



MacIntyre

Providing support...your way

MacIntyre Hillside

Statement of Purpose

(Unique Reference Number SC457423)



Reviewed and updated April 2026

Statement of Purpose for the Children’s Home, MacIntyre Hillside, Bedfordshire. In line with the Children’s Home Regulations 2015, Regulation 18 (1) Schedule 1.

Caring for Children

1. Children and Young People’s Profile.

The children’s home can accommodate up to 5 young people in a house

The provision will be for children and young people with:

- Severe learning disabilities with or without behaviour of concern.
- Social and communication disabilities within the autistic spectrum
- The age group will be from 11 to 19 years
- Male and female

Nursing care is not currently provided on site.

The compatibility of the needs of the children and young people will be a crucial factor in all admission decisions.

The referral procedure allows MacIntyre the final decision.

2. Children’s Home Ethos and Intended Outcomes for Young People.

MacIntyre Hillside is a residential children’s home open for 52 weeks of the year. The young people attend MacIntyre School Wingrave on a class based year of 40 weeks. The children’s home is registered with Ofsted as a Children’s Home (**Unique Reference Number SC457423**)

The mission of the children’s home at MacIntyre Hillside is to support the children and young people in acquiring skills and experiences, so that they may take their rightful place in society, feel valued and are contributing members of society. To work in a child centred ethos in assisting children and young people reaching their full potential.

The home’s aims and objectives will therefore be to:

- To provide a therapeutic, safe and nurturing environment
- Recognise and promote individual ability
- Provide learning opportunities in a variety of environments
- Challenge the creativity of young people and staff
- Use shared expertise from all professionals
- Teach skills and attitudes to lead to greater independence
- Reflect the quality provisions expected of MacIntyre
- Be fun and give pleasure in the recognition of achievement
- Provide care that is of the highest possible standard

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- Create a warm homely environment
- Establish close and responsive working relationships with parents and carers
- Ensure that the young person remains connected and involved with their family and close relatives
- Ensure that sufficient staff are available to ensure both overall safety and care that is responsive to the individual needs of the young people
- Ensure that staff are trained and experienced to enable them to respond appropriately to both the needs and behaviour of the young people
- In conjunction with all involved with the young people establish and work to plans that will promote the achievement of best outcomes
- Promote inclusion and acceptance through equality & diverse practices.

The children's home can accommodate up to 5 children and young people. The Children home could be a mix of male and female.

The children's home at MacIntyre Hillside respects the rights of all children and young people as individuals.

We believe that all young people have the right to learn within an autism friendly environment that is person centred, caring, supportive and enabling.

We therefore:

- Value all children and young people as individuals, ensuring they are cared for, kept safe and treated with dignity and respect;
- Believe in creating a therapeutic environment in which all our young people can learn, have fun and develop in happiness and confidence;
- Respond positively to personal attributes as well as learning achievements;
- Recognise that the home is part of a wider community to which it can contribute and/or from which it can learn.
- Support transitions for all children and young people in a child centred model.

The MacIntyre Promises underpin all service delivery across the home. These promises states that as an organisation we have committed to all young people that we will make sure:

- To support me to feel good about myself and to keep myself safe and healthy
- To use lots of different ways to support me to understand and make choices
- To always listen to me
- To be kind and friendly and fun and help me feel safe
- To get to know me and what is important to me
- To involve me in getting new staff, to get my support right and let me know if there are any changes
- To support me to learn new things that are important to me
- To check if I am happy with how MacIntyre supports me and make things better if I am unhappy
- To involve me with all decisions regarding my care and support

Ethos & Philosophy

We believe that:

- The role of the children's home is to support not just the child or young person who stays with us, but the family as a whole
- The family knows the young person best
- It is vital that we listen to the young person and their family in order to provide the support that they really want and need
- Whatever their disability, each young person is an individual with rights, hopes, wishes and potential
- We will work to help each young person achieve their potential, develop independence skills and enjoy a fulfilling life
- Whatever a person's background in terms of race, culture, gender, ability, religion, sexual orientation or gender, they are entitled to be treated without prejudice or discrimination
- It is important to affirm the individual's identity
- Diversity enriches the lives of us all
- MacIntyre Hillside's staff are part of the team of professionals that works to support the young person and their family.
- Young people who receive care and support at MacIntyre Hillside children's home, are entitled to the best quality care that we can achieve
- Being young should be fun as well as a preparation for adult life
- Behaviour of concern is a form of communication
- All people are entitled to privacy and to be treated with respect and dignity;
- To professionally make risk.
- To work collaboratively with all other key stakeholders

This means that we will:

- Find the most effective ways to communicate with the young people who come to Hillside, and constantly seek their wishes and choices
- Make sure that there are personal items available to the young person and that activities, meals and facilities reflect their wishes
- Involve the young people and their parents/carers in the development of individual placement plans that reflect their knowledge, wishes, aspirations and needs
- Communicate consistently with parents/carers
- Ensure that we work together with eg education & health and those caring for the young people at home. (Develop and work with the appropriate strategies employed at home and at school)
- Participate fully in meetings and reviews where plans are made for the young person
- Have a staff team that is well trained to respond to the needs of the young people
- Encourage the young people to develop new skills and interests
- Create an environment where staff and young people are able to change and develop
- Allow time and space for enjoyment of life and experiences
- Provide opportunities to experience and understand aspects of different cultures
- Train staff to understand behaviour, develop responses that help the young person modify their own behaviour and either prevent or avoid the need for behaviours of concern that challenges those around them.

- Recruit staff who have the right experience, and approach, and values to deliver this support
- Where the needs of a young person require additional advice and support, we will seek it in a collaborative manner.

Great Interactions / Intensive Interaction

At MacIntyre Hillside and as an organisation we use the word facilitation to describe the range of subtle skills that make up great interactions; we believe it is the best way of providing support that enables a young person with a learning disability to take increasing control over their own life.

We believe that fundamental to the quality of all our services is the quality of interactions between our employees and people with disabilities we support.

- All staff will be personally accountable for the standard of their code of practice
- Operational line managers will be accountable for the standard of practice within their team to ensure mandatory and bespoke learning and development is in practice.
- All practitioner staff and operational management will be recruited, inducted and trained to work in a facilitative way that promotes great interactions.
- Supervisory staff, working in services, will shape best practice and will have the lead role for implementing and developing the effective implementation of this policy.
- As an organisation, MacIntyre will ensure there is adequate investment to enable the successful implementation of this policy and put in place mechanisms that evaluate that success.

Through the Great Interactions and Intensive Interaction Policies, MacIntyre and the management at the School and Hillside will encourage and support learning that will improve everyone's personal way of working and increase good interactions. As part the induction training programme staff will receive support, information and training.

Staff meetings will be held regularly within Hillside and recorded. All staff also have access to advice and support from their line manager and through other allied specialist support internally & externally.

3. Arrangements for enabling young people to Enjoy and Achieve.

The staff team at Hillside are committed to supporting the young people to enjoy and achieve with their own choice and control. The staff team uses many ways to support with young people to communicate what they would like to do, both in house and within the community. The staff team also encourage the children and young people to access new activities that they potentially may have never tried previously.

Children and young people are encouraged to try new experiences and help with the planning of activities. They young people support with choosing activities for after school including attending youth clubs, sport activities, etc.

This extended programme will make use of local facilities including local leisure centres, outdoor pursuit centres, youth clubs, and cinemas. There is an emphasis on supporting the young people to have opportunities to spend time with other young people from their communities and to engage in activities of interest to them e.g. dance, music, drama, sport clubs. These activities are to support greater integration and allow for extensive

opportunities to spend time with other young people from outside of the children's home and within their community.

The children's home will ensure that suitable provision is made for a young person wishing to attend and participate in their own cultures activities and celebrations. Staff will do all that they can to support a young person in participating in and being involved in their own cultures identity, taking account of any special requirements, such as diet, and specific practices.

In consultation with the young person and their family we will establish how best to support the young person to be part of their own culture and where necessary seek out other community services that they may wish to attend as part of connecting to their cultural identity. Staff awareness and training in these areas will also be sought and delivered as necessary.

Residential Learning/ Individual Learning Plans (ILP)

Each young person has a residential learning plan along with their ILP. These targets aid the young people to develop the necessary skills to achieve as much independence as possible with regard to their own personal support needs.

The plan sets termly targets that link with the young person's education curriculum. Through these targets each plan has clear individual outcomes for the young person. Hillside staff collects evidence including pictures and task analysis each month to show progress and achievement and the plan is monitored and reviewed with the young person, parents, professionals working alongside the young person and support staff.

4. Supporting Religious, Cultural and Linguistic needs of young people.

Hillside children's home is part of MacIntyre which is a non-religious organisation; as a consequence, there is no religious or faith aspect inherent in day to day life. It is recognised, however, that for many people their faith, culture and first language are of utmost importance and a central part of their life and identity. Staff will do all that they can to support a young person in their faith, culture and first language whilst taking account of any special requirements, such as diet, and specific practices. They will enable them to participate within their own local faith community, and the culture and first language of their home life.

Our policy with regard to Equality of Care for young people will ensure that every child and young person's linguistic or religious background is considered. When applicable, religious observances, dietary considerations, festivals, etc are fully recognised, facilitated and catered for.

Prejudice in any form will not be tolerated at the children's home.

5. Promotion of Contact between young people and their family and friends.

Establishing and maintaining contact relationships with a young person's family and friends is a high priority at the children's home. We encourage and welcome families to visit, with an open door policy wherever possible in-accordance to our visitors policy. This

communication is central to providing good care. The aim is to have strong, positive, professional relationships with the family.

Regular methods of communication are made from the children's home to parents and the opportunity for the young people to use video calling to communicate with their family is available. Wi-Fi is also available to use in the home to support email and internet use.

Where it may be difficult for parents to have their son or daughter at home, with agreement from all involved in their care, staff can support the children and young people to spend time in the family home and also support the family with holidays or weekends away.

This enables the opportunity for positive regular contact between the young person and their family: this includes siblings and other relatives. Our aim is to ensure that the young person remains connected and involved with their family.

Many of the children and young people would go home for varying periods of time, the responsibility for transport costs where we have been asked to provide staffing or vehicles, lies with the placing authorities.

Hillside hold regular informal celebration events to which families and friends of the young people are invited.

Parents and families also regularly attend formal meetings in relation to their child and are given the opportunity to contribute to all aspects of their care.

6. The approach the home takes to consulting young people about the quality of their care.

The feelings, views and wishes of the young people staying at the children's home will be vitally important in ensuring that the service fits their needs. Staff will use every opportunity to elicit these and use a range of methods of communication to facilitate it. Some of the ways in which we approach it are as follows:

- One to one sessions between the young person and the key worker at least weekly.
- Residential Young People Meetings – at least monthly
- Questionnaires
- Consultations as part of reviews
- Informal conversations
- Comments from others who know the young person
- Ensuring that we have the appropriate communication aids to support the young people to tell us their views. (pictures, PECs or verbal)

The children and young people will be consulted routinely for their input into decisions around menu and activities to ensure their own wishes are incorporated into what happens, and also in relation to decisions around decoration and purchasing equipment.

We know that the young people can make a particularly valuable contribution to the recruitment of staff. The children's home routinely involve young people in the recruitment

process and their views can be very important: for example, we would not employ someone to whom the young people had a strong negative reaction.

7. The home's approach to Children's Rights and Anti-Discriminatory Practices.

MacIntyre aims to ensure that the principles of anti-discriminatory practice are embedded in every aspect of the organisation: from recruitment and training, through relationships between staff and management, to the way we work with, and on behalf of our children and young people.

At an organisational level MacIntyre has clear policies on Equality, Diversity and Anti-Discrimination.

MacIntyre believes that all people should be treated fairly and equally, with no form of discrimination on any grounds. The role of staff is to provide the additional support necessary to ensure that this is the case for children and young people living in at Hillside children's home.

At a practice level the children and young people are accepted and respected as individuals who have wishes, feelings, hopes, aspirations and rights. The role of staff providing care for them is to work with them, and communicate with them, in ways which:

- Assist them to identify and communicate those wishes in a way that suits their needs
- Ensure that care plans and similar documents reflect those wishes and work towards the fulfilment of them
- Encourage other professionals also to work to this plan.
- Ensure children and young people know about how to access complaint procedures.

The young people who receive the service are vulnerable and can have communication difficulties. Staff will not only ensure that they are listened to within the children's home but also, where they find that the young people encounter disregard for their rights and wishes, they will, where possible, empower the young people and assist them to challenge this. Where the young person cannot act for themselves, staff will act on their behalf.

Some young people have significant disabilities which mean that they require assistance with basic personal care needs. Staff will carry out these duties with care and respect, acting in accord with both the needs and the wishes of the young person.

Reviews

The needs and plans for all the young people will be regularly reviewed. This involves consultation with all relevant parties and the gathering of information on an on-going basis. The process is co-ordinated by the registered manager.

Daily staff handover meetings consider any issues that have arisen, regarding individual children, which warrant early attention. Formal staff meetings review the needs of each child/young person and all information discussed and decisions taken are recorded through written minutes.

Significant incidents or behavioural changes will trigger a review of care and risk plans. This will be done whenever the need is identified and agreed by the registered manager. Parents will always be involved in the discussions about such changes.

A child/young person may request a meeting with the Head of Service and/or his/her Key Worker at any time to discuss and/or review his/her situation.

Regular informal discussions are held with each child/young person and his/her views noted.

Full statutory reviews are held by the placing authority and other relevant persons for children that are Looked After. They are attended by all relevant parties, including the child/young person (subject to his/her understanding and welfare). The children's home will be represented by the registered manager, Senior Support Worker and the child/young person's Key Worker. A report is provided containing significant information on the progress of the placement and the young person. External professionals will also be involved in these reviews if appropriate.

Reviews may be held at MacIntyre hillside and at the School in Wingrave if this is helpful and desirable for all parties.

Leaving the children's home – Transition Facilitator

Transitions from the children's home and school to their new adult life are supported by a dedicated Transitions facilitator who works solely at MacIntyre School and children's homes. The transitions facilitator works closely with the young person as well as their family, friends, circle of support, Teachers and Support Staff and various external organisations to gather information, create a transition plan and then, most importantly, put the plan into action.

A separate transitions policy is devised and accessible for all parties on request.

8. A description of the accommodation offered by the Children's Home.

Within the children's home there are 5 single bedrooms (3 with en-suite and 2 with a shared bathroom) 4 located on the first floor and 1 on the ground floor.

The ground floor has an accessible WC as well as a WC for staff and visitors.

There is a spacious lounge incorporating comfortable seating and a range of entertainment facilities, Wi-Fi and various games consoles and television subscriptions such as Disney+. There is also a large dining room providing seating for 10-12 people.

The kitchen is well equipped and provides an additional eating area for the young people. While taking account of safety and the need for staff supervision, the service will encourage children and young people to use the kitchen facilities for the preparation of snacks and light meals. The service will also cater for special dietary needs as required.

The young people have access to 2 wireless handsets on which they can make and receive private telephone calls.

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The home has laundry facilities to enable it to cater for the needs of all the children and young people.

To the front of the property there is a large drive for vehicles and a large double garage. At the rear, the property has a large and secured garden.

There is an office/sleep-in room to cater for the needs of the staff group.

The home tries to ensure that the young people that live together are matched in terms of their compatibility. At initial assessment the assessment team will assess the young person's needs and requirements and ensure that as far as practically possible these are matched with the other young people they will share the house with.

The home has an allocated large 9 seater and 7 seater vehicles. The young people are encouraged and supported to access appropriate community based leisure facilities such as shopping, cinema, bowling and swimming. Some young people attend community-based clubs and events on a regular basis.

The children's home has all necessary fire precaution equipment - smoke and heat detectors, alarm bells and call points, emergency lights, and appropriate fire extinguishers. An annual Fire Risk Assessment is carried out.

A full risk assessment has been completed for the children's home. This includes, fire, flood, loss of heat and light and significant staffing issues re adverse weather, illness etc. Plans and responses are in place should these occur.

9. The location of the Children's Home.

MacIntyre Hillside is a detached property in a residential street in Bedfordshire. The property, which has been re-developed and extended, blends in with adjacent properties while providing a homely environment in which all the resources needed to provide for children and young people with learning difficulties and autism have been incorporated. The Children's Home has immediate neighbours, with whom the Registered Manager maintains good communication. The home has an in-depth Location Risk Assessment.

The home can accommodate up to 5 young people. All young people have their own bedroom, and live communally with the other young people aged between 11-19 who are both male and female.

The home is a short walk from the town centre which provides a good range of sporting facilities, entertainment venues and other amenities.

Bigger towns such as Milton Keynes, Luton and Aylesbury can be reached within 30 minutes and are accessed by young people with support from the staff working within the home.

10. Policies for Safeguarding children, preventing Bullying and Missing Children.

Safeguarding

All the children and young people living at MacIntyre Hillside children's home will be entitled to the best quality care and protection from harm.

Safeguarding is rooted in ensuring that the provisions organisation, its activities, staffing and procedures are aimed at providing an environment in which children and young people feel secure and happy and in which their individual needs are met.

Safeguarding has the highest priority in the provision and as a minimum we strive to protect children and young people from physical, sexual or emotional abuse and ensure that they are not neglected.

The nominated Designated Safeguarding Lead (DSL) is Regional Lead for Childrens homes, and has received a higher level of training from a recognised awarding body. Information which gives more detail about these qualifications can be given upon request. The DSL attends regular local or national awareness conferences and continually updates her knowledge in this area. As the Registered Manager of the children's home, they will be the Designated Safeguarding Officer for the service working alongside the lead DSO within MacIntyre.

Our policy and related guidelines on safeguarding and on anti bullying are regularly updated and form part of each new member of staff's induction programme. We have a working relationship with Bedfordshire Safeguarding teams and they support any concerns and signpost where required.

Our policy and related guidelines are available on request and form part of our safeguarding handbook which gives all employees at Hillside reference and access to all our safeguarding information and guidance.

All staff receive training in this area as part of their induction. This is through both face to face training and eLearning modules. This is designed to ensure that they have an awareness and understanding of the subject, as well as knowledge of how to respond when abuse may be suspected. Residential, Therapy Support and Heads of Service have all received training in safer recruitment practices.

Bullying

Because of the nature of our young people and of their disabilities, it is important to note that an individual's behaviour towards another young person may be rooted in their disability rather than in a need to bully them.

However bullying can occur in any setting and so all staff at MacIntyre Hillside, needs to be alert to the possibility. The consequences can be devastating for the individual concerned and consequently MacIntyre takes it very seriously. A compatibility risk assessment is completed in line with all transitions into the service.

To that end we will ensure that the provision's organisation, its activities, staffing and procedures are aimed at providing an environment in which children and young people feel

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secure and happy and in which their individual needs are met. The school's and MacIntyre Hillside's full policy on anti-bullying is available on request.

MacIntyre has formal guidance for staff both to assist them in addressing bullying when it occurs as well as to help prevent it occurring.

Unauthorised absence/Missing Persons

All children and young people are supervised throughout the day and night. Young people who are at risk of running away are supervised more closely. Details of this supervision are recorded in their individual behaviour support plans together with the completion of a risk assessment.

In case of a child or young person going missing, the procedure is as follows:

- **INFORM** the most senior member of staff on Site –Out of Hours - or 1st line on call if no Senior Staff are available or senior management who is 2nd line.
- **CHECK** the young person's last know location.
- **TALK** to staff.
- **CHECK** internal spaces.
- **INFORM** the police.
- **CHECK** external spaces.
- **CHECK** locality.
- **INFORM** relevant people – local authority, parents and family.
- **RECORD** on an Incident/Accident Reporting form.

A full policy and procedure in relation to Missing Young People is available on request.

11. Admission Criteria

Entry Criteria

A child is eligible to be referred for assessment if they meet the following criteria:

1. The child has an Education Health and Care Plan (EHCP).
2. The child is aged 10 – 19 years old. Referrals for children younger than 10 years may be considered on an individual basis.
3. The child has a diagnosis of severe learning difficulties and is likely to have other complex needs such as autism spectrum disorder and/or behaviour of concern.
4. The child is unable to fully access, or follow in a modified form, the National Curriculum in their current educational setting, alongside an appropriate peer group.

In addition to the above criteria, further assessment will consider the child's health & therapy and residential needs. Where residential placement is being considered the child or young person must be able to live in the environment that the houses provide without impacting

negatively on the other residents and maintaining both their own well-being and happiness and that of others.

Assessment will also consider compatibility with the efficient education of other child/young persons and effective use of available resources.

Children and Young People who are referred with a history of mental health difficulties will be assessed by a Clinical Psychologist and/or Psychiatrist prior to a place being offered.

Procedure for placement

1. Formal referrals to MacIntyre Hillside will be considered by the Transition Panel which meets fortnightly. This panel may consist of (depending on requirements) Transition Co-ordinator, Registered Manager of MacIntyre Hillside, Principal, Regional Lead Children's homes, Deputy Principal-Education, Positive Behaviour Support Team.
2. The Panel will decide if the school and children's home (if residential placement is requested) are potentially able to meet a child's needs and if so will determine the best team to carry out assessment visits.
3. Assessment visits will take place to the child's current school, their home, any respite provision and any other relevant settings where s/he is educated or spends time.
4. An Assessment Report will be formulated from the observations, available paperwork and other information collected by the assessment team.
5. An Impact Risk Assessment (IRA) will be completed following the initial assessment visits, to assess the children / young person's suitability to reside within the children's homes and with their potential peers.
6. The Assessment Report and IRA will be discussed by the Transition Panel and these documents will inform the decision on whether or not the school is able to offer a place.
7. The school will inform the Local Authority of the Transition Panel's decision.
8. If a place is offered an initial Transition Planning meeting will be convened, involving the family and all agencies working with the child to formulate detailed, child-centred plans for the child to be admitted to the school and children's home if appropriate.

Schedule 27 of the Education Act 1996 requires the LA to comply with parental preference unless:

- the school is unsuitable to the young person's age, ability, aptitude or special educational needs
- the placement would be incompatible with the efficient education of other child/young persons with whom the young person would be educated
- The placement would be incompatible with the efficient use of resources

Parental enquiries are welcomed but the school will require a formal referral from the Local Authority before assessment can progress.

Exit Criteria

At MacIntyre we work to ensure a child/ young person's successful placement with us. However, on occasion, a child / young person's may demonstrate or develop needs which were not evident during assessments and transition planning.

The entry/exit criteria in this document will be considered at each Annual Review of the children / young person's EHCP, or at an interim review of placement.

A child/young person's will be considered for placement in an alternative specialist provision when one or more of the following factors are evident:

- The child's / young person's special educational needs have changed to the extent that the provision is no longer able to meet their needs
- There is evidence from professionals across the agencies involved that the child/young person's will benefit from a placement in a different setting.
- A child/young person's will be considered not suitable for placement if there has been deterioration in their physical or mental health to the extent that they are required to be in a full-time health based provision.
- A child/young person's is no longer able to share the environment with others with complex needs and the situation seriously compromises the safety of other young people or staff.

12. Arrangements for dealing with Complaints.

It is our aim to listen to the young people, their families and the professionals who work with them so that we meet their needs and respond to their concerns. By so doing, we would hope to work in such a way that no one has any reason to complain.

Unfortunately, however, there is always the possibility that we do not succeed in fulfilling these aspirations and that people do feel that they have reason to complain. It is important in such circumstances that there is a clear, accessible process by which complaints will be addressed and resolved. Not only is this important for the well-being of the young person and the reassurance of those involved in their care, it is also important for the staff and management to know when something is not right for our children and young people in order that we can put it right and provide what they really want and need.

Staff members are expected to take every opportunity to talk and listen to guests, if necessary in private, and work to find a resolution. The complaints procedure begins to apply when the normal day to day responses have not proved adequate.

Complaints can be made by the young person concerned, any family member or professional who can demonstrate that they are acting in the interests of that young person,

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or from anybody who wishes to make a complaint. Whenever a complaint is made on behalf of a young person, a check is always made with the individual (subject to his/her understanding) that the complaint reflects his/her views and that he/she wishes the person submitting the complaint to act on his/her behalf.

A copy of Hillside's complaint policy is made available to all parents and significant others. An accessible version of this policy, in a talking book format called "Problem?" is also available for children and young people. All young people and their carers are reminded of it whenever unhappiness or dissatisfaction is mentioned regarding any aspect of the service. There is an easy read guide for children/young people.

Alternatively, in the event of a complaint, any of the following may be contacted:

- Registered Manager at MacIntyre Hillside
- Yvonne Nugent, Director, Children and Young People, Macintyre Care, Seebeck house, 1 Seebeck, Place, Knowlhill, Milton Keynes, MK5 8FR Tel: 07577435936
- Sarah Burslem, CEO, Macintyre Care, Seebeck house, 1 Seebeck, Place, Knowlhill, Milton Keynes, MK5 8FR Tel: 01908 230100
- Relevant Social Services Department or Local Education Authority
- Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD
0300 123 1231
enquiries@ofsted.gov.uk
- Ofsted. **Whistleblowing hotline- 0300 123 3155**
whistleblowing@ofsted.gov.uk

All complaints are recorded and logged in a book held for that purpose.

Children's and Young People's Behaviour

13. Arrangements for the surveillance of young people.

The children's home does not use CCTV cameras across the site. For the purposes of monitoring young people with a medical history of uncontrolled (or 'active') seizures, and in order to ensure their need to have time on their own is not compromised a monitoring device may be used in their bedroom. Hillside children's home recognises this type of monitoring device as an audio monitor.

The use of this device needs to have the full support and consent from parents and the local authority. A risk assessment will be developed for each young person this affects, in line with our policy on electronic or mechanical surveillance.

The children's home has a clear policy on the use of monitoring devices to protect all young people, and maintain high standards of safety and care of all those living within the home.

Should monitoring need to take place, this will be agreed in a multi disciplinary meeting, including all relevant professionals involved in the young persons care and written consent from both parents and the local education authority will be kept on file.

A policy and individual risk assessments for the use of the monitoring device with individuals is available on request.

14. Approach to Behavioural Support for young people.

The children's home is committed to adopting an approach of Positive Behaviour Support. Ensuring that our approach is positive, person centred, ethical and values based to enable Children and young people to learn other ways of communicating and having their needs met. We recognise that the children and young people we support use behaviours of concern as a form of communication, often this is the most effective way of communicating and have having their needs met. An integral part of improving behaviour is understanding the function behind it. This then informs the specific strategies that need to be employed to reduce behaviours of concern in the future.

Our Positive behaviour Support approach is based on enabling the children and young people to have an increased quality of life and wellbeing, to teach new skills to replace behaviours of concern with other behaviours and to never take a punitive approach to managing behaviour.

We focus upon the personal, environmental and interpersonal aspects of a person's life to ensure we have an all-encompassing and truly person centred approach to effecting improvements in areas of the person's life. Viewing improved quality of life and wellbeing as essential interventions and outcomes for the children and young people when it comes to behavioural intervention.

We work on the principal of helping the children and young people to understand who they are and what they need to live a safe, fulfilled and meaningful life. We want each person to be as independent and autonomous as possible when it comes to their own behaviour. Our behavioural strategies and learning targets are under continual review and monitoring, Staff are encouraged to reflect upon behaviours of concern to identify areas of both progression and potential improvement. Similarly, debriefs are provided to the children and young people to reflect back on what happened and to support them with any emotional and behavioural needs.

Where there is a history of behaviours of concern for a child or young person, a functionally informed Positive Behaviour Support Plan will be written to support staff on how best to support that person. This ensures that we have a consistent approach as well as having carefully drawn out plans to minimise the risk that may be present due to the behaviour of concern. These plans follow a four tiered approach with Primary, Secondary, Reactive and Post Incident Support strategies detailed for each person.

All staff have a duty of care to keep all children and young people safe. At times when a child or young person's behaviour places themselves or others at risk, there is a danger of serious damage to property or a criminal offence is about to be committed, staff may need to use physical intervention to prevent this if it is deemed, reasonably necessary.

The children's home train staff in Positive Response Training (PRT). PRT have their theory and values base strongly linked to Positive Behaviour Support. They use a holistic approach to managing behaviours of concern, only employing restrictive measures as an absolute last resort to rapidly gain control of a dangerous situation and always for the shortest possible period of time. All techniques taught have been scrutinised and risk assessed by Musculoskeletal and Judo experts to ensure that they work with the mechanics of the body to ensure they are as safe and effective as possible for all involved with the aim focused on using the least restrictive intervention at all times. The majority of the time the least restrictive method will be non-restrictive primary or secondary intervention that does not involve the use of physical intervention.

The children's home adheres to MacIntyre's Positive Behaviour Support Policy. Children and young people who have physical intervention written into their Positive Behaviour Support Plan will have these techniques approved by a Lead Positive Behaviour Support Specialist, PRT tutor and in conjunction with other stakeholders including, where capacity allows, consent from the child or young person. All staff must complete PRT training within a timely manner in order to safely use the approved techniques. In exceptional circumstances where there is an immediate risk or danger to a person where the omission to physically intervene would mean a breach of a person's duty of care towards a child or young person.

Whenever a significant incident has occurred it must be recorded. Examples of this would be an injury to someone, property damage and or the use of physical intervention. It must be recorded on Behaviour Watch; this is a secure online system for recording all significant incidents. All sections must be completed when filling out a slip on the system. It is vitally important that when significant incidents occur that all stakeholders are made aware, eg Parents and Local Authorities. When sharing information regarding significant incidents ensure that any other children or young people included in the report are omitted for confidentiality purposes.

MacIntyre employs a Positive Behaviour Support Team, this team also supports the children and young people at Hillside children's home. They have a key role in developing and implementing children and young people's Positive Behaviour Support Plans. The content of these plans is informed by observations, functional assessment interviews with key stakeholders, input from the children and young people themselves as well as working with a multidisciplinary team to ensure there is an effective, functionally informed and multi-elemental plan in place. These plans and the behaviour of the children and young people is continually monitored and evaluated to ensure that the least restrictive measures are in place with the person's best interests at heart.

We strive wherever possible to minimise the need for direct physical intervention.

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Contact Details

15. Registered Provider and Manager

MacIntyre Hillside has been developed and is run by MacIntyre. MacIntyre is a Registered Charity: No. 250840; it is also a Company Limited by Guarantee, Registration No 894054 (VAT Reg No 491 0089 51)

MacIntyre's Head Office is telephone 01908 230100, MacIntyre Care, Seebeck House, 1 Seebeck, Place, Knowlhill, Milton Keynes, MK5 8FR hello@macintyrecharity.org

MacIntyre was founded in 1966 by the parents of a child with a learning disability. Over 50 years on, we are now a leading voluntary sector provider of support services to children, young people and adults with learning difficulties and/or autism, working across England and Wales and supporting people in a variety of settings. Our vision is for all people with a learning disability to live a life that makes sense to them.

In addition to MacIntyre Hillside, MacIntyre operates a range of other services for children and young people including, a local specialist day college for young people with autism which is co-located with mainstream further education provision and a large residential school MacIntyre Wingrave. In addition, we offer a bespoke, community-based programme – No Limits - that enables young people with complex needs to live and learn locally. However, they are supported, we ensure that young people experience a planned transition to adult life through our specialist My Way provision.

As well as services for children and young people, MacIntyre also delivers a wide range of support to adults with learning disabilities and autism. Our Adult Services division offers supported living services, where support is provided to people living in their own homes or tenancies, as well as registered care, which includes specialist support for those with health-related needs. We also have a number of vocational learning centres which have a commitment to supporting people to develop social networks and participate in meaningful activities, including access to employment.

In order to maintain professional relevance and awareness MacIntyre is a full member of a range of professional bodies such as:

- National Association of Non Maintained and Independent Special Schools (NASS)
- National Association of Specialist Colleges (NATSPEC)
- Voluntary Organisation Disability Group (VODG)
- Council for Disabled Children
- British Institute of Learning Disabilities
- Challenging Behaviour Foundation

Registered Manager

Duane Anstey 14th February 2024

**MacIntyre Hillside – Bedfordshire
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Business address is Macintyre Care, Seebeck house, 1 Seebeck Place, Knowlhill, Milton Keynes, MK5 8FR Tel: 01908 230100

**Responsible Individual
Regional Lead (In post awaiting registration)**

Luke Vaughan has over 15 years of experience working in residential children's services, holding a range of roles within MacIntyre Charity, children's homes. Throughout his career, he has demonstrated a strong commitment to improving outcomes for young people with learning disabilities, autism, and complex behavioural needs, ensuring that each individual is supported to grow, develop, and reach their full potential.

Luke has progressed into senior leadership positions and most recent previous position, as a Registered Manager for one of the children's homes for the past six years. In this role, he has successfully led a large staff team, maintaining a clear focus on delivering safe, high-quality, and person-centred care. Under his leadership, the home has consistently achieved 'Good' Ofsted ratings, reflecting his dedication to maintaining high standards and continuous improvement.

He is particularly passionate about building and sustaining a stable, skilled staff team, recognising the importance of consistency in delivering effective care. Luke actively promotes a positive and inclusive culture within his teams, encouraging reflective practice and collaborative working. He believes that open communication, ongoing learning, and shared accountability are key to achieving the best possible outcomes for the young people in his care.

Qualifications:

Level 5 Diploma Leadership and Management in Residential Childcare
Level 3 Diploma in Children and Young People in Residential Workforce.

BA Hons Physical Education

Contact:

MacIntyre School Children's Home, Leighton Road, Wingrave, Bucks, HP22 4RT

t: 01296 681274

m: 07557 746943

e: luke.vaughan@macintyrecharity.org

Education

16/17. Promotion of Education

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The young people that live at Hillside attend MacIntyre School in Wingrave. The young people are supported to attend 5 days a week. MacIntyre School support Hillside to create targets and support young people to achieve educational goals.

MacIntyre School has a multi-tiered curriculum approach which uses Pre-Formal, Informal and Semi-Formal curriculum models working in with a Formal model that is partly based on the Literacy and Numeracy of the National Curriculum. There is a fluidity about this model which both allows for and encourages a personalised (or individualised) approach, whilst still recognises that core elements of each area of the curriculum will broadly fit the learning needs of all learners within the PMLD and SLD spectrums. This supports the young people within the home to make progress within curricula specifically designed for them, but will struggle to do so within curricula that is not (Imray and Hinchcliffe, 2014).

School facilities (which are accessible through the whole waking day), weekends and school holidays include;

- Ball pool room
- Gym
- Climbing wall
- Rebound trampoline
- Sensory room
- Classroom with fully interactive white boards
- Music room
- Child/young person's café
- Swings and play area
- Trim Trail activity area
- Sensory garden
- Horticulture and raised bed areas
- Immersive sensory room

The base of the multi-tiered curriculum is the Equals Semi-Formal Curriculum (Equals, 2018). All areas of learning are carefully considered and individualised to fit each of our learners in their main areas of need in their EHCPs. Hillside and the school work in conjunction with each other supporting the children and young people to attain their highest achievements.

Hillside feels that working together to support children and young people with complex learning disabilities supports the generalisation of skills. Teachers, Team Leaders and Therapy teams meet monthly to ensure targets identified reflect the learning that is highest priority both within the home and the school is identified for all adults to support the young person to achieve.

Hillside aims to maximise the achievements of all our children and young people. Life and Social skills, which are seen as being of paramount importance, are developed through real life learning experiences (especially for those moving towards transition into their adult lives). This will involve 'learning in context' where young people are supported to access the community resources that are local to them and provide 'real life settings' for learning. These are designed to prepare the children and young people to be as independent as possible and to enable them to access community life. There is a varied programme of regular out of school activities, which extend into the local neighbourhood and the wider community.

Teachers from MacIntyre School are invited to participate in reviews within the Children's Home and Team Leaders are expected to attend school-organised meetings such as annual reviews or reviews of EHCP, pep's etc. This approach is essential for ensuring the children and young people are supported consistently and to achieve to their highest potential.

Total Communication

A significant proportion of our children and young people are non-verbal, therefore, it is essential that we provide a range of communication methods, which are appropriate to meet the individual needs and skills of each young person.

MacIntyre School, Wingrave along with Hillside has developed a policy, which promotes a Total Communication Environment throughout the school and children homes and governs a consistent approach in communicating with the children and young people.

Within both the Children home's and school provisions we utilise many alternative and augmentative communication systems including PECS (Picture Exchange Communication System), Voice Output Communication Aids, objects of reference, and Signalong. We have a qualified Speech and Language Therapist at MacIntyre School that support Hillside, they undertake regular workshop training with our staff.

Health

19. Health Care and Provision of Therapy for young people.

Health

The aim of staff within the children's home is to promote a healthy lifestyle by providing a healthy diet and opportunities for physical activities. We ensure that a well-balanced, nutritious and appropriate menu is provided for the children and young people. Staff work hard in preparing good quality, healthy balanced meals for the young people. Any specific dietary needs can be met; parents are also invited to discuss this within the context of a young person's pre admission meeting.

Good personal hygiene will be encouraged at all times. The facilities within the home are designed to encourage this and allow the young people maximum independence and privacy.

In line with our duty of care, all aspects of the young people's health will be monitored by staff. Routine and specialist medical treatment will be sought and followed up by staff in close liaison with the young person's family and other professionals involved in their care. Dental care will be provided by local practitioners or through referral to a dentist who specialises in treating clients who have learning disabilities. Eyesight will be monitored by regular eye tests again at a local optician if appropriate or through a specialist service if required and, where relevant, treatment will be sought.

MacIntyre School employs nurse cover this nurse also covers Hillside and is available for 5 days per week. They will support the manager and staff in coordinating and monitoring the health needs of the young people. This includes the coordination of regular medication reviews held with the Consultant Psychiatrist and other members of the professional

multidisciplinary team, epilepsy clinics and other health related issues relating to individual needs. All young people are registered with local GP and dental surgeries.

Each young person will have health action plan, alongside this records are kept of all medical appointments attended and agreed actions logged.

Minor first aid will be administered by members of the support staff who will all receive first aid training.

Where a medical product can be safely self-administered by a child/young person, this will be permitted. In all other circumstances staff will be trained to administer a range of routinely prescribed medication. This will be stored in locked cabinets which are only accessed by staff for the purposes of stock checking and administration. There are strict procedures in place to govern the process of administration and recording of medication.

Where a young person is of sufficient understanding, medical treatment is only given with his/her consent. Where a child/young person is not of sufficient understanding, guidance will be sought in line with the Mental Capacity Act.

An up-to-date health record will be kept in respect of each young person. The record gives details of health needs and development, illnesses, operations, immunisations, allergies, medications administered, dates of appointments with G.P's and Specialists.

Access to Emergency Health Care will be through the 999 Call systems and the NHS Direct service.

Therapeutic techniques

MacIntyre employ the services of a number of professional staff, who are involved in providing therapeutic support and services to the young people at the children's home. These include:

- Occupational Therapist and Assistant
- Speech and Language Therapist and Assistant
- Principal Clinical Psychologist and Assistant Psychologist
- Physiotherapist
- School Nurse
- Music Therapist
- Consultant Psychiatrist
- Therapeutic Support worker
- PBS lead

Therapists are either employed directly by MacIntyre, provide input under a service level agreement with a local NHS Trust or provide input as independent practitioners.

All therapists hold the required professional qualifications to allow them to practice and are registered with the appropriate professional governing body. Where appropriate they are also registered with the Health and Care Professions Council (HPCP).

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All therapists are required to show evidence of continuing professional development in order to renew registration with both the relevant professional body and the HPCP.

Information relating to the specific qualifications, experience and registration information for individual therapists is held on file by the children's home.

Therapists and Therapy Assistants employed directly by MacIntyre receive managerial supervision from a senior manager at the school – usually the Deputy Principal of Residential and Therapy Support. Arrangements for clinical and professional supervision for qualified therapists employed by MacIntyre are made with an external person from the appropriate profession. All Therapy Assistants receive clinical supervision from the appropriate clinician within the team.

Therapists who are employed by the NHS receive managerial, clinical and professional supervision from colleagues in the NHS, in line with the relevant local and nationally agreed guidelines around supervision for each profession. Again details of this supervision are held on file by the children's home.

Therapists who are employed as Independent Practitioners are required to provide evidence of their individual supervision arrangements. Again this information is held on file by the children's home.

The Therapy Team work in a multidisciplinary and multiagency way to improve outcomes for young people by addressing their emotional, sensory and communication needs. All members of the therapy team work closely with young people, their families, the residential and education staff teams and outside agencies, including placing authorities.

All therapists work using a three tier model of care, providing universal, targeted and specialist interventions. Universal interventions include whole school approaches such as providing broad information and training to staff, making recommendations around adaptations to the environment, contributions to curriculum development or developing whole school policy and procedures. Targeted interventions relate to specific individuals but may include more targeted training or adaptations to the environment to meet a specific need and specialist interventions include direct individualised treatment for young people. All young people in the children's home may benefit from the universal interventions provided by therapists and those receiving targeted or specialist interventions do so following a full clinical assessment of need.

The impact of any specialist or targeted therapeutic intervention is measured using a variety of standardised and informal measures of outcome. Where appropriate standardised measurement tools are used to measure change. Where no relevant or appropriate standardised measures are available outcomes for individual young people are measured in a variety of ways including, specific recordings, observation, and feedback from the young person themselves or information gathered from staff teams and families.

The impact of universal interventions are also measured using a variety of different methods for example: written and verbal feedback following training sessions, whole school communication audits and regular service evaluations.

Staffing Matters

20. Experience and Qualifications of Staff working in the Children's Home.

Staff Qualifications, Experience and Recruitment.

Registered Manager – Duane Anstey

Duane Anstey has worked with MacIntyre since July 1997. He has experience in both adult services and with children and young people in a variety of positions. Duane has completed his Diploma in Children and Young People (Level 3) – November 2019. Appointed as Registered Manager from 1st November 2023, completed Level 5 Diploma in Leadership and management October 2025. Registered since 14th February 2024

Team Leader – Kaylee Freeman

Joined Hillside November 2021. Kaylee has experience with working in the social care sector with the elderly. Kaylee has completed her PDP folder as well as her level 3 Diploma in children and young people. Kaylee had been appointed to therapeutic support worker role and most recently was successful in her application for Team Leader. Kaylee will be undertaking training to support her with this new role and work closely with Duane and Beresia in the management of the home and mentoring of new and existing staff.

Team Leader - Thea Lewis – Joined Hillside December 2023, Thea joined us having worked in elderly care for 18 months. During this time she was supporting with personal care and providing general health and emotional support to those that she supported. Thea has now completed her PDP and Level 3 diploma whilst completing training in relation to the Therapeutic support worker role. Following a successful interview, Thea has recently begun her new role as Team Leader at Hillside.

Support Workers – Nights

Aleksandra (Ola) Bell

Ola recently transferred to Hillside from Wingrave residential team at the beginning of May 2025. Ola has worked for Macintyre for over 10 years, Ola has completed her level 3 diploma, during her time with Macintyre Ola has worked with a vast number of young people all with differing needs and brings this experience and knowledge to support the young people and colleagues at Hillside.

Damilola Ilori – Damilola had been working with us at Hillside through our agency partner, choosing to join the team on a permanent basis in March 2024. Damilola has completed his level 3 diploma in Nov '25. Initially joining as a member of the day staff team he transferred to waking nights.

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Oliver Khan – Oliver joined the Hillside team at the beginning of October, he completed a period of shadowing staff closely for the first 4 weeks both on day shifts and night shifts in order to meet the young people and start to build and establish relationships with everyone at Hillside. Oliver continues to work through his PDP induction workbook.

Support workers - Full time

Saheed Bakinson – Joined Hillside July 2023 after working through the agency at one of our other children's homes. After completing his PDP Saheed worked towards completing his Level 3 diploma which he achieved towards the end of 2024. Saheed has also recently completed additional training in relation to the Therapeutic support worker role.

Minu Cheriyan – Minu joined Macintyre in February 2024. Minu has recently completed 6 month probationary period during which time she has completed her PDP and win September 2025 completed her diploma level 3. Previous to Macintyre Minu was a student counsellor in a secondary school in India.

Sagar Patrick – Sagar joined Macintyre in February 2024. Sagar has recently completed PDP and Probationary period, late in 2025 Sagar completed his level 3 diploma and has now begun therapeutic support worker training. Sagar has experience of being a nurse in India and also experience working in a care home setting prior to Hillside.

Thabani Makwati – Thabani has worked for Macintyre for over 10 years, has experience in many of the children's homes both as day and night staff, during that time completed his PDP and Diploma level 3. Transferred to Hillside on permanent basis from one of the other children's homes.

Lee Watts (part time) – Joined 1st June 2022 on 16-hour weekend contract. Lee previously has worked for Macintyre and has also been working at Hillside through our agency. Lee completed his Diploma level 3 January 2024

Eric Gyamfi- (part time) joined Macintyre August 2021 working within our adult services, shortly after joining he transferred to Hillside. Eric's previous experience is working with adults with learning difficulties. After completing his PDP folder for working with children in residential setting, he went on to complete his Diploma level 3 in August 2023. After dropping to work in a relief capacity and working regularly with us for the past 2 years, Eric re-joined the team on a part time basis from 1st Jan 2025.

Joanne Clarke – Joanne joined the team in June, previously working in Elderly Care with patients suffering from dementia and age related conditions. Joanne has made a great start during her induction and is keen to learn more about working with young people and all that the role brings. Completed her induction at the end of 2025 Joanne has recently enrolled on the level 3 Diploma with a view to complete in 18 months.

Lexie-Iris Fawcett (part time) - Lexie-Iris has just finished at College and has taken up a part time role at Hillside. In December Lexie completed her PDP and is about to make a start on her level 3 Diploma.

Sriram Chennu – Joined Hillside in August, Sri will be supported over the next 6 months to complete his PDP and attend a variety of face to face training as well as completing

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Elearning modules related to the role. Prior to joining the Hillside team Sri was working in domiciliary care for a number of years, after working a couple of shifts through agency with Macintyre he decided he wanted to join on a fulltime basis.

Julie Humpage – Julie joins us this month having worked for the past 20 + years in the judicial system. As with Sri, Julie will be completing much of the face to face training over the coming months as well as developing her skills and understanding her new role with completion of PDP and Elearning.

Millie Wisewell – Millie has only just started her career with MacIntyre joining the Hillside team on 19th January 2026. Millie previously worked as a mental health support worker, prior to this she had worked with elderly and middle ages within the care sector but now is keen to explore a career in children and young people's services. Millie will now start her induction which includes completion of PDP over the next 6 months prior to commencing her diploma level 3.

Krzysztof Sawicki – Krzysztof has worked for Macintyre for a number of years with our “no Limits” provision, which is a further education for SEND 16+ He completed his Diploma in February 2026 and transferred across to Hillside full time. Krzysztof brings a wealth of skills and knowledge and is keen to share and develop young people's involvement in arts and crafts and horticulture.

Relief staff

Deborah Kellner – Deborah has worked with Macintyre for over 10 years, she has mainly worked as a learning support assistant within the education provision. She has supported Hillside throughout this time, Deborah completed her Diploma Level 3 in November 2023

Sharon Munt – Sharon initial joined Macintyre working with the agency, following this she elected to join the education provision on a full time basis. Sharon has enjoyed her time and will regularly help at Hillside working additional shifts to those undertaken at school. Sharon has completed her diploma May 2024

Richard Allen – Richard joined the team on relief basis in 2024, having learnt about Hillside and the young people through volunteering with the local rugby club where the young people attended. Richard has worked through his PDP and in February 2026 completed his diploma level 3.

Recruitment

All staff at the children's home will be subjected to a rigorous vetting procedure. With regard to the recruitment of all staff to MacIntyre Hillside the following recruitment checks MUST always been in place;

1. An enhanced DBS check
2. Any gaps on application form-checked and discussed at interview

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3. Two written references- The first reference MUST be from the current or last employer. References will be obtained from all relevant previous childcare employers.
4. Confirmation of a verbal check by the appointing officer from most recent employer reference
5. Fit for work- Health clearance from Occupational Health
6. Declaration of any prosecutions / pending prosecutions for a criminal offence.
7. All new staff at the children's home who have lived outside the United Kingdom are subject to such additional checks as are deemed appropriate, where the required DBS Enhanced Disclosure check is not considered sufficient to establish suitability to work with Children and Adults in a regulated activity.
8. A candidate who has spent six or more continuous months in any single country outside the UK, must obtain a criminal records check from the relevant country or countries. This includes European Union nations.

All applicants will attend a formal panel interview, including, where possible, the involvement of the young people living at the children's home at MacIntyre School.

MacIntyre uses a personality questionnaire 'The MacIntyre Profile' and competency based questioning in support of its recruitment process. This provides information on a candidate's personal attributes and actual behaviours to help make the best decisions with regard to appointments. All appointing officers have received safer recruitment training.

21. Details of the Management and Staffing Structure of the Children's Home.

The management of MacIntyre Hillside is carried out on a day to day basis by the Registered Manager.

The manager reports to the Regional Lead for MacIntyre Children's Homes.

The number of staff in the home will reflect the needs of the individual children and young people in the home. We recognise that consistency, security and opportunities to build meaningful positive relationships with staff are very important to all the children & young people.

- 1 Registered Manager
- 2 Team Leader
- 3 Therapeutic support workers
- 14 Support Workers
- Additional Support Workers for both days and nights limited to appropriate funding for children needing additional support
- The home currently has 3 night members of staff. Two waking night staff members on duty every night along with a sleep in member of staff.

There is usually a minimum of five staff on any shift between 7am and 10pm; however the staffing ratios are very much led by the individual needs of the young people. More staff will be available during the day at the weekends and during school holidays. There is a hand-over time allocated for each shift for staff to be able to pass on information.

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The manager will maintain a rota to provide 24 hour staffing cover. The pattern of shifts, and therefore the number of staff on duty at any one time, will be arranged according to the needs of the children and young people within the home and the different daily routines.

Throughout each evening and across the weekend we have either a Head of Service or team leader support worker on shift to manage the home. The home also has access to a first line and second line on-call system to ensure that a senior member of staff from MacIntyre School or manager of hillside (e.g. Deputy Principals, Senior Managers) are available at all times to provide advice, take urgent decisions or attend the situation if needed. If necessary the Senior Manager would in turn consult with or advise the MacIntyre Director of Children Services, as appropriate.

Organisational structure and staff deployment

The structure at MacIntyre Hillside is as follows:

Children and Young People MacIntyre Hillside	
Support Worker	
Therapy support worker x3	
Team Leader x2	
Registered Manager	
Regional Lead, MacIntyre Children's Homes	
Director of Children and Young People	
CEO	
MacIntyre Board of Trustees	

MacIntyre Hillside will be visited monthly, unannounced, by a Regulation 44 Independent Visitor who will make a report, in writing, to the Registered Manager who in turn will send the report to the responsible individual. The registered manager will complete their own regulation 45 monitoring reports which will also be shared with the responsible individual.

Staff training, supervision and development

Within the first six months of coming into post all staff go through our induction process. The induction will also include an element of reflection on their learning and practice throughout this time. Alongside this further training will be given in other mandatory areas such as restrictive practise and positive approaches, parental perspectives, autism, safe handling of medication, communication and interactions. This induction is for all new starters to the children's home (regardless of role). This will include;

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- Safeguarding and anti bullying
- Positive approaches to people who challenge
- Positive response training
- Moving and handling
- First Aid
- Sensory processing
- Intensive interactions
- Epilepsy
- Infection Control
- Fire
- Food hygiene

The induction programme has been developed to meet the full criteria of the Children's Workforce Development Council's induction standards.

During the first six months of employment all staff are in a probation period during which they undertake to complete MacIntyre's Personal Development Portfolio. During this six month probation they will also be several eLearning modules that each individual will complete, including Safeguarding, Great Interactions, Health Action Planning, Mental Capacity Act and Complaints.

On successful completion of their probation all care staff are then enrolled to complete their Diploma in Children and Young People Level 3. The home will be able to link into the dedicated assessor based at the school and who will support all candidates from the children's home to complete this award.

Further and ongoing training is then undertaken by all staff. This can be specific to the needs of a particular young people within the home they may be supporting eg ADHD or broader training to inform their understanding of the work they do.

All staff will have regular supervision to oversee and manage performance, assist personal development, provide professional support and maintain a good level of morale. Supervision within the home can be formal and informal sessions, planned and ad hoc sessions, as well as group and individual sessions. All staff will be supervised by the manager or Senior Support Workers and are trained accordingly.

MacIntyre has developed a comprehensive supervision and appraisal framework and formal annual appraisals are carried out at least once a year to review performance and progress against clearly identified competencies.

The development of staff is facilitated through:

- Planned induction
- Regular supervision (all employees have the opportunity for regular supervision with an identified individual within the houses: Head of Service or Senior Support Worker). Records are kept of any agreed actions).
- Mentoring and role modelling from a senior member of staff
- Team meetings and group supervision

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- Development of reflective practice
- Regular (at least annual) appraisal
- Internal and external training

22. Promotion of Role Models within the staffing structure of the home.

The home employs both male and female staff and will support both male and female young people in their every day activities. The home recognises that there is positive value in both male and female staff being involved with children and young people at the children's home and would promote these opportunities; however the individual young person's safety, dignity, privacy and right to exercise choice are of paramount importance.

Male staff do not support female young people with any aspects of their personal or intimate care unless there are extreme and exceptional circumstances. In line with our intimate support policy this would immediately be reported through their line management.

**Updated April 2026
Duane Anstey**