

Bowden House School - Statement of Purpose (Residential Provision)

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1. Bowden House Overview and Residential Offer

Bowden House School is maintained by the London Borough of Tower Hamlets and provides specialist education and weekly residential provision for boys with Education, Health and Care Plans (EHCPs) whose primary need is social, emotional and mental health (SEMH). The school is located in Seaford, East Sussex, between Brighton and Eastbourne. Residential provision is integral to education, wellbeing and personal development: children experience one joined-up plan, trusted adults across the school day and residential time, and a coherent 24-hour curriculum.

Our trauma-informed and attachment-aware approach is rooted in strong, nurturing relationships, high expectations and ambitious outcomes. Staff are trained, supervised and supported to apply this approach consistently. We use a stage-not-age approach to learning and personal development, alongside therapeutic support, so that children can rebuild confidence, participation and progress.

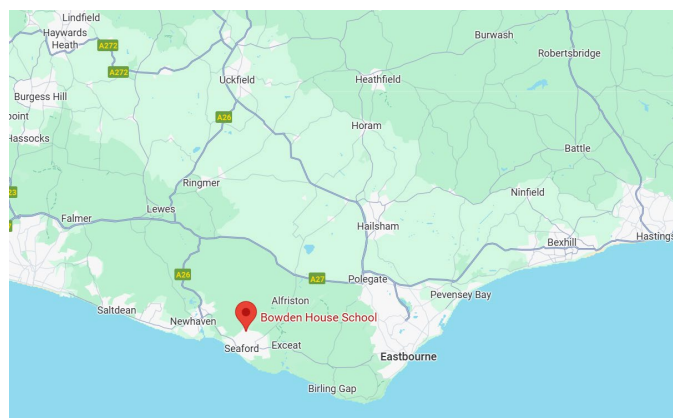
The school can cater for up to 40 pupils: 10 day placements and 30 weekly boarding placements, operating Monday to Friday during term time (38 weeks). The residential accommodation includes Lime, Purple, Blue and Post-16/Independence provision, organised according to children's age, maturity and needs.

2. Accommodation and 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 school's coastal location, outdoor space and access to local amenities provide opportunities for children to develop positive leisure interests, independence, community connection and wellbeing. Activities and off-site learning are planned and risk assessed in line with individual needs and the school's educational visits procedures.



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, Induction and Placement Planning

Referrals are considered for boys in, or approaching, secondary phase who have an EHCP which identifies SEMH as the primary need. Decisions are made through consultation with the placing authority, parents/carers and relevant professionals, taking account of the child's needs, the school's ability to meet them, available capacity and the needs and safety of the existing community.

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.
- Any phased transition or reduced timetable is individually justified, time-limited, recorded and reviewed frequently with the child, parents/carers, placing authority and relevant professionals. It is not a standard pathway. Full-time education is pursued as soon as it is appropriate and safe, with adjustments made in response to the child's presentation, attendance, wellbeing and risk.
- 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.
- An initial placement review is held at 12 weeks from admission, or sooner if needs or risks change, to check that the placement is progressing as intended and to agree any additional support.

- Every residential child has an individual placement plan and personalised risk assessment. The placement plan sets out how Bowden will meet the child's day-to-day education, care, health, contact, independence and safety needs. It is consistent with the EHCP, developed with the child and, as far as practicable, their parents/carers and placing authority, and reviewed at least termly, alongside the EHCP review where relevant and whenever needs or risks change. Children are told how to request a review of key-worker arrangements.

4. Education, Therapeutic Support and the 24-Hour Curriculum

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

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 provides planned activities, experiences and outcomes throughout each child's time at Bowden. It includes cultural participation, physical challenge, life skills, volunteering, community access, travel, outdoor learning and enrichment. Progress is tracked and shared with families alongside academic progress. From Year 9 onwards, residential and education staff support the four Preparing for Adulthood outcomes: employment, independent living, good health and friendships/relationships/community participation.

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 nonacademic 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 access 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 to 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 and Restrictive Practice

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 meets children's health needs in partnership with parents/carers and health professionals. Individual health arrangements cover medical conditions, allergies, medication, consent, emergency response and the promotion of independence. Children may be registered with local health services where appropriate, while families may retain existing practitioners. Staff support access to specialist services, including CAMHS, paediatrics, occupational therapy and speech and language therapy, where required.

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 children to appointments where required and share relevant information appropriately with parents/carers, social workers and professionals. Health, medication, first aid, off-site visits, fire safety and emergency arrangements are managed through the school's policies and individual plans. Residential fire drills take place at least termly; overnight arrangements are planned with regard to children's welfare needs.

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:

- Individual learning and regulation support - where a child cannot safely remain in a group, senior staff may provide planned 1:1 learning and regulation support for a specified, reviewed period. This is a supportive adjustment, not seclusion or a punishment, and is recorded and reviewed in line with the Behaviour and Relationships Policy.

- 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/restraint is used only as a last resort in exceptional circumstances to prevent injury or serious damage to property. It is never used to maintain good order. Staff use de-escalation, co-regulation and the least restrictive response possible. Following any restraint, the child and staff involved are offered an opportunity to reflect with an adult who was not directly involved where possible within 24 hours; the child's views are sought, records are completed promptly and leaders review learning, patterns and any required action.
- 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/carers. Fixed term exclusions are sometimes necessary to maintain or create a safe environment for students and staff.

All behavioural interventions and responses are selected on the basis of what is most likely to produce the desired outcome of improvement or change in behaviour.

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 on the Bowden House website.

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

Behaviour, sanctions, restrictive interventions and positive handling are recorded and reviewed by leaders. The Headteacher and relevant senior leaders analyse themes, children's views, equality considerations, staff practice and the effectiveness of plans so that training, risk management and support can be improved.

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 and Preparing for Adulthood

As many Bowden children are away from home between Monday and Friday, we place strong emphasis on effective, respectful and accessible communication with parents/carers and on supporting children to maintain important relationships.

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 either 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.

Residential provision supports preparation for adulthood through living skills, travel, budgeting, healthy relationships, careers activity, work experience, community participation and transition planning. Support is personalised and linked to EHCP outcomes, children's aspirations and the four Preparing for Adulthood outcomes.

8. Safeguarding and Child Protection

The full Safeguarding and Child Protection Policy is available via the Bowden House website. This Statement of Purpose summarises the school's approach; staff follow the current policy and procedures.

Safeguarding Ethos

Safeguarding is everyone's responsibility at Bowden House. We take a child-centred, coordinated approach, act early when concerns emerge and ensure children know they will be listened to. We recognise that harm may occur at home, in peer groups, local places, travel, relationships and online spaces, and that abuse, neglect and exploitation may overlap. Education and residential staff share information promptly through the school's safeguarding arrangements so that children receive the right help at the right time.

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.
- The school maintains sufficient trained deputy DSL capacity so that an appropriately trained safeguarding lead is available whenever children are on site, including residential time. The current named DSL and deputy DSL arrangements are displayed in school and published in the safeguarding policy.
- Safeguarding concerns are recorded promptly on BehaviourWatch, reviewed by the DSL/deputy DSL and tracked through to an appropriate outcome. Safeguarding oversight, escalation and multi-agency work are considered through the school's safeguarding arrangements and meetings.
- 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 at induction and regular updates. Training includes child protection, Prevent, abuse and neglect, child-on-child abuse (including sexual harassment and violence), exploitation, county lines, serious violence, online safety and the school's procedures for raising concerns. Staff are

also trained in trauma-informed practice and understand that behaviour can communicate unmet need, distress or risk.

- 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 and accessible information in residential areas show children how to contact the DSL/deputy DSLs, the Independent Person and external sources of help. Children can also access the child-friendly complaints process, advocacy and external support without being penalised for raising concerns in good faith.
- 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 child has an individual risk assessment and absent/missing plan. If a child is absent or missing, staff follow the missing-from-home-and-care protocol for the area in which the school is located and any additional process required by the placing authority. Staff take appropriate action to locate the child, liaise with police and relevant agencies, inform parents/carers and professionals as required, record the episode and complete prevention and return/reflective work.
- 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.

8.4 Online Safety, Monitoring and Physical Safety

- Bowden House promotes safe, responsible and age-appropriate use of technology. Filtering and monitoring, personal-device expectations and access away from the school network are managed through a child-centred approach that balances safety, privacy and increasing independence. Concerns about harmful online content, contact or conduct are dealt with through safeguarding procedures.
- CCTV is used only in communal areas where there is a clear written rationale. It is proportionate, never used in bedrooms, bathrooms or other private areas, and is managed in line with data-protection and ICO requirements. Use of monitoring is risk assessed and subject to leadership and governor oversight.
- 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.

8.5 Independent Person and Independent Visitor

- The Independent Visitor undertakes six unannounced visits across the school year to monitor safeguarding and welfare. Reports are provided unamended to governors. The governing body considers the findings and records a formal response and any resulting action. This monitoring role is separate from the Independent Person role.
- Findings are reported to the Headteacher, Head of Care, and governors, and action plans are followed up.
- The Independent Person is a child-facing source of individual support, separate from the Independent Visitor. In addition to regular visits, children are told how to contact the Independent Person and can also access advocacy and external child-specific support services.
- Safeguarding is a standing agenda item for the governing body.

9. Staffing, Leadership and Independent Oversight

Residential provision is led by the designated senior leader for residential care, who is part of the senior leadership team and accountable to the Headteacher. Leaders ensure that daily operations reflect the school's ethos, the Statement of Purpose, individual plans and the National Minimum Standards. Governors receive regular residential information, including the residential link governor's oversight and safeguarding as a standing consideration.

Staffing is planned and risk assessed to provide sufficient competent staff for each house and shift, taking account of children's needs, activities, location, gender and cultural needs, night arrangements, continuity, contingency and the need to promote independence. Children can access support from staff at night in accordance with their individual needs and the school's procedures.

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 school's 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.

New residential care staff complete a structured induction covering safeguarding, first aid, fire safety, health and safety and behaviour support. Residential staff receive regular supervision, reflective practice, appraisal and training. The school maintains appropriate qualification and competency arrangements for residential care staff, including the relevant Level 3 expectations and timescales for new staff, and evaluates the impact of training on practice.

The governing body has clear oversight of residential provision through reports from leaders, the residential link governor and Independent Visitor reports which include a written welfare review. Recommendations and actions are recorded, monitored and used to improve practice, staffing, training and the school development plan.

10. Complaints, Advocacy and 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.

Children can raise a concern with any trusted adult, their key worker, the Student and Family Coordinator, residential staff, the DSL/deputy DSL, the Independent Person or through the child-friendly complaints process. They can seek advocacy and contact external services, including Ofsted and the Children's Commissioner's Help at Hand service. Children are not penalised for raising concerns in good faith.

Parents/carers can raise concerns informally with staff or make a formal complaint through the published Complaints Policy. The school acknowledges and investigates formal complaints in line with that policy and provides a written outcome. Where a complaint is unresolved, the policy sets out the escalation and appeal route.

Residential complaints, including complaints that are withdrawn, are recorded and reviewed by leaders. Governors receive a termly summary. Themes, outcomes, children's views and learning are analysed and used for service improvement. Compliments and positive feedback are also recorded and shared.

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

11. Review and Quality Assurance

Bowden House is committed to continuous improvement in education and residential provision. We monitor, review and evaluate practice to ensure that it meets statutory requirements, reflects best practice and improves children's experiences and outcomes.

The residential lead monitors daily logs, incidents, sanctions, safeguarding, welfare records and children's participation. Leaders analyse themes regularly. Independent Visitor reports are considered by leaders and governors, and governors receive regular residential information and scrutiny.

There is a process of ongoing review of the operation and resourcing of welfare provision against this Statement of Purpose, staffing arrangements, individual placement plans and the National Minimum Standards. The review records findings, actions, owners and timescales, and informs governor oversight, staff training, risk management, self-evaluation and development planning. Children's and families' feedback forms part of this process.

Quality assurance information includes, as relevant, safeguarding referrals, absent/missing episodes, complaints, positive handling/restraint, sanctions, health and safety, children's participation, attendance, progress and feedback. Leaders use this information to identify patterns, reduce risk and improve children's daily experience.

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

12. Linked Policies and Accessible Versions

All policies outlined in the statement of purpose are accessible via the Bowden House school website.

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			
Assistant Haed Nicky Davin	Head of Residential Provision Robert Hopkins	School Business Manager Craig Sorrell	CAMHS Lindsey Harvey
Associate Assistant Head Janine Scott	Senior Houseparents Paul Whitmore Spencer Pullinger	Domestic & Kitchen Team Manager Melissa Curtis	SALT/Referrals Jane Richards
Extended Leadership Team Vicky Bastock Tracey Van-Tongerren James Das	Houseparents Callum Roe Hannah Watts Allia Banton Pat Boxall George Hayden Rose Franks Roxy Knights Caitlin Maybank Hannah Banton Jordan Head Lottie Burt	Premises Manager Simon Hassell	Bowden Primary
Qualified Teachers Nick Pile Dave Frake Katy Tuppen Brodhie Turner Sasha Grace Daniel Childerley Thomas Hartley Jennifer Smith Laurie McManus		Headteachers PA Suzy Rourke	Head of Provision Alexandra Tytgat
Un Qual Teachers/Instructors Juliet Hayden Jon File Rhys Cummins		Kitchen Managers Sharon Curtis Trudi Lambert	Qualified Teachers Rachel Andreou Ethan Keating Walter Guerrero
Family Co-ordinator Stacey Wall		Premises Richard Avenell Nick Smith	Head of Pupil Welfare Jack Newling
Higher Level Assistant Teachers Jamie Martin Cathy McHale (DOE)	Care Support Workers Charley Foreman Darren Siddall	Admin Officer Rebecca Blackmore	Assitant Teachers Claire Lee Sam Cunningham
Assistant Teachers Keiron Kincaid Maxine Freegard Katrina Everest-Todd Georgia Taylor Joanna Krzemieniecka	Activity Support Workers Sully Mayhew	Domestic Assistants Debbie Fisher Sharon Sharp Carol Sorrell Tamara Solley Susie Middleton Debbie Killick Teresa Wakelin Lorraine Tucknott Julie Steer	SLT ELT
Education Support Workers Milo Hemsley			