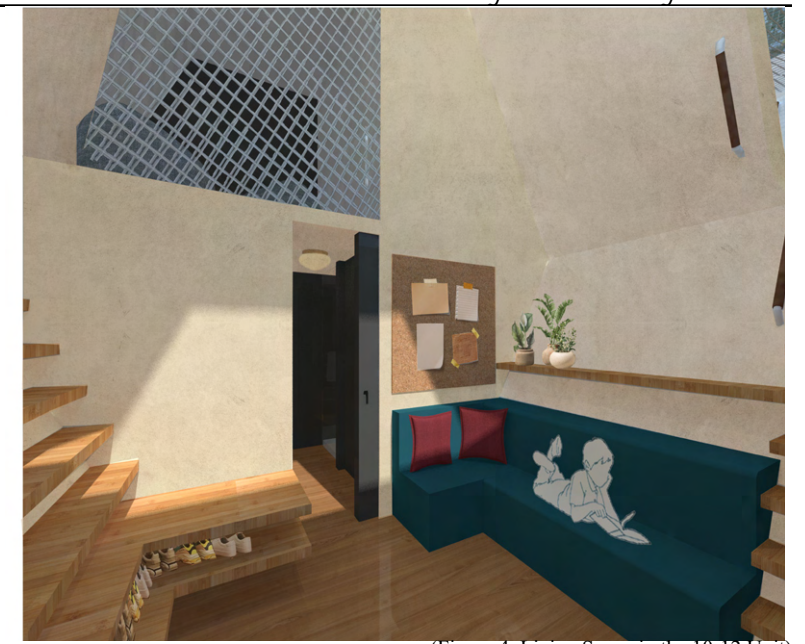
Honeycomb has been discussed for many years for its incredibly successful engineering feat, the shape allows honeybees to use the least amount of wax yet still providing the greatest amount of storage space, all while maintaining structural stability. [5]

Miss Rossall's aim was to create adaptable and modular housing that is softened by the hexagon shape inspired by nature- 'I am very interested in modular design, I have looked into various case studies such as the famous Metabolist Movement that occurred in post-war Japan[6], as well as designs for Emergency housing, where quick builds and modular layouts are essential'.

Miss Rossall looked into an Emergency Housing Design imagined by the Norman Foster Foundation and Holcim [7]. The project is in response to the lack of suitable and durable emergency housing given to communities who have been displaced. The prototype offers an alternative to the typical tent shelters that are usually supplied, it is still possible to flat pack and construct them on site, however the structure is much more durable. The roof is a concrete canvas that is hydrated on site where it then solidifies into a water-resistant and rigid structure.[7]

'I wanted to design an equally durable and adaptable unit; by using the hexagon shape I have the option of disassembling each panel in order to flat pack them for delivery'.

The units are organised into a series of modular 'clusters',



(Figure 4, Living Space in the 10-12 Unit)

that are grouped to form small communities or 'villages', each split depending on age. Miss Rossall designed the units to cater for each age group- 10-12, 13-15 and 16-17 years. The number of room mates decreases as you get older to encourage independence and also provide more privacy.

The layout-

- Age 10-12
 - Dorm style housing, 8 pupils in one unit, large living space, bathroom with two toilets and two showers.
- Age 13-15
 - 4 pupils to a unit, 2 pupils in one room, desk space, living space as well as small kitchenette, bathroom with one toilet and shower.
- Age 16-17
 - 2 pupils to a unit, separate rooms, shared living space and bathroom, fully equipped kitchen.

'There is a fully equipped commercial kitchen located in the centre of the site that caters three meals a day, these are served in the large dining hall, the two younger age groups are expected to eat all three meals in the dining hall, however the 16-17 year old age group have the option to cook for themselves'. Miss Rossall describes the options available at the College, there is even a shop where pupils can purchase anything from art supplies to snacks.

As mentioned, Miss Rossall was aware that a level of security



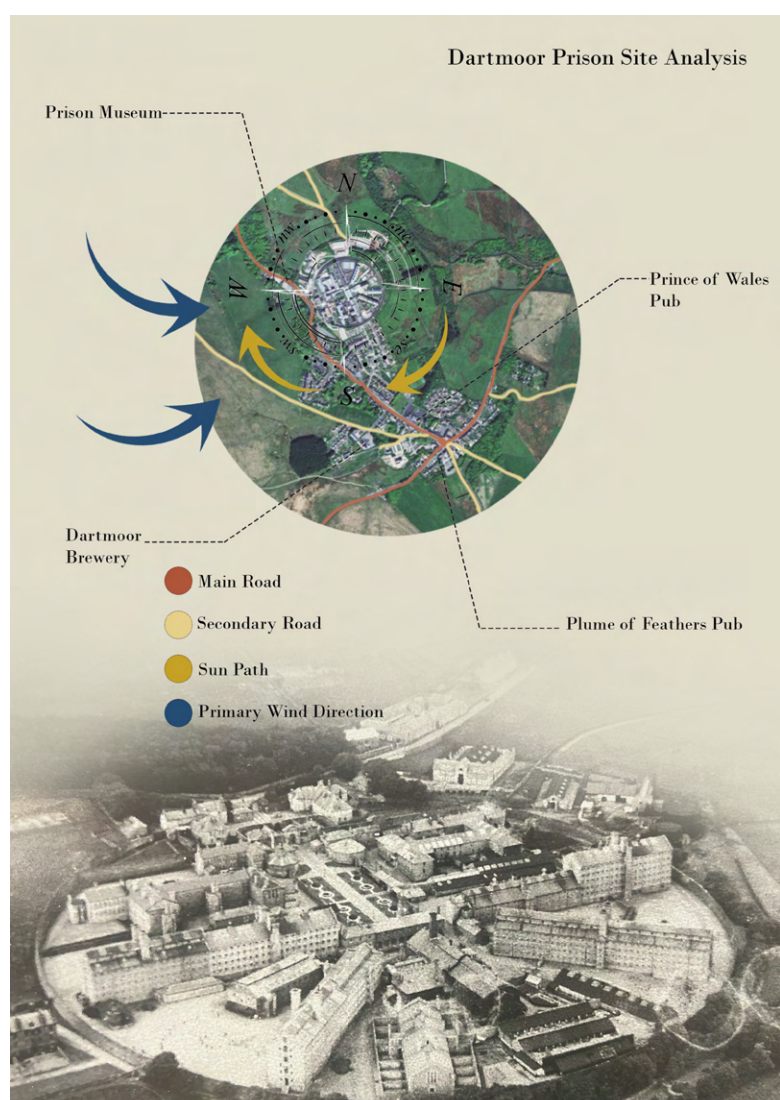
(Figure 5, Site Plan)

needed to be maintained, the behaviour of some of the pupils could be unpredictable and unsafe, therefore another housing option was essential. 'I began with the idea of the communal clusters- I wanted to normalise socialising and communal living, the college is meant to mirror everyday life, these pupils still need to be in school and experience what a child in the community would experience, but I could not compromise safety.' Miss Rossall explained the other options of accommodation on site, there is a large two-story building that has 22 rooms on the ground floor and 24 on the first. Each room is for one pupil and includes a bed, desk, sofa, storage and a view into the courtyard.

'This is a transitioning space, whether a pupil is new to the site and still needs to be assessed, or they struggle in groups and would rather have their own space, they will stay in one of these rooms.' The idea of the 'secure' building is to create a gradual integration into the site, pupils may be moved to a communal cluster after an assessment or after an application to be moved. The level of security is much higher here as there are many staff rooms located at the back of the building on both floors which allow for natural surveillance as well as 24/7 support.

Learning at the Core

Education is at the forefront of this rehabilitation centre, the site which acts like a boarding school provides a regular school routine. There is a central Library building that hosts the dining hall on the ground floor, four eight-pupil classrooms,



(Figure 3, Site Analysis)



(Figure 6, SEND Classroom)

two four-pupil classrooms and one 2-pupil classroom on the first floor, a double height library is on the second floor with plenty of solo or group study spaces, and on the third floor there is an indoor courtyard, open to pupils, staff and visitors.

Miss Rossall highlighted the need for different types of classrooms- 'I interviewed a prison officer as part of my research for this project and when we discussed my idea for a much more relaxed environment, the officer made a very good point- the prison population is getting a lot younger and the majority of prisoners have neurodiverse needs- this comes with added complications and increased requirements'.

Miss Rossall wanted to design the site to cater for those with additional needs. There are three classrooms that are designed for Special Educational Needs and Disabilities (SEND) [8], this includes having less pupils to a teacher (2-4), having a transitional space when you enter the room, and providing a breakout space in one corner. The acoustics need to be thought through to keep noise levels low, and lighting should be adjustable, Miss Rossall has kept the colour scheme neutral but light in order to prevent over stimulation but promote learning and engage attention. [8]

Not One-Size-Fits-All

The design has adopted a neurodiversity-informed approach, spaces are carefully organised to support a range of cognitive and sensory experiences. After the interview with a prison officer, Miss Rossall continued to research into neurodiverse needs and how a designer can play a role in providing a space suitable for all.

'I read that, "Neurodiversity is a way of saying that human brains are different from each other. This is a biological fact. No two brains (or nervous systems) are the same", and I wanted this college to address that'. [9]

'The idea of creating a space that is suitable for everyone reminded me of the statement I read- "Universal health coverage may only be achieved by leaving no one behind" [4] this does not only apply to the justice system.'

There are a lot of factors that can trigger or overstimulate those who are neurodivergent [10], these include:

- Noise levels
- Touch sensitivity
- Visual sensitivity

- Changes in routine
- Social challenges
- Cognitive overload
- New environments

When designing a space, Miss Rossall wanted to take these factors into account, 'when designing rooms and classrooms, I want to think of the sensory stimulation, spatial transitions and way finding, and adaptability of the space.' She noted that designing for all needs doesn't mean stripping a room of personality, it means allowing a room to be personalised.

The rooms in the 'secure' building demonstrate this design direction, each room has a dividing wall when you enter to provide a transitioning space, the sleeping area follows, with a standard single bed and a wardrobe with a sliding door. There is another dividing wall that separates the living space from the bed, directly behind this is a desk, and situated in front of the window that looks onto the courtyard is the seating area. 'I wanted to emphasise the idea of customisation by using modular sofas, the pupils can choose how to arrange their furniture and personalise their rooms.'

Miss Rossall then informed us of one of her most influential case studies- 'I had the pleasure of listening to a RIBA talk earlier this year, it was hosted by SNUG Architects who had recently designed a residential hub, here in Southampton, for women and children in the justice system, I couldn't believe my luck when they started talking about the design process, and the project has inspired a lot of my decisions.' [11]

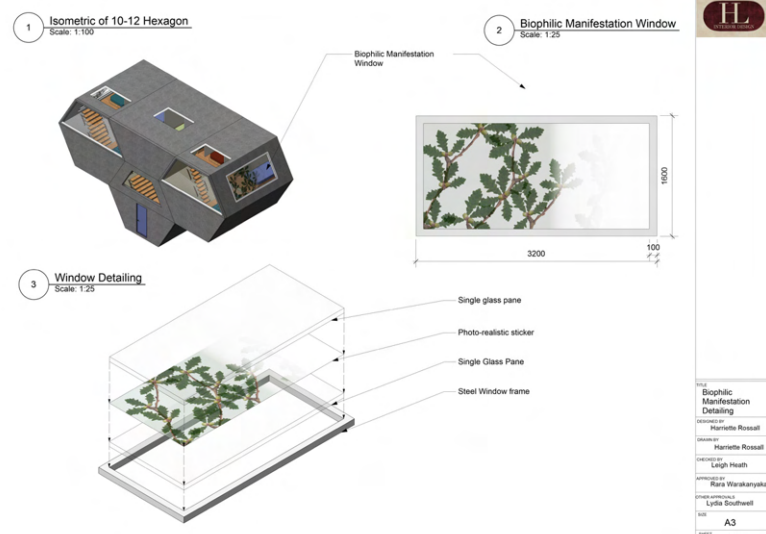
One of those decisions was the use of a double sided rug in each room. Mike Worthington- lead architect for Hope Street- designed a labyrinth in the courtyard of the site, a labyrinth may seem to be of little importance, but the idea behind it held a lot of meaning. 'I spoke with Mike in the pub after the talk and he elaborated on the labyrinth, the idea is that walking around a path and focusing on your steps and movements will engage your Reptilian Brain in order to regulate your thoughts.'

The Reptilian Brain, also known as the Primal Brain is what controls our innate and automatic self, when we become overstimulated or overwhelmed, we prepare for fight or flight [12]. Similar to the labyrinth, Miss Rossall designed a rug with one side providing a pattern or path that can engage its user, and the other side a plain rug, the user may chose which side they would like.



(Figure 7, Section of Library Building)

Set in the heart of Dartmoor National Park, the project utilises the surrounding landscape as a component of the rehabilitation process. Access to fresh air, natural light, and views are integrated throughout to support the well being of the students and staff. The weather in Dartmoor is unpredictable and often harsh, its proximity to the sea draws in damp and cold fronts and winters are long and tough, due to this, the site has been designed to provide year-round access to outdoor or natural spaces. The central library building hosts an indoor courtyard on the top floor, with a large skylight, as well as the glass block walls, providing plenty of natural light. The main building on the site is covered by a walkway, allowing all staff, pupils and visitors to enjoy the outdoors without having to wander far.



(Figure 8, Biophilic Manifestation Windows)

Using HM Prison Dartmoor as the site for this new College is symbolic and powerful, the project engages directly with the history of Dartmoor Prison without erasing it, instead reinterpreting it.

Traces of the past are still visible, the tall granite boundary walls remain, along with the recognisable gatehouse, but the imposing buildings crammed around the site are replaced by the dispersed smaller buildings linked by stone walkways and hidden within the replanted forestry. [1]

This project was heavily inspired by Halden Prison in Norway, known as the World's most humane prison[13], the centre has provided a successful example of architecture having a positive impact on health and well being. The use of



(Figure 9, Interior Courtyard)

The 13-15 and 16-17 year old units also include a small greenhouse on the roof. Shared by the pupils, this allows for year round access to a natural space without compromising comfort and warmth.

'Involving nature throughout the design was important to me, I have utilised biomorphism through the honeycomb inspired hexagon and biophilic aspects come through with the indoor courtyard and range of plant life in each building.'

As well as this, Miss Rossall turned to Hope Street once more, to inspire a leaf pattern that covers various windows.[11]

Mike Worthington encountered an issue during the project, the residential block at the back of the site looked onto the neighbouring gardens, affecting the privacy of both the women in the building and the neighbours, his solution was a Biophilic Manifestation. Using the leaves of the River Birch Tree located in the courtyard, they created a photo-realistic biophilic pattern that covered the windows looking out behind the residential block. This allowed natural light to fall into the room but the view was restricted by a natural pattern.[11]

'I really liked the solution that Mike designed, I encountered a similar problem in my design- the honeycomb units were positioned so that each bedroom window faced the bedroom window of the neighbouring unit,' Miss Rossall did not want to change the layout of the units as they were intentionally positioned to create a 'village' around a shared courtyard, therefore the idea of a biophilic manifestaion seemed a suitable solution.

'Similar to Snug Architects use of the River Birch in order to create a realistic print, I wanted to use a print of the Sessile Oak, one of the most common trees found in Dartmoor.'



(Figure 10, Sessile Oak Print)

natural materials throughout has reduced the oppressive feel of the buildings, and the large amounts of exposed timber add a link to nature. [13]

State of Mind

'Halden Prison has been a guiding study from the beginning of this project, their campus-style layout inspired my final site plan, and the positive attitude that the staff and inmates possess is admirable.'

The success of the Norwegian Prison model is undeniable, Norway's society understands the importance of preparing offenders for their eventual release back into society. Miss Rossall wants this understanding to reach farther than Scandinavian Countries- 'How can we expect a prisoner to slip back into society with ease when they have only known crime, prison and punishment?'

A report written in 2021 compares UK prisons to those in Norway [14], in the UK 60% of those released re offend within two years, in Norway it is now only 20%, and their prisons are now operating at a capacity of 73% instead of 104% in England and Wales. It is important to note that the cost per prisoner per year is significantly higher in Norway than in the UK, yet in the long term, it is the UK wasting money not Norway. The money that goes into their justice system is directed towards education and training and prisoners are released with qualifications and skills ready for employment. Unfortunately, the UK is stuck in the past, the barrier we are facing is a lack of appetite for a new system.

At the time of the report in 2021, a study found that 47% of Brits believed punitive measures were important in our justice system, and 64% viewed Norway's system as too soft and too nice, despite its success. [14]

During the research stage of the project, Miss Rossall found a book written by Jessica Berens, writer-in-residence at Dartmoor Prison [15]. A quote very early on in the novel demonstrates the UK's mentality towards prisons perfectly- "At its core, we have a system which relies on two great simplicities- that we can detect the crimes which are committed and that we can deter criminals by punishing them. Those simplicities happen to have all the intellectual insight of a drunkard in a dark alley."

And another passage that remained in Miss Rossall's mind for the duration of this project- "It is completely understandable that public opinion wants to punish offenders. Anybody who is a victim of a crime- or who imagines what it would be like to be one- feels angry, want to hurt the bastard who hurt them. But human feelings are not necessarily a reliable guide to effective policy. What is more important? Getting angry or cutting crime?"

These first hand reports and articles on the current situation in UK prisons have been essential to Miss Rossall, in understanding the cracks in the system- 'It is easy for us as a society to think of prisons as being successful, the success however, only goes as far as ticking a box; someone commits a crime, they go to prison, they do time for that crime. What then?'

The Future of Youth Rehabilitation

Princetown College ultimately proposes a model that positions architecture and design as an active participant in the rehabilitation process. Across each element of the site, from the communal 'clusters' to the integration of the landscape and surrounding nature in the library building, the design challenges the association between the justice system and punishment.

The project questions whether oppressive and controlling environments can ever support the health and improvement of its users, especially with young people. The college does not ignore the realities of security or the factors of risk, instead it balances them within the site, integrating security within the buildings without compromising privacy and independence.

As debates around the justice system in the UK continue, the proposal of Princetown College offers a glimpse into a future of rehabilitation. Are the spaces we provide young offenders a reflection of the outcomes we seek?

By moving from confinement to routine, idleness to education and punishment to care, we can re imagine the future of rehabilitation.

Your Questions Answered

Miss Rossall has answered a few frequently asked questions that she received throughout her project.

1. Is the site still secure?

Yes, security was an important factor in the design, the boundary walls of HM Prison Dartmoor provide a high level of security to the whole site, the secure building includes staff offices for 24 hour operations, and between each change of age group in the villages, there is also a staff office.

2. Can families visit?

Yes, the maintenance and building of relationships between pupils and their families are very important, located in the centre of the site there are two fully equipped family apartments for weekend visits.

3. What about outdoor activities?

Located near the entrance to the site there is a sports hall, multi-purpose pitch, tennis courts and padel courts. I have chosen not to design these in the proposal.



(Figure 10, Breakout Space First Floor of Library)



(Figure 11, Study Spaces Third Floor of Library)

4. Is this a mixed gender site?

I have decided to propose a mixed gender site, my aim with this project was to mirror society, I want to normalise all experiences that a child would be exposed to in society, therefore it was important to me that the site be designed for both genders. This, naturally, can lead to additional complications, therefore my proposal is that the secure building has the genders split across the two floors, e.g. boys on the ground floor and girls on the first. As well as this, there are two clusters of each age range in the villages, and these can be split down the middle with girls on one side of the site and boys on the other.

5. How many pupils can stay here?

There are 208 beds for pupils on site.

6. Is the site accessible?

Yes, for the most part the entire site is accessible. The library building which has three floors, as well as mezzanines on two of them, is accessible via two lifts in the central column, or via the external ramp. The main building is designed on the ground floor and the

rooftop walkway is accessed via two ramps. The secure building also has ramp access and the rooftop garden has an external wheelchair lift. The honeycomb clusters are the only issue, these are unfortunately not accessible to some physical disabilities, because of this, all the rooms in the secure building are an alternative option, and I have also included two accessible bedrooms in the main building.

7. How are the different age groups managed?

Similar to how a secondary school or boarding school functions, each age group has different needs and requirements, both in education and day to day life. The older age group has a lot more independence- with a fully equipped kitchen, shared with only one other, and a private room, whereas the youngest age group is expected to eat three meals a day in the dining hall, therefore a kitchen is not necessary. Timetables would also look different, younger pupils will have more classroom time while older pupils will be in workshops or independent study.



(Figure 12, Elevation of Main Building and Library Building)

1 Library Building Ground Floor GA Plan
Scale: 1:150

A. Vertical Steel Support
B. Horizontal Steel Support
C. Glass Block Wall
D. Exterior Ramp
E. Planter-runs alongside the ramp
F. Wooden Pillars
G. Elevator Shaft
H. Accessible Toilets
I. Bamboo Dining Bench- up to 20 pupils
J. Stone Planters
K. Buffet

FILE: Library Building Ground Floor GA Plan
DESIGNED BY: Harriette Rossall
DRAWN BY: Harriette Rossall
CHECKED BY: Leigh Heath
APPROVED BY: Rara Warakanyaka
OTHER APPROVALS: Lydia Southwell
SIZE: A3
SHEET: 22

1 Secure Building Ground Floor GA Plan
Scale: 1:200

22 Bedrooms on the ground floor.
A. Staff Area
B. One-to-one counselling room
C. One-to-one counselling room
D. Staff Accessible Toilet
E. Stairs to roof garden
F. Ground floor shower block
G. Ground floor accessible toilet
H. Ground floor toilet block
I. Access to first floor
J. Staff toilets
K. Storage

FILE: Secure Building Ground Floor GA Plan
DESIGNED BY: Harriette Rossall
DRAWN BY: Harriette Rossall
CHECKED BY: Leigh Heath
APPROVED BY: Rara Warakanyaka
OTHER APPROVALS: Lydia Southwell
SIZE: A3
SHEET: 37

1 Library First Floor GA Plan
Scale: 1:150

A. Waiting area and exit to ramp
B. SEND (Special Educational Needs and Disabilities) classroom for up to two pupils
C. Standard classroom for up to 8 pupils
D. Standard classroom for up to 8 pupils
E. Standard classroom for up to 8 pupils
F. Standard classroom for up to 8 pupils
G. SEND classroom for up to 4 pupils
H. SEND classroom for up to 4 pupils

FILE: Library Building First Floor GA Plan
DESIGNED BY: Harriette Rossall
DRAWN BY: Harriette Rossall
CHECKED BY: Leigh Heath
APPROVED BY: Rara Warakanyaka
OTHER APPROVALS: Lydia Southwell
SIZE: A3
SHEET: 24

1 Secure Building First Floor GA Plan
Scale: 1:200

24 Bedrooms on the first floor.
A. Wheelchair lift to second roof
B. First floor accessible toilet
C. First floor toilet block
D. First floor shower block
E. Staff kitchenette
F. Access to ground floor
G. Fire Exit
H. Roof garden
I. Storage

FILE: Secure Building First Floor GA Plan
DESIGNED BY: Harriette Rossall
DRAWN BY: Harriette Rossall
CHECKED BY: Leigh Heath
APPROVED BY: Rara Warakanyaka
OTHER APPROVALS: Lydia Southwell
SIZE: A3
SHEET: 39

1 Library Second Floor GA Plan
Scale: 1:150

A. Exit to Ramp
B. Cork bookshelves
C. Solo study desks
D. Ramp to mezzanine
E. Library reception desk
F. Recycled wood and cork seating area

FILE: Library Building Second Floor GA Plan
DESIGNED BY: Harriette Rossall
DRAWN BY: Harriette Rossall
CHECKED BY: Leigh Heath
APPROVED BY: Rara Warakanyaka
OTHER APPROVALS: Lydia Southwell
SIZE: A3
SHEET: 26

1 Main Building GA Plan
Scale: 1:500

A. Reception
B. Family Apartment
C. Family Apartment
D. Toilet Block
E. Counselling Block
F. Counselling Block
G. Toilet Block
H. Sensory Building
I. Accessible Room
J. Accessible Room
K. COSH Cupboard and Storage
L. Shop
M. Commercial Kitchen
N. Staff Mess Hall

FILE: Main Building GA Plan
DESIGNED BY: Harriette Rossall
DRAWN BY: Harriette Rossall
CHECKED BY: Leigh Heath
APPROVED BY: Rara Warakanyaka
OTHER APPROVALS: Lydia Southwell
SIZE: A3
SHEET: 3

1 Library Third Floor GA Plan
Scale: 1:150

A. Stone planter and seating
B. Planters
C. Study hexagon
D. Drop down seating
E. Bamboo lattice planter
F. Study desks

FILE: Library Building Third Floor GA Plan
DESIGNED BY: Harriette Rossall
DRAWN BY: Harriette Rossall
CHECKED BY: Leigh Heath
APPROVED BY: Rara Warakanyaka
OTHER APPROVALS: Lydia Southwell
SIZE: A3
SHEET: 30

1 10-12 Village Elevation
Scale: 1:200

2 10-12 Village Isometric View
Scale: 1:200

3 Site Plan
Scale: 1:5000

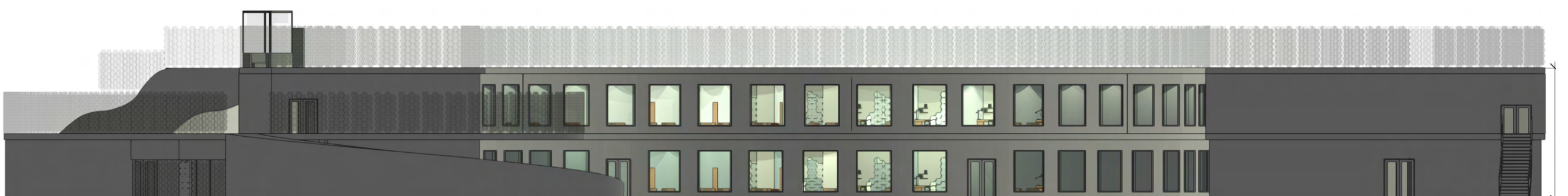
FILE: 10-12 Village
DESIGNED BY: Harriette Rossall
DRAWN BY: Harriette Rossall
CHECKED BY: Leigh Heath
APPROVED BY: Rara Warakanyaka
OTHER APPROVALS: Lydia Southwell
SIZE: A3
SHEET: 73



(Figure 13 Study Space Third Floor Library)



(Figure 14, Dining Hall)



(Figure 15, Elevation of Secure Building)



(Figure 16, 13-15 Unit Living Space)



(Figure 17, 10-12 Unit Mezzanine)

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