



# A

## Area of Physical Care



### Sub-areas

1

All Needs Met

2

Essential Needs Met

3

Some Essential Needs Unmet

4

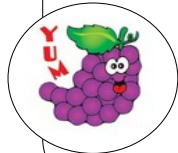
Many Essential Needs Unmet

5

Most/ all Essential Needs Unmet

### 1) Nutrition

#### A. Quality



Provides excellent quality and healthy food and drink

Provides reasonable quality and healthy food and drink.

Provides reasonable quality healthy food but inconsistently.

Provides poor quality food or an unhealthy diet through lack of awareness or effort. Improves when prompted.

Does not consider the health or quality of diet. When prompted, very little improvement.

#### B. Quantity

Enough food all of the time.

Enough food nearly all of the time.

Enough food most of the time.

Sometimes not enough food.

Not enough food most of the time.

#### C. Preparation

Always carefully prepared or cooked for the child.

Well prepared and usually taking account of the child's needs.

Prepared mainly to meet the parent's needs. The child's needs sometimes accommodated.

Often little preparation. The child's needs and tastes are not accommodated or the child inappropriately prepares their own meal.

Hardly ever any preparation. Child lives on snacks/cereals/junk food and is expected to prepare their own food.

#### D. Organisation



Meals organised and well timed. Family sitting together. Good manners apparent.

Well organised, often seating together and regular timing of meals. Manners are fine .

Poorly organised, irregular timing, no proper seating. Occasional good manners.

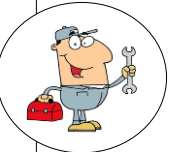


Ill organised, no clear meal times. Manners lacking.

Chaotic, eat when and whatever food is there. Poor manners.

**A** Area of Physical Care 

Sub-areas	1 All Needs Met	2 Essential Needs Met	3 Some Essential Needs Unmet	4 Many Essential Needs Unmet	5 Most/ all Essential Needs Unmet
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**2) Housing (The 'Home Conditions Assessment' tool provides considerably more detailed information)**

<p><b>A. Maintenance</b></p> 	<p>Very well maintained Additional features that benefit the child. e.g. insulation, double glazing, draught proofing and house safe for children. <input type="checkbox"/></p>	<p>Well maintained and some additional features. Efforts made to benefit the child only lacking if issues such as money interfere <input type="checkbox"/></p>	<p>No additional features but well maintained. <input type="checkbox"/></p>	<p>In disrepair. Some repairs could be carried out by the parents <input type="checkbox"/></p>	<p>Dangerous disrepair (exposed nails, live wires) and some repairs could be carried out by the parent/carer <input type="checkbox"/></p>
<p><b>B. Decor</b></p> 	<p>Excellent. Child's development age and choice is evident. <input type="checkbox"/></p>	<p>Good. Some evidence of child's development age and choice. <input type="checkbox"/></p>	<p>In need of some decoration but age appropriate and reasonably clean. <input type="checkbox"/></p>	<p>In urgent need of decoration. Little or no evidence of age appropriate décor. Dirty. <input type="checkbox"/></p>	<p>In very urgent need of decoration with no evidence of age/taste appropriateness. Very dirty and/or an unpleasant smell. <input type="checkbox"/></p>
<p><b>C. Facilities</b></p> 	<p>Both essential facilities, central heating, shower and bath, play and learning space. <input type="checkbox"/></p>	<p>Essential facilities. Effort to maximise benefit for the child. Lacking only due to practical constraints e.g. finance. <input type="checkbox"/></p>	<p>Essential to bare Little effort to maximise benefit to the child. <input type="checkbox"/></p>	<p>Essential to bare. Adult needs are met first and child needs met if anything is left. <input type="checkbox"/></p>	<p>Child dangerously exposed or not provided for e.g. lack of heating, electricity. <input type="checkbox"/></p>

**NOTE:** Discount any direct external influences like repair done by other agency but count if the carer has spent a loan or a grant on the house or had made any other personal effort towards house improvement.

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Needs Unmet**5**Most/ all Essential  
Needs Unmet**3) Clothing****A. Insulation e.g.  
harm, warm  
clothing**Well protected with  
garments made from  
good quality material.Well protected even  
if garments are made  
with poorer quality  
material.Adequate to variable  
weather protection.Inadequate weather  
protection.Dangerously  
inadequate. Child is  
exposed to bad  
weather.**B. Fitting**Clothing fits very  
well.Properly fits even if  
handed down.Sometimes  
inadequate fit.

Often inadequate fit.

Completely  
inadequate fit.**C. Appearance**Appears almost new,  
clean and cared for.Appears to look clean  
and cared for.Appears alright but  
not always clean or  
cared for.Appears worn,  
sometimes dirty and  
crumpled.Appears to be dirty,  
badly worn and  
crumpled/and or  
unpleasant odour.

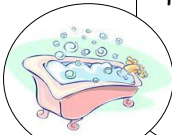
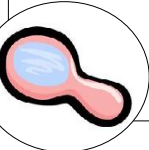
**A**


**Area of Physical Care**



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**4) Hygiene**

<p><b>Child aged 0 - 4</b></p> 	<p>Cleaned, bathed and hair cared for daily.</p> <input type="checkbox"/>	<p>Clean, bathed and hair cared for most days.</p> <input type="checkbox"/>	<p>Bathing is less regular but babies are usually clean. Older toddlers less so.</p> <input type="checkbox"/>	<p>Occasionally bathed but often can be dirty and hair can be uncared for.</p> <input type="checkbox"/>	<p>Rarely bathed, clean or hair cared for.</p> <input type="checkbox"/>
<p><b>Child Aged 5 - 7</b></p>	<p>Some independence with keeping clean and bathing but always helped and supervised.</p> <input type="checkbox"/>	<p>Reminded to keep clean and bathe. Supervised and helped if needed.</p> <input type="checkbox"/>	<p>Not always reminded to keep clean and bathe or routinely monitored.</p> <input type="checkbox"/>	<p>Reminded only now and then with minimum supervision.</p> <input type="checkbox"/>	<p>No concerns shown about keeping personal hygiene.</p> <input type="checkbox"/>
<p><b>Child Aged 7 +</b></p> 	<p>Reminded, helped and monitored.</p> <input type="checkbox"/>	<p>Reminded regularly and followed up if not done.</p> <input type="checkbox"/>	<p>Sometimes reminded.</p> <input type="checkbox"/>	<p>Usually left to their own initiative.</p> <input type="checkbox"/>	<p>No concerns shown about personal hygiene.</p> <input type="checkbox"/>

**A** Area of Physical Care 

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**5) Health**

<p><b>A. Opinion sought and professional advice given</b></p>	<p>Appropriate opinion sought not only on illnesses but also other genuine health matters. All advice followed.</p> <input type="checkbox"/>	<p>Opinion sought on issues of genuine and immediate concern about child health. Advice followed.</p> <input type="checkbox"/>	<p>Opinion sought on illness of any severity. Advice followed.</p> <input type="checkbox"/>	<p>Help sought but delayed even when illness becomes quite serious.</p> <input type="checkbox"/>	<p>Help sought but delayed or ignored even when illness becomes critical or an emergency. Advice may be not followed.</p> <input type="checkbox"/>
<p><b>B. Follow Up</b></p> 	<p>All appointments kept. Re-arranged if there is a problem.</p> <input type="checkbox"/>	<p>Fails one in two appointments because they doubt their importance or have other pressing practical priorities.</p> <input type="checkbox"/>	<p>Fails one in two appointments even if there are important because it's inconvenient for the parent.</p> <input type="checkbox"/>	<p>Attends third time after reminder. Contests its importance even if it's of benefit to the child.</p> <input type="checkbox"/>	<p>Fails a needed follow up a third time despite reminders. Misleading or doubtful explanations.</p> <input type="checkbox"/>
<p><b>C. Surveillance and oversight of health matters</b></p> 	<p>Visits in addition to the standard checks. Up to date with immunisations unless valid reservations.</p> <input type="checkbox"/>	<p>Up to date with standard checks and immunisation unless parent refuses for no obvious reason.</p> <input type="checkbox"/>	<p>Omissions for reasons of adult's personal convenience but takes up if persuaded.</p> <input type="checkbox"/>	<p>Omissions because of carelessness, accepts service if it is provided at home.</p> <input type="checkbox"/>	<p>Clear disregard of child's welfare. Frustrates home visits.</p> <input type="checkbox"/>

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**5) Health**

<b>D. Disability / chronic illness (3 months after diagnosis)</b>	Compliance with treatment and advice is excellent. Any issues due to differences of opinion. Very good affection shown. <input type="checkbox"/>	Compliance is good. Any issues relate to practicality or finance. Good affection shown. <input type="checkbox"/>	Compliance is sometimes lacking for no apparent reasons. Inconsistent affection shown. <input type="checkbox"/>	Compliance is frequently lacking and trivial reasons offered as excuses. Little affection shown. <input type="checkbox"/>	Serious compliance failure. Medication not given. Inexplicable deterioration. Any affection appears contrived. <input type="checkbox"/>
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Scoring Grid		1	2	3	4	5	Flagged for Attention	Overall Score
Area of Physical Health	<b>A1 Nutrition</b>	A Nutrition Quality						
		B Nutrition Quantity						
		C Nutrition Preparation						
		D Nutrition Organisation						
	<b>A2 Housing</b>	A Housing Maintenance						
		B Housing Décor						
		C Housing Facilities						
	<b>A3 Clothing</b>	A Clothing Insulation						
		B Clothing Fitting						
		C Clothing Appearance						
	<b>A4 Hygiene</b>	A Child Hygiene						
	<b>A5 Health</b>	A Health opinion sought						
		B Health Follow Up						
		C Health Surveillance and oversight of health matters						
		D Disability / chronic illness (3 months after diagnosis)						



**Comments / Evidence** (e.g. what you have observed). Recording strengths as well as the difficulties ensure that the potential of the family to change is recognised and their achievements built upon.

A large, empty rounded rectangular box with a thin black border, intended for writing comments or evidence. The box is currently blank.

**B****Area of Safety**

Sub-areas

**1**

All Needs Met

**2**Essential Needs  
Met**3**Some Essential  
Needs Unmet**4**Many Essential  
Needs Unmet**5**Most/ all Essential  
Needs Unmet**1) In Presence of Parent****A. Awareness of  
Safety**Very aware of  
appropriate safety  
and risk issues.  
Aware of important  
safety and risk  
issues.  
Poor awareness of  
safety and risk  
except for immediate  
danger.  
Rarely notices  
safety or risk issues  
risks.  
Unconcerned about  
safety or risks.  
**B. Practice at  
Pre-mobility age**Always cautious with  
handling and laying  
down child. Baby  
seldom left  
unattended.  
Cautious whilst  
handling and laying  
down child. Frequent  
checks if  
unattended.  
Handling of child is  
uncertain. Frequently  
unattended when in  
the house.  
Handling of child is  
uncertain.  
Unattended during  
care chores e.g.  
feeding bottle  
left in mouth.  
Dangerous handling.  
e.g. left dangerously  
unattended whilst  
feeding or bathing.  
**B. Practice at  
Acquisition of  
mobility**Constant alertness  
and effective  
measures against any  
dangers.  
Alert and effective  
measures against any  
danger.  
Action taken to  
prevent danger are  
of limited use.  
If action is taken it  
is ineffective. Short  
term improvement  
after mishaps soon  
lapses.  
Inadvertently  
exposes to serious  
dangers. E.g. hot iron  
left near by.  
**B. Practice at  
Infant School**Close supervision  
indoors and  
outdoors.  
Supervision indoors.  
No direct  
supervision outdoors  
if known to be at a  
safe place.  
Little supervision in  
or out of doors.  
Intervenes only if in  
considerable danger.  
No supervision.  
Intervenes after  
mishaps which soon  
lapses.  
Minor mishaps ignored  
or the child is blamed.  
Intervenes casually  
even after major  
mishaps and lapses.

**B****Area of Safety**

Sub-areas

**1**


All Needs Met

**2**Essential Needs  
Met**3**Some Essential  
Needs Unmet**4**Many Essential  
Needs Unmet**5**Most/ all Essential  
Needs Unmet**1) In Presence of Parent****B. Practice  
Junior and Senior  
School**Allows out in known  
safe surroundings  
with agreed time  
limits and checks.Allows out in  
unfamiliar  
surroundings if felt  
to be safe. Sets  
reasonable time  
limits and checks.Not always aware of  
whereabouts  
outdoors. Believing  
it is safe as long as  
the child returns on  
time.Unconcerned about  
daytime outings but  
concerned about  
late nights in case  
of child younger  
than 13.Unconcerned despite  
knowledge of  
dangers outdoors.  
E.g. railway lines,  
ponds, unsafe  
building, or staying  
away until late  
*evening***C. Traffic  
Age 0-4**Well secured in the  
pushchair or pram or  
walks at child's pace  
with hand firmly  
held.3 to 4 year old  
allowed to walk, but  
close by parent.  
Always in sight, hand  
held firmly if  
necessary e.g.  
crowds or by roads.Infants not secured  
in pram. 3 to  
4 year old expected  
to keep up with  
adult when walking.  
Occasional glance  
back if left behind.Babies not secured  
in pushchair. 3 to 4  
year old child left  
far behind when  
walking.Babies, toddlers  
unsecured, careless  
with pram or  
pushchair. 3 to 4  
year old child left to  
wander  
unsupervised.**C. Traffic  
Age 5 and above**5 to 10 year old  
escorted by adult  
when crossing a busy  
road. Walk closely  
together.5-8 year old allowed  
to cross road with a  
13+ child. 8-9 year  
old allowed to cross  
alone if they are  
safe to do so.5-7 year old allowed  
to cross with a child  
who is under 13. 8-9  
year old allowed to  
cross alone.5-7 year old allowed  
to cross a busy road  
alone because they  
are believed to be  
safe.At age 7 child  
crosses a busy road  
alone without any  
concerns regarding  
safety.

**B** Area of Safety 

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**1) In Presence of Parent**

<p><b>D. Safety Features</b> This item along with other safety provisions which are not fixtures, such as bike helmets or safety car seats can be used to help to score Item 1 (Awareness of safety)</p> 	<p>All relevant safety features. Gates, guards, secure windows, locked medicine cabinets, smoke alarms, household chemicals secured, electrical and gas safety devices, intercom, safety within garden e.g. pond.</p> <input data-bbox="705 1077 761 1125" type="checkbox"/>	<p>Most essential features. Improvisation and DIY safety features when they cannot be afforded.</p> <input data-bbox="1030 1077 1086 1125" type="checkbox"/>	<p>Lacking in essential features, very little improvisation or DIY is ineffective.</p> <input data-bbox="1366 1077 1422 1125" type="checkbox"/>	<p>No safety features and some hazards through lack of repair or concerns.</p> <input data-bbox="1680 1077 1736 1125" type="checkbox"/>	<p>No safety features and dangerous hazards or disrepair. E.g. exposed electric wires and sockets, unsafe or broken windows, dangerous household chemicals or no smoke alarms.</p> <input data-bbox="2016 1077 2072 1125" type="checkbox"/>
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**B****Area of Safety**

Sub-areas

**1**

All Needs Met

**2**Essential Needs  
Met**3**Some Essential  
Needs Unmet**4**Many Essential  
Needs Unmet**5**Most/ all Essential  
Needs Unmet**2) Safety in Absence of Parent**

Child is left in care of a competent and safe adult. Never in the sole care of a young person under 16.

Child aged 1-12 years is left for a short time with a young person over 13 who is familiar, competent with no significant problems. The above applies to babies only in urgent situations.

When out playing leaves a 0-9 year old with a child aged 10-13 or a person not known to be competent.

When out playing a 0-7 year old is left with an 8-10 year old or person not known to be competent.

When out playing a 0-7 year old is left alone or with a slightly older child i.e. 8 or less, or with an unsuitable young person or adult.

Scoring Grid		1	2	3	4	5	Flagged for Attention	Overall Score
Area of Safety	B1 In Presence of Parents	A Awareness						
		B Practice						
		C Traffic						
		D Safety Features						
Area of Safety	B2 Safety in Absence of Parents							

**Comments / Evidence** (e.g. what you have observed). Recording strengths as well as the difficulties ensure that the potential of the family to change is recognised and their achievements built upon.

# C

## Area of Responsiveness



### Sub-areas

**1**  
All Needs Met

**2**  
Essential Needs Met

**3**  
Some Essential Needs Unmet

**4**  
Many Essential Needs Unmet

**5**  
Most/ all Essential Needs Unmet

### 1) Carer

#### A. Sensitivity

Anticipates or picks up very subtle signals both verbal or nonverbal expressions including emotions or mood.

Understands distinct verbal or clear nonverbal expressions including emotions or mood.

Not sensitive enough. Signals have to be intense to be noticed e.g. child crying.

Insensitive. Needs repeated or prolonged and intense signals to be noticed e.g. screaming.

Insensitive to even repeated and prolonged intense signals or is even averse to signals.

#### B. Timing of response

Responses well timed with signals or even anticipates those signals.

Responses mostly timely except when occupied by essential chores.

Not timely if distracted. Timely if they are not otherwise occupied or if the child is distressed.

Responses delayed even when child is in distress.

No responses unless there is a clear mishap.

#### C. Appropriate responsiveness to the child



Warm emotional and practical responses appropriate to the signal.

Practical responses e.g. treats are lacking but emotional responses are warm and reassuring.

Emotional and practical responses warm if in good mood. Otherwise flat.

Emotional response is brisk, flat and functional. Annoyance if child in moderate distress but attentive if in severe distress.

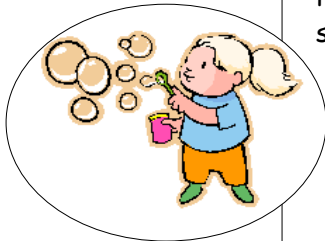
Unpleasant/punitive even if child in distress. Acts after a serious mishap mainly to avoid criticism. Any warmth or remorse is deceptive.

**C****Area of Responsiveness**

Sub-areas

**1**

All Needs Met

**2**Essential Needs  
Met**3**Some Essential  
Needs Unmet**4**Many Essential  
Needs Unmet**5**Most/ all Essential  
Needs Unmet**2) Mutual Engagement****A. Overtures -  
two way  
communication**Two way with parent  
usually going first  
and engaging child.Equally positive by  
both. Parent  
responds even if  
the child is defiant.Approaches mainly  
by child and,  
sometimes by the  
carer. Negative  
response if the  
child's behaviour is  
defiant.Mainly by the child.  
Seldom by the  
carer.Child appears  
resigned or  
apprehensive and  
does not make  
approaches.**B. Quality**Both engage and  
enjoy it.  
Frequent pleasure  
shown.Both engage and  
enjoy it.  
Pleasure is usually  
shown.Sometimes engaged  
and pleasure shown.  
The child gets most  
enjoyment and the  
carer passively joins  
in and occasionally  
gets enjoyment.Engagement mainly  
practical.  
Indifferent when  
child attempts to  
engage. Child can  
derive some  
pleasure e.g.  
attempts to sits on  
knees, tries to show  
toys.Dislikes approaches  
by the child. Child is  
resigned or plays on  
its own. Carer  
engages only if told  
to do so.

**CAUTION:** If child has temperamental/behavioural problems, scoring in this sub-area (mainly quality item) can be affected unjustifiably. Scoring should be done on the basis of score in area C/1 (Carer) and problem noted as comments.



Scoring Grid		1	2	3	4	5	Flagged for Attention	Overall Score
Area of Responsiveness	<b>C1 Carer</b>	A Sensitivity						
		B Timing of response						
		C Appropriate responsiveness to the child						
	<b>C2 Mutual Engagement</b>	A Overtures two way communication						
		B Quality						

**Comments / Evidence** (e.g. what you have observed). Recording strengths as well as the difficulties ensure that the potential of the family to change is recognised and their achievements built upon.


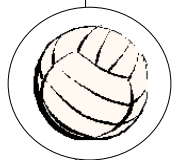
# D

## Area of Esteem



Sub-areas	1 All Needs Met	2 Essential Needs Met	3 Some Essential Needs Unmet	4 Many Essential Needs Unmet	5 Most/ all Essential Needs Unmet
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### 1) Stimulation

<p><b>Age 0 - 2 years</b></p> 	<p>A great deal of appropriate stimulation. E.g. talking, touching, reading &amp; looking. Many positive educational toys.</p> <input type="checkbox"/>	<p>Adequate and appropriate stimulation. Some positive educational toys.</p> <input type="checkbox"/>	<p>Inadequate and/or inappropriate. Baby left alone while carer does what they want. Occasional interactions with the baby.</p> <input type="checkbox"/>	<p>Baby left alone while carer pursues own interests unless the baby demands attention.</p> <input type="checkbox"/>	<p>None. Even mobility restricted e.g. confined in chair/pram for the carer's convenience. Irritated if the baby demands attention.</p> <input type="checkbox"/>
<p><b>Age 2 - 5 years</b> i <i>Interactive stimulation</i> talking to and playing with the child. Reading stories and discussion.</p>	<p>Plenty and good quality.</p> <input type="checkbox"/>	<p>Sufficient and of satisfactory quality.</p> <input type="checkbox"/>	<p>Variable.</p> <input type="checkbox"/>	<p>Deficient even if the carer is totally unoccupied</p> <input type="checkbox"/>	<p>No stimulation.</p> <input type="checkbox"/>
<p><b>Age 2 - 5 years</b> ii <i>Toys and gadgets</i> items of uniform, sports equipment books etc.</p> 	<p>Excellent provision.</p> <input type="checkbox"/>	<p>Provides all that is necessary and tries for more. Adapts if carer can't afford.</p> <input type="checkbox"/>	<p>Essentials only. No effort to improvise if unaffordable.</p> <input type="checkbox"/>	<p>Lack of even essential toys.</p> <input type="checkbox"/>	<p>None unless provided by others e.g. gifts or grants.</p> <input type="checkbox"/>

# D

## Area of Esteem



### Sub-areas

**1**  
All Needs Met

**2**  
Essential Needs Met

**3**  
Some Essential Needs Unmet

**4**  
Many Essential Needs Unmet

**5**  
Most/ all Essential Needs Unmet

### 1) Stimulation

**Age 2 - 5 years**

iii *Outings*  
taking the child out for recreational purposes

Frequent visits to child centred places both locally and further away.

Enough visits to child centred places locally (e.g. parks) and occasionally further away.

Child accompanies carer going where carer decides but usually in child friendly places.

Child accompanies carer e.g. local shopping. Plays outside and outings to keep up with others.

No outings for the child. May play in the street if carer goes out locally e.g. to pub.

**Age 2 - 5 years**

iv *Celebrations*  
seasonal and personal.

Notable, happy, fun and appropriate.

Very good but may be limited e.g. by finances.

Mainly seasonal and low key personal e.g. birthdays.

Only seasonal. Low key to keep up with other people.

Even seasonal festivities absent or dampened.

**Age 5+ years**

Education



Active interest in school which is supported at home.

Active interest in school. Support at home when carer is free of essential tasks.

Some interest in school. but little support at home, even if carer has spare time.

Little interest and poor support in school. Interest for other reasons e.g. free meals.

Disinterested or even discouraging.

**Age 5+ years**

ii *Sports and leisure*

Well organised outside school hours e.g. clubs and swimming.

All support that is affordable.

Not active in finding activities, but will use local facilities.

Child finds activities for themselves Parent/carer is indifferent.

Disinterested even if the child is involved in other unsafe or unhealthy activities.

# D

## Area of Esteem



### Sub-areas

**1**  
All Needs Met

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**3**  
Some Essential Needs Unmet

**4**  
Many Essential Needs Unmet

**5**  
Most/ all Essential Needs Unmet

### 1) Stimulation

**Age 5+ years**  
iii *Peer/friend interaction*

Assisted and new friends checked.

Some assistance and new friends checked.

Supports if a child is from a family who are friendly with carer.

Child finds own friends. No help from carer unless serious problems e.g. bullying.

Disinterested, indifferent or even discouraged.

**Age 5+ years**  
iv *Provision equipment*

Fully provided e.g. sports gear or computer.

Well provided and tries to provide more.

Some limited provision.

Poor provision.

No provision made and even discouraged.

### 2) Approval



Talks about the child with pleasure and praises without prompting. Appropriate emotional and practical rewards for achievement.

Talks fondly about the child when asked. Generous praise and emotional reward, less practical reward e.g. financial constraints.

Agrees with other people's praise of the child. Gives low key praise and some emotional rewards.

Uninterested if the child is praised by others. Indifferent to the child's achievement which is only briefly acknowledged.

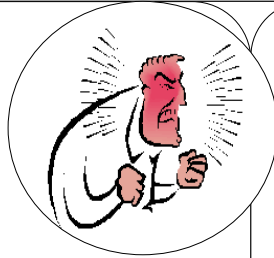
Undermines if the child is praised. Achievements are not acknowledged. Reprimanded or mocking is the only response.

**D****Area of Esteem**

Sub-areas

**1**

All Needs Met

**2**Essential Needs  
Met**3**Some Essential  
Needs Unmet**4**Many Essential  
Needs Unmet**5**Most/ all Essential  
Needs Unmet**3) Disapproval**

Mild and consistent verbal disapproval if a set limit is crossed.

Consistent verbal and low level physical and other sanctions if any set limits are crossed.

Inconsistent boundaries or methods. Shouts or ignores child. Low level physical and moderate other sanctions.

Inconsistent. Shouts/harsh verbal or moderate physical, or severe other sanctions.

Terrorised. Ridiculed, severe physical or cruel and spiteful other sanctions.

**4) Acceptance**

Unconditional acceptance. Always warm and supportive even if child is failing.

Unconditional acceptance, even if temporarily upset by child's behaviour. However, always warm and supportive.

Annoyance at child's failure.

Unsupportive or rejecting if the child is failing.

Indifferent if child is achieving and rejects or belittles if the child makes mistakes or fails.

Scoring Grid		1	2	3	4	5	Flagged for Attention	Overall Score
Area of Esteem	<b>D1 Stimulation</b>	A Age 0 - 2 years						
		B Age 5 + years						
	<b>D2 Approval</b>	D2						
	<b>D3 Disapproval</b>	D3						
	<b>D4 Acceptance</b>	D4						

**Comments / Evidence** (e.g. what you have observed). Recording strengths as well as the difficulties ensure that the potential of the family to change is recognised and their achievements built upon.

## Graded Care Profile (GCP) - Summary Scores

Area	Sub-Area	Sub-Area Score
<b>A</b> Physical	1. Nutrition	
	2. Housing	
	3. Clothing	
	4. Hygiene	
	5. Health	
<b>B</b> Safety	1. In Carer's Presence	
	2. In Carer's Absence	
<b>C</b> Responsiveness	1. Carer	
	2. Mutual Engagement	
<b>D</b> Esteem	1. Stimulation	
	2. Approval	
	3. Disapproval	
	4. Acceptance	





## Decisions

Please record your decisions after completing the *Graded Care Profile*. Areas identified at level 4 and 5 may be indicative of neglect. Where this harm is considered 'significant', Child Protection Procedures must be followed. This should be discussed with your supervisor.

<input type="checkbox"/>	Concerns about neglect in this case have not been substantiated.
<input type="checkbox"/>	Some concerns about neglect in this case have been substantiated, but I do not consider that this child is suffering significant harm.
<input type="checkbox"/>	Concerns about neglect in this case have been substantiated and I am concerned that this child is suffering significant harm.

## Further Action arising from this assessment

In the *Graded Care Profile* you may have recorded items 'flagged for attention'. These flagged items may indicate the need for discussions with your supervisor to confirm actions, decisions and interventions. Many agencies will have systems to record plans and interventions to meet the needs of children. Alternatively, agencies may wish to use the *Common Assessment Form* to manage these processes.

On-going work. Choose one or more of the following options:

⇒ This agency will undertake on-going work with this family.	<input type="checkbox"/>
⇒ This agency will undertake on-going work with this family with the support, advice and guidance of other agencies.	<input type="checkbox"/>
⇒ This is not appropriate for this agency and a referral will be made to a more appropriate agency.	<input type="checkbox"/>
⇒ Referral to Children's Social Care due to Child Protection concerns	<input type="checkbox"/>
⇒ No further action	<input type="checkbox"/>

## Consent

For sharing information or referral to another agency the consent of the child/parent is usually required. Please confirm whether the consent of the child/parent has been obtained.

⇒ I have obtained consent to share information/refer to another agency.	<input type="checkbox"/>
⇒ I do not have consent to share information/refer with another agency but have Child Protection concerns and obtaining consent may harm the child.	<input type="checkbox"/>

## Comments / Evidence

A large, empty rounded rectangular box intended for entering comments or evidence.

Worker's name

Date Completed