

Bowden House School – Statement of Purpose (Residential Provision)

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14. 1. Bowden House - Overview

Bowden House School, maintained by the London Borough of Tower Hamlets, provides specialist residential education and care for boys aged 9 to 16+ years. Located between Brighton and Eastbourne, the school offers exceptional teaching resources and separate accommodation facilities, including an Independence Unit for Years 12 and 13. All students at Bowden have Education, Health, and Care (EHC) Plans, which identify their social, emotional, and mental health (SEMH) needs as their primary barrier to education in mainstream or other specialist settings. Admission is based on a referral process, with a strong focus on facilitating smooth and effective transitions. Residential students attend on a weekly basis, while day placements are available for local students.

The school ethos centres around providing excellent care, love and support for its students. Strong, supportive and nurturing relationships between all staff, students, families, carers and other professionals are the foundations upon which the school works to support students and their families. Through strongly embedded trauma informed, attachment aware practice, the school aims to break down the barriers to education and social progress for its students. A stage not age approach to the academic curriculum as well as other aspects of the 24 hour and non-academic curriculum ensure that all students are given the support needed to discover success. The curriculum is supported by additional therapeutic support in speech and language, mental health and emotional literacy. Additional therapeutic support can be accessed as required.

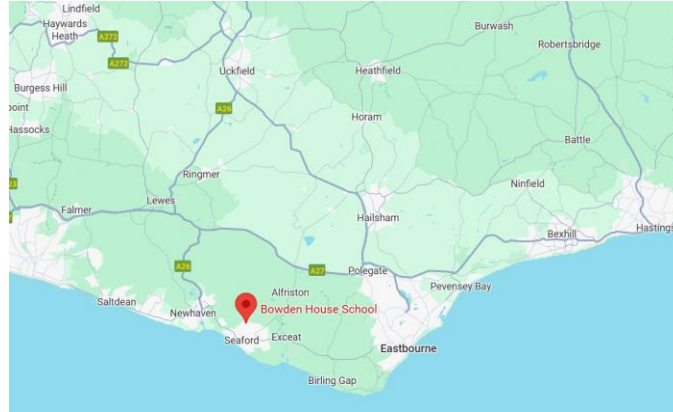
Bowden House can cater for up to 40 students, of the 40 there are 10 spaces available for day placements with the remaining 30 available for weekly boarding students (Monday to Friday, 38 weeks)

2. Accommodation & Location

Bowden House is situated in Seaford on the South Coast of England between Brighton and Eastbourne. Seaford is accessible by rail and car as well as having frequent bus services to and from both Brighton and Eastbourne. The journey time by road from Tower Hamlets is approximately 90 minutes with a similar journey time by train.

Tower Hamlets students are collected and dropped off at the start and end of each week by Bowden House staff using school vehicles. Students from other boroughs require transport to be arranged by the referring local authority.

The location of the school provides contrast to the inner-city environment in which a significant number of Bowden students have grown up. The school's location with lots of outdoor, green space on site and local access to the coast and countryside provide an array of opportunities to connect with the outdoors. Although Seaford is a fairly quiet coastal town with very low rates of crime, it has access to excellent amenities in terms of activities, work experience opportunities and cultural experiences



Students board in accommodation on the school site but separate to the education building. The residential accommodation is split into 4 distinct houses (Lime, Purple, Blue and Post 16), the houses are determined by age and maturity with students moving up from Lime through Purple and into Blue as they progress through the school. If students opt to remain at Bowden House for Post 16 (in accordance with their EHCP and leavers review) they are supported with increased independence in this section of the residential accommodation.

All students have individual en-suite rooms decorated in line with personal preferences and interests. Each house has its own common area with space for students to relax, there are also small kitchen facilities within each group for preparing additional meals and snacks. Students have access to a wide range of entertainment options within the common areas including TV's, gaming consoles, books and games. For younger students in Lime group, students have access to a reading/sensory room. Quiet spaces and outdoor areas are accessible to students in all groups.



3. Admissions & Transitions

Referrals are made via consultation from SEND case workers. Referrals are considered for boys in Secondary phase (or approaching secondary phase) who have an EHCP in which SEMH is named as a primary need.

In considering referrals, the school leadership team in conjunction with other specialists and therapists will consider whether the need outlined in the EHCP can be met by the school and whether there are spaces available at the time of referral or the proposed admission date. Considering the complex needs of all current students at Bowden House is an important part of the consultation process, admission may not be supported if it is likely that a child's attendance at school would negatively impact the education or safety of other students.

Bowden House school strongly encourages prospective students, parents, carers or professionals involved with a young person to visit the school prior to naming Bowden House school on an EHCP. It is important that all parties are committed to working together in supporting a young person in their admission.

On agreement of admission a bespoke transition plan is created for each student (residential or day placement). The plan will take into account all factors likely to impact successful transition with a view to making the process as trauma informed and attachment aware as possible. Many students join Bowden House having had negative prior experiences in education, having been absent from school for long periods and or with significant worries about attending a new school setting. All transition plans are designed to address any of these potential concerns to facilitate a smooth transition into a new school/residential setting.

For all students joining Bowden the following transition arrangements will be enacted:

- Home visit – a member of school staff will visit the student/family/carers at home to get to know the student more, ascertain likes, interests and any other useful additional information (additional visit may be planned if possible or necessary, these may also include visits to current or previous schools to learn more about how best to support a young person joining Bowden)
- Named key workers will be introduced to the new student and their family/carers. Each student will have an education mentor, a residential key worker (residential students only) and contact with the student family coordinator and transitions lead.
- A detailed transition plan will be produced by the transition team, listing the dates, times and details of the proposed transition. The plan will be shared and discussed with all relevant parties for agreement.
- For residential students, rooms will be personalized and setup prior to arrival on their first transition day.
- All staff will receive a detailed briefing on new students (likes, dislikes, interests, past experiences, diagnoses, support strategies, triggers etc.)

- On the first day of transition, family or carers are encouraged to attend with the young person.
- New students will receive a personalised induction to school with bespoke timetables and accessible information about their new school. This information will include details of who they can speak to if they have any worries or concerns.
- Most transition plans will work towards a young person being full time at school in 2 to 6 weeks. There are occasions in which this time may be shorter or longer based on the needs of the young person.
- The school transition lead and student family coordinator will maintain regular contact with families, carers and other professionals throughout the transition process.
- Transition plans will be reviewed on at least a weekly basis and adjusted as necessary to facilitate a positive transition.
- At 12 weeks from the date of admission an initial review will be held to ensure that the placement is progressing as it should and to ascertain whether any additional steps are needed to support the young person's ongoing attendance at school.
- All students will have a placement plan produced as part of their transition to Bowden House. All students will also have a personalised risk assessment completed on arrival.

4. Education & Therapeutic Support

The curriculum at Bowden House comprises access to a traditional suite of academic qualifications, vocational courses, outdoor education and a non-academic curriculum which supports development of SEMH.

Academic curriculum:

All students at Bowden House benefit from the stage not age approach to learning. In recognition that students may have missed significant parts or stages of learning or that for some, barriers to accessing the curriculum have slowed or prevented progress; The stage not age approach means that learning is accessible for all. Each student is carefully monitored and assessed upon entry to the school so that the stage of learning they are at in each subject or area can be identified, from this, teaching can be tailored to deliver the learning material and experiences necessary to progress through the curriculum. The stage not age approach allows for the development of confidence, self-esteem and a belief in being able to succeed academically. For the majority of students, this means they are able to bridge gaps in their prior education.

Class sizes are typically between 2 to 6 students per class. Groupings are regularly reviewed to ensure the best possible outcomes for students. Each lesson will be supported by a teacher and at least one other member of staff (either a teacher, HLTA, SaLT or assistant teacher).

The majority of students at Bowden House go on to study the following core Subjects. Those labelled GCSE are subjects which continue through to GCSE level with most students accessing the full suite of GCSE courses listed

- Topic (History / Geography / RE)
- RSHE
- English (GCSE)
- Maths (GCSE)
- Science (IGCSE)
- Art (GCSE)
- PE (GCSE)
- Citizenship (GCSE)

All students will also access the following subject areas with qualifications available in each (alternative qualifications to GCSE include AQA certificates, BTECs, Entry Level certificate, Functional Skills + more)

- Music
- Music Technology
- Adventure Sport
- Food Technology / Catering
- Design Technology Construction
- Duke of Edinburgh
- Junior Sport Leaders

Students also have the option to attend local college courses during KS4 for more specialist courses if appropriate. Bowden House supports students in these off-site placements.

Additional courses can be offered to students with particular skills or interests. Examples of this have included accountancy and languages. Careers education, work experience and work placements are all arranged by the schools' careers specialist.

The non-academic curriculum is vast and varied. A significant part of this curriculum known as the Bowden 100 outlines a range of activities, experiences and outcomes that are planned for students throughout their time at school. Examples include cultural activities such as going to the theatre or an art gallery, Life skills such as survival swimming, riding a bike, independent travel, shopping with a budget. There also experiences including aspects such as volunteering, camping, overseas visits and sporting events. In planning for and facilitating these aspects of the curriculum, students are supported in their SEMH development and soft skills. The development and progress in these areas is tracked and communicated with families alongside academic progress, highlighting the emphasis placed on the whole education experience.

Evenings in the residential provision are structured to provide students with a balance of fun, enrichment, and opportunities to develop social and independence skills. Each

evening is divided into two activity sessions: one before dinner and one after dinner. Students are actively involved in planning these activities through regular house and group meetings, where their interests, preferences, and suggestions are taken into account. This ensures that the programme is varied, engaging, and responsive to the needs and wishes of the young people.

A wide range of activities are offered, both on-site and in the local community. Examples include swimming, visits to the local park, cinema trips, bowling, meals at local restaurants, and attending local sporting fixtures. In addition, students have access to the school's facilities during the evenings, meaning options such as music, IT, and sports are always available. Activities are designed not only for enjoyment but also to promote teamwork, resilience, and personal development, while helping students to form positive relationships and healthy leisure habits.

Families and carers are provided with access to VIEW, Bowden's bespoke tracking and reporting software. Here the stage not age progress across each subject and the personal development through the non-academic curriculum can be accessed live and in real time. Families and carers are able to see the entire curriculum for each student and are given live updates on the progress being made.

There are various therapeutic support strands to the provision at Bowden House. The training of all staff ensures that a trauma informed therapeutic approach is used throughout the school. This is accessed by students indirectly at all times but more specifically in their interactions with their mentor and or key worker.

At a more specialised level, Bowden House has a trained ELLSA, offering regular emotional literacy sessions or support to students. Weekly leadership meetings, termly progress meeting and annual reviews are used to allocate ELLSA time and to review the efficacy for students.

Speech and language therapy is available to all students in school for those who would benefit from it. The therapeutic intervention of the school SaLT includes whole school advice, in class group support, in class individual support, specific reading interventions and phonics guidance, whole school oracy programme, individual SaLT sessions. Each annual review report will include an update from the school SaLT. Speech and language support is allocated via progress meeting discussions and leadership meetings where the interventions are also reviewed.

CAMHS highly specialised therapist – Bowden House is fortunate to have a full time onsite CAMHS therapist who carries out direct therapeutic work with students. In addition to the direct work with students, the therapist sits as part of the school's leadership team to provide valuable insight into operating within trauma informed parameters and offers supervision to staff groups further facilitating this. The school CAMHS therapist is part of Tower Hamlets CAMHS. Students from other boroughs can access the school therapist and this may involve onward referral or liaison with respective locality CAMHS teams. All students benefit from the wider systemic interventions offered by our CAMHS therapist.

All in school therapeutic interventions are regularly reviewed through school leadership team meetings.

Further therapeutic support is available through school via external providers. Educational psychology services are bought in via Tower Hamlets. Occupational, therapy, music therapy, play therapy can all be accessed through direct commissioning organised by the school if required.

5. Pastoral Care, Health & Behaviour

Pastoral care sits at the heart of the Bowden approach to supporting positive behaviour. All students are supported in school via daily sessions with their own mentor. Residential students also have their own designated key worker. In addition, all students benefit from the support of the student welfare lead, student, family coordinator and behaviour lead.

Daily staff briefings in addition to weekly welfare meetings and weekly safeguarding meetings are used to identify additional support or interventions for particular students or groups; these are coordinated through the school leadership structures to ensure all possible support is available for students in a way which is best suited to supporting them. Mentors and key workers provide an essential link with home in sharing information, successes and concerns. Staff at school are expected to model positive pro-social behaviours at all times.

Bowden House ensures that all students' health needs are met in partnership with parents, carers, and health professionals. Each child has a health plan which records medical conditions, allergies, and ongoing requirements, and staff work closely with families and local services to provide consistent care. On admission, pupils can be registered with local health services including a GP, dentist, and optician, unless families choose to retain their own practitioners. Students also have access to specialist services such as CAMHS, paediatrics, occupational therapy, and speech and language therapy.

Medication is administered safely and in line with the school's Medication Policy. All medicines are stored securely and staff are trained in safe storage, administration, and recording procedures. Medication records are maintained using Medication Administration Records (MARs). Where appropriate, students are supported to take increasing responsibility for their own medication in order to build independence skills.

Staff accompany students to medical appointments when required, offering reassurance and ensuring that children understand the treatment or advice given. Information from appointments is promptly shared with parents, carers, and social workers. Alongside this, the residential curriculum promotes healthy lifestyles through activities that encourage regular exercise, balanced diet, good personal hygiene, positive sleep routines, and emotional wellbeing.

Behaviour

The ethos at Bowden House is one of high expectation and high support. All students are expected to treat others with dignity and respect. Where this doesn't happen, staff will offer support and use appropriate strategies to ensure that issues, incidents or concerns are dealt with promptly and effectively. Staff at Bowden House, work hard to create an atmosphere of positivity, success and celebration. Student successes are celebrated widely.

Rewards and privilege systems are used across education and the residential provision to provide encouragement and recognition for positive behaviour and to establish this as the norm within school.

Systems used in school for recognition include:

- Epraise (points recognitions system)
- WE not ME (school motto, rewards and special mentions for students who adhere to the We not ME principles)
- Assemblies – star of the week certificates
- Oi You cards – Special recognition cards awarded for exceptional work, progress or attitude
- Privilege systems – used in residential to celebrate students who demonstrate consistently good behaviour and attitudes
- Group rewards – Trips, Outings, experiences awarded to groups for excellent contributions, positive attitude or progress
- Postcards/Letters/Phone calls home – Additional recognition shared with families and parents by school staff
- Star of the term awards
- Headteachers awards – awarded annually for exceptional achievements or progress

Through reward and recognition, the school aims to place an emphasis on self responsibility, personalised targets and goals.

In situations where the above positive behaviour strategies have not been able to prevent or manage behavioural challenges, additional interventions are used by staff. The following tools are used to further support behaviour:

- Time – The most valuable intervention is often time. Adults within school will offer students the opportunity and time to explain and talk through issues and work collaboratively to find solutions
- Time out / Reset – Students who are finding it difficult to settle or engage in a lesson can be offered the chance to take some time out of the lesson and return when regulated. This is supported by on call staff and senior leaders within school
- Make up time – Students who have been unable to use the support on offer to engage in learning will be given the opportunity to complete missed learning

either during a break time or at the end of the school day. Students are regularly reminded that make up time is a kindness offered to them to ensure they are not missing out on the valuable learning being provided.

- Loss of privilege – Students who have been unable to reach agreed targets in relation to conduct or behaviour may have some privileges removed or reduced until positive changes are observed. Changes to privilege are reviewed frequently in conjunction with students with a strong emphasis on regaining maximum privilege
- Restorative conversations – facilitated by staff in school, restorative conversations will be used where possible to resolve conflict or concerns between individuals.

In circumstances where behaviours are causing a more significant concern, additional interventions may be used, to include:

- Isolation – If students are unable to remain in their group, senior staff will work with them and complete their lessons and learning on a 1:1 basis for a specified period of time. This may also apply at break and lunch times if there are significant concerns around behaviour towards others
- Meetings with parents/families/carers – The school may organise a meeting either in person or online with key adults to address serious or ongoing concerns and to agree on strategies to resolve these.
- Report – Students may be placed on report to either their mentor, key worker, behaviour lead or member of SLT if concerns around particular behaviours persist and other interventions are unsuccessful.
- Community policing – Bowden House has strong links with the community policing team who are able to offer support, advice and guidance to students in serious circumstances where behaviours may be considered criminal or risk involvement with the criminal justice system. Where appropriate, school may organise a meeting between the school's police liaison officer and a student. Any meetings with a police liaison officer would be supported by a member of school staff.
- Positive handling – further details are provided on the schools use of positive handling in this document. In summary, positive handling is used infrequently at Bowden House and only when a student is at risk of causing harm to themselves or others, if they are causing damage or if removal is necessary due to significant disruption and or distress being caused to other students. All staff are trained to the highest level in Team Teach. Positive handling will only ever be used as a last resort.
- Exclusion – On rare occasions it may be necessary for a student to have a fixed term exclusion. Fixed term exclusions will only be used in the most serious of circumstances and provide an opportunity to assess what additional support measures are required as well as giving a young person an opportunity to reset following a serious incident or incidents. Fixed term exclusions will always be

followed up by an in-person reintegration meeting with the students and family/parent/carer.

A link to the school behaviour policy providing a more in-depth description of the strategies, tools and principles at Bowden House can be found in the Appendix of this document.

All behaviour at Bowden House is managed with a consistency of approach and flexibility of practice – this ensure that each individual students needs are considered when managing complex behaviours.

To further support the proactive approach to behaviour management employed by the school, information, insights and data are shared and reviewed by senior leaders on a regular basis. Weekly leadership meetings review behavioural incidents and concerns (whole school, education and residential) with information and strategies shared with all staff. Positive handling incidents are reviewed within 24 hours by a member of the senior leadership team and signed off by the headteacher. Incidents of positive handling are also reported on at leadership meetings termly to identify and trends or patterns. Bowden House will always work proactively to reduce the number of positive handling incidents.

In addition to the proactive strategies and tools, responses and review of behaviour incidents, regular staff training is key to the behaviour management strategy of Bowden House. All staff have annual team teach training (3 sessions per year), CPD sessions include regular trauma informed approaches and attachment strategies as well as SEND specific inputs around neurodiversity and other additional needs. Debriefing and collaborative discussion also support the overall approach to behaviour management at Bowden House.

6. Personalisation, equality and diversity

Bowden House students come from a diverse range of backgrounds, beliefs and ethnicities with even wider ranging interests and personal stories.

During the transition phase, in discussion with the young person, their family and those who care for them, the team at Bowden will begin the process of creating a personalised experience. In the student's room, decoration and furnishing will be considered alongside pictures, items and requirements to ensure there is a strong sense of Personalisation and to create an environment that feels like home from day one. These small touches extend to the matching of a mentor and key worker, careful consideration is given to personality, shared interests and relational preferences where possible.

If a student has a particularly strong interest, passion or talent, every effort will be made to incorporate this into their school life. Examples might include playing for a football team, in which case we would seek to find a local team for the young person to join, attending cadets, scouts or other sports clubs, again with every effort made to

incorporate these interests into their experience at Bowden. Those with religious beliefs will be fully supported in adhering to their religion and any associated routines or requirements, whether this be dietary, time to pray or a space required for prayer or meditation at certain times.

As a whole school community, Bowden House will celebrate significant events across the religious, social and spiritual calendar ensuring that students of all beliefs have a sense of belonging within the school.

Providing a varied but also familiar dietary offer is important in making students at Bowden feel at home. The home cooked food offered at the school covers a range of different cuisines from different cultures and parts of the world. Students are encouraged to join the school food committee to advise further on dietary options and the school menu has historically included recipes passed on from family members of students.

The steps listed above form part of the school's strategy to promote equality and celebrate diversity, they also work proactively in discouraging incidents of discrimination.

Should students engage in discriminatory behaviour or actions of any kind, staff will work rapidly to address this and prevent further issues using all and any of the tools available within the school behaviour policy.

7. Family Engagement & Contact

In recognising that many Bowden students are away from home between Monday to Friday, Bowden House has a strong emphasis on effective contact and communication with families and carers.

The school uses the following tools to maintain effective and frequent interaction with home:

- Weekly phone calls – all students will receive a weekly phone call home to provide an overview of their week in school (residential students will receive 2 calls, one from the education-based mentor and one from the residential key worker). These phone calls are often supplemented with additional contact wither by phone or email.
- Home visits – Bowden House will arrange for a member of staff to conduct a home visit at least once per academic year to maintain effective contact, familiarity and support during a student's time at Bowden House.
- In School events – All families/parents/carers are strongly encouraged to attend termly celebration events. There will be minimum of 3 events each school year. In addition, the annual review will be held in school and parents/families/carers are strongly encouraged to attend these events in person (Bowden House will support with transport arrangements if required)
- Epraise – Parents/families/carers will be given access to Epraise so they are able to track students points and progress

- VIEW – View allows parents/families/carers to monitor live academic progress and access student reports
- Email / Text /Letter – The school office will use these methods to communicate in addition to the phone calls they make
- Termly newsletter – Each term the school will produce a newsletter shared with all students and their families

* Any families with concerns around accessibility will be supported in whatever way necessary to receive effective communication from school. If families require larger text, an alternative medium of communication or translation, Bowden House will provide this.

In addition to the communication from school, it is equally important to receive communication from families, especially around key events, concerns or questions. Bowden House will always welcome contact and communication from families and 2-way dialogue between key workers, mentors and other school staff is actively encouraged.

7. Safeguarding & Protection

A link to the full safeguarding policy can be found in the Annex at the end of this document.

Safeguarding Ethos

The safety and wellbeing of students is the highest priority at Bowden House School. We are committed to creating a culture where children feel safe, are listened to, and know that their concerns will be taken seriously. Safeguarding is embedded across both the education and residential provision and underpins every aspect of practice.

Designated Safeguarding Structure

- The Designated Safeguarding Lead (DSL) is the schools Headteacher and has overall responsibility for safeguarding and child protection across the school and residential provision.
- There are 4 Deputy DSLs to ensure that a trained safeguarding lead is available at all times, including evenings, weekends, and overnight.
- All safeguarding concerns are logged immediately on Behaviour Watch and reviewed daily by the DSL, and tracked until resolution via the weekly safeguarding meeting
- The DSL reports to the governing body, and the Local Authority Designated Officer (LADO) as required.

Safer Recruitment

Bowden House follows safer recruitment procedures in line with KCSIE and the Tower Hamlets safeguarding partnership.

- All staff and volunteers are subject to enhanced DBS checks, identity and reference checks, and prohibition checks where applicable.
- Unchecked staff and visitors are never left unsupervised with children.

- Recruitment panels always include at least one member trained in safer recruitment.

Training and Culture

- All staff receive safeguarding training on induction and annual updates covering child protection, Prevent duty, child sexual exploitation, county lines, peer-on-peer abuse, and online safety.
- Residential and education staff are trained in trauma-informed practice to recognise that behaviour is communication.
- Supervision provides space for staff to reflect on safeguarding responsibilities.

Child Voice and Advocacy

- Children are taught how to raise concerns and are reminded regularly who they can talk to (key worker, residential staff, Student & Family Coordinator, DSL).
- Posters in residential houses and information provided in rooms DSLs, deputy DSLs, and the Independent Person, with direct contact numbers. Students are also each given a card with details of how to contact the independent visitor
- Children can also contact Ofsted or the Children's Commissioner's Help at Hand service if they feel unsafe or wish to complain. Information on how to do this is provided on posters in the residential areas of the school

Missing from Care or Education

- Each student has an individual risk assessment and "absent/missing plan."
- If a child goes missing, staff follow the local police and local authority protocol, contacting parents, social workers, and the police without delay.
- Strategies focus on prevention, safe return, and reflective work after any event.

7.7 Monitoring and Physical Safety

- CCTV is used only in limited communal areas for safety and security. It is never used in bedrooms or bathrooms.
- Use of monitoring is risk assessed, proportionate, and overseen by the Head of Residential Provision and governors.
- As standard, CCTV is not monitored live. Footage is only reviewed via authorisation from the DSL or one of the deputy DSLs
- Health and safety checks, fire safety precautions and fire drills are carried out on a regular basis.

Partnership Working

- The school works closely with local safeguarding partnerships, health agencies, CAMHS, police, and social care to protect children.
- The DSL or one of the Deputy DSLs contributes to child protection conferences and multi-agency meetings.

7.9 Independent Oversight

- The Independent Visitor carries out half termly visits (Standard 3) to monitor safeguarding and welfare.

- Findings are reported to the Headteacher, Head of Care, and governors, and action plans are followed up.
- Students are also provided details for an Independent Visitor – someone they are able to contact if they have concerns or worries they want to share with someone independent of the school
- Safeguarding is a standing agenda item for the governing body.

8. Staffing, Leadership & Oversight

Updated organogram – See appendix D

Residential provision is overseen by the Head of Residential, who is part of the school's senior leadership team and reports directly to the Headteacher. The Head of Residential Provision manages the residential staff team and ensures daily operations align with the school's ethos and the National Minimum Standards. Safeguarding oversight is shared with the DSL. The governing body receives a written report on residential provision termly as well as input from the residential link governor who feeds back to the Governing body. Safeguarding is a standing agenda item in all residential team meetings

Each residential house is staffed by a minimum of two residential care staff during evenings, with additional staffing and support at peak transition times. Staffing is always scheduled to exceed the ratio requirements set out in the National minimum standards. Staff ratios are reviewed regularly against the needs of the pupils and ensure safety, promote independence, and allow for individualised support.

All residential staff receive formal supervision every six weeks with their line manager, as well as weekly reflective practice meetings with the Head of Residential Provision. The schools CAMHS therapist is also available to support with reflective practice sessions for residential staff. Annual appraisals are completed to review performance and training needs. Supervision records are monitored by the Headteacher and form part of the school's quality assurance process.

All new staff complete an induction programme including safeguarding, first aid, fire safety, and behaviour support. Mandatory training is refreshed annually. All staff either hold or are working towards the Level 3 Diploma in Residential Childcare, as required by NMS. Specialist training in trauma-informed care, attachment, Team Teach and SEMH needs ensures staff practice is evidence-based and well supported.

The governing body has clear oversight of the residential provision. The Independent Visitor undertakes half termly monitoring visits (Standard 3) and provides written reports which are shared with governors. The Headteacher ensures that any recommendations are acted upon. The residential provision is included in the school's annual self-evaluation review and development plan, ensuring continuous improvement. The Bowden House ethos relating to the residential provision is that every effort is made to exceed each of the national minimum standards.

9. Complaints & Feedback

Bowden House School values feedback from students, families, and professionals. We are committed to resolving concerns quickly, fairly, and transparently. All complaints are taken seriously and used as an opportunity to improve practice.

Students are encouraged to raise concerns at any time. They can speak to their key worker, any member of staff, the Student & Family Coordinator, or the Head of Residential Provision. Each house has a 'worry box' where pupils can post written concerns. Posters in the houses show who the Designated Safeguarding Leads are and how to contact the Independent Visitor. Children are also provided with contact details for Ofsted and the Children's Commissioner's Help at Hand service.

Parents and carers can raise complaints informally with staff or formally through the school's published Complaints Policy. Formal complaints are acknowledged within 5 working days and investigated thoroughly, with a written response provided within 28 days. If a complaint is not resolved, parents may appeal to a governor panel. The Complaints Policy is available on the school website

Provide links to key policies: Behaviour Management, Equality & Diversity, Health & Wellbeing, Safeguarding, General Complaints. Include routes for children and families to raise complaints and how these are handled.

All complaints are recorded in the school's complaints log, which is reviewed by the Head of Residential Provision and Headteacher. The governing body receives a summary of complaints each term. Trends and themes are analysed and inform service improvement.

We also record compliments and positive feedback from children, families, and professionals. These are shared with staff teams and used to celebrate success.

If children, parents, or carers are dissatisfied with the outcome of a complaint, they may contact Ofsted, the Children's Commissioner, or the Local Government Ombudsman. Contact details are displayed in each residential house

10. Review & Quality Assurance

Bowden House School is committed to continuous improvement in both education and residential provision. We regularly monitor, review, and evaluate our practice to ensure it meets statutory requirements, reflects best practice, and improves outcomes for students.

The Head of Residential Provision monitors daily logs, incidents, sanctions, and welfare records. These are analysed weekly to identify trends. Half termly Independent Visitor reports are reviewed by the Headteacher and governors. Each term, governors receive a written report on residential provision.

Residential provision data is collated and analysed. Patterns and trends are identified and used to inform staff training, risk management, and development planning. Data

includes incidents of restraint, complaints, safeguarding referrals, and children's participation in enrichment activities.

Alongside the regular reviews carried out by the Head of Residential, Independent visitor, link governor and the oversight of governors, provision is constantly monitored, reviewed and adjusted to meet the needs of students and provide the best possible experience and education.

The development of the residential provision sits equally alongside the development of education in the school's development plan and self-evaluation forms.

Annexes

This section provides supporting documents, examples, and links to key Bowden House School policies.

Policy Links

- Behaviour Management Policy: <https://bowdenhouse.school/policies/behaviour-management>
- Positive Handling – Covered within Behaviour Management Policy (no standalone policy currently)
- Safeguarding Policy: <https://bowdenhouse.school/policies/safeguarding>
- Complaints Policy: <https://bowdenhouse.school/policies/administration-procedures>
- Whistleblowing Policy: <https://bowdenhouse.school/policies/safeguarding>
- All Policies Section: <https://bowdenhouse.school/policies>

Appendix A – Daily Timetable Example

1 9.20- 10.10	2 10.10- 11.00	3 11.40- 12.10	4 12.10- 13.00	5 13.50- 14.45	6 14.45- 15.35
 Maths	 English	 Art	 PE	 Food Tech	 Topic
 English	 PE	 Maths	 Adventure Sport	 Adventure Sport	 Adventure Sport
 Art	 English	 Work Experience	 Work Experience	 SPORTS LEADERS	 Food Tech
 Science	 Maths	 Music Production	 English	 SPORTS LEADERS	 Citizenship
 Food Tech	 Music Production	 Food Tech	 English	 Science	 PE
Morning Break 11.00-11.20		Lunch Break 13.00-13.45		Mentor Time 15.35-16.00	
THURSDAY					

Appendix B – Sample Menu

A balanced and tasty menu for our students

Breakfast

-  Choice of cereals
-  Toast with spreads
-  Yoghurts and fresh fruit
-  Bagels and crumpets
-  Hot cooked breakfast (available twice weekly)

Lunch

-  BBQ chicken served with potatoes and seasonal vegetables
-  Jacket potatoes with a variety of toppings
-  Vegetarian and meat pasta options
-  Fresh salad bar with a wide selection
-  Dessert: Chocolate shortbread with chocolate sauce

Evening Meal

-  Chicken fajitas with all the trimmings
-  Chilli con carne with rice
-  Fresh salad bar with a wide selection
-  Vegetarian and meat pasta options
-  Dessert: Waffles with ice cream

Appendix C – Training Matrix

This summary provides an anonymised overview of staff training compliance, grouped by department. Percentages indicate the proportion of staff in each department with up-to-date training in the relevant area. Full individual training records are maintained securely in school files and are available for inspection on request.

Department	Safeguarding	Prevent	Safer Recruitment	First Aid
Admin	100%	100%	20%	20%
Care	100%	100%	41%	100%
Domestic	100%	91%	0%	0%
Education	92%	88%	19%	92%
Premises	100%	100%	0%	33%
Primary	100%	100%	14%	86%

Appendix D – Organogram (Staffing Structure)

Bowden House School and Bowden Primary Staffing Structure

Executive Headteacher Neil Wells			
Deputy Head and Head of Education Miranda Wells			
Head of Student Welfare Lindsey Haworth			
Extended Leadership Team Vicky Bastock Tracey Van Tongeren Janine Scott James Das	Head of Residential Provision Robert Hopkins	School Business Manager Craig Sorrell	CAMHS Lindsey Harvey
Qualified Teachers Nick Pile Dave Frake Katy Tuppen Broddie Turner Sasha Grace Daniel Childerley Thomas Hartley Chris Lundie Jennifer Smith	Senior Houseparents Paul Whitmore Spencer Pullinger	Domestic Team Manager Melissa Curtis	SALT/Referrals Jane Richards
Un Qual Teachers/Instructors Juliet Hayden Laurie McManus Jon File Rhys Cummins	Houseparents Callum Roe Pat Boxall Toby Hayward Allia Banton Hannah Watts Rose Franks	Premises Manager Simon Hassell	Bowden Primary
Family Co-ordinator Stacey Wall	Care Support Workers Caitlin Maybank Charley Woods Jordan Head George Hayden Roxy Knights Darren Siddall Alfie Rogers	Housekeeper Julie Hassell	Head of Provision Alexandra Tytgat
Transition Lead Anna Carey		Headteachers PA Suzy Rourke	Qualified Teachers Rachel Andreou Emma Williams Ethan Keating
Higher Level Assistant Teachers Jamie Martin		Kitchen Managers Sharon Curtis Trudi Lambert	Head of Pupil Welfare Jack Newling
Assistant Teachers Cathy McHale (DOE) Keiron Kincaid Maxine Freegard Katrina Everest-Todd		Premises Richard Avenell Nick Smith	Assitant Teachers Claire Lee Sam Cunningham
Education Support Workers Milo Hemsley		Admin Officer Rebecca Blackmore	
		Domestic Assistants Debbie Killick Debbie Fisher Teresa Wakelin Tamara Solley Julie Steer Sharon Sharp Carol Sorrell Lorraine Tucknott Susie Middleton	SLT ELT