



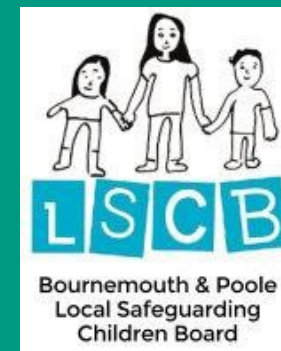
Adolescent Graded Care Profile

This document is intended to be used for young people from the age of 13 years up to the age of 18.

Please do not complete this unless you have read the guidance.

Adapted from The Graded Care Profile designed by Dr Leon Polnay and Dr O P Srivastava, Bedfordshire and Luton Community NHS Trust, Luton Borough Council, and Rochdale Borough Council..

DSCB 
Dorset Safeguarding Children Board



THE GRADED CARE PROFILE (GCP) Adolescent Version (age 11/12 to 18)

The GCP is broken down into four areas as follows:

- A) AREA OF PHYSICAL CARE, such as food, clothes and health.
- B) AREA OF CARE OF SAFETY, such as how safe the home is, road safety and young people's supervision.
- C) AREA OF CARE OF LOVE, such as the relationship between the carer and the young person.
- D) AREA OF CARE OF ESTEEM, such as if the young person is encouraged to learn, and if they are praised for doing something good.

Within this booklet, the four areas of concern will be addressed and broken down, allowing the professional to work with the parents and young person(s) on each individual area, and provide direction and information to support improvements within the family unit.

Name of Young Person(s):	Date of birth

Name(s) Parents/Carers	
Relationship to Young Person(s):	
Name(s) of Assessor(s):	
Signed:	(Carer)
Signed:	(Carer)
Signed:	(Assessor)
Signed:	(Assessor)

Grading (the highest overall grade for each area of care applies once the assessment is complete)				
Assessment 1 (date):	A) Area of Physical Care - add young person's name(s) & overall grade.	B) Area of Safety - add young person's name(s) & overall grade.	C) Area of Love - add young person's name(s) & overall grade.	D) Area of Self Esteem - add young person's name(s) & overall grade.
Assessment 2 (date):	A) Area of Physical Care - add young person's name(s) & overall grade.	B) Area of Safety - add young person's name(s) & overall grade.	C) Area of Love - add young person's name(s) & overall grade.	D) Area of Self Esteem - add young person's name(s) & overall grade.
Assessment 3 (date):	A) Area of Physical Care - add young person's name(s) & overall grade.	B) Area of Safety - add young person's name(s) & overall grade.	C) Area of Love - add young person's name(s) & overall grade.	D) Area of Self Esteem - add young person's name(s) & overall grade.

A) AREA OF PHYSICAL CARE – To include: Nutrition, Housing, Clothing, Hygiene and Health.					
Sub-areas	1 – Young person priority	2 – Young person first	3 – Young person and carer equal	4 – Young person second	5 – Young person not considered
1. NUTRITION					
1.a. Quantity	Too much food and drink	Enough appropriate food and drink all the time.	Enough appropriate food and drink most of the time.	Sometimes not enough appropriate food and drink.	Not enough appropriate food and drink all of the time.
Carer's view					
Young Person's view					
Assessor's view					
Comments: (Assessor/ Carer/ Young Person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				
1.b. Preparation (see guidance notes)	Always carefully prepared or cooked for/ with young person.	Mostly well prepared and cooked for /with the young person. Regular timing of meals.	Prepared mainly to meet the parent's needs, the young person's needs sometimes met. Poorly organised/ irregular timing of meals.	Often little preparation, the young person's needs and tastes are not accommodated or the young person inappropriately prepares their own/others food. No clear meal time routine.	Hardly ever any preparation. Young person lives on snacks, cereals or takeaways. Young person is always expected to prepare their own food and/or for other family members. No routine, chaotic timing, little access to food.
Carer's view					
Young Person's view					
Assessor's view					
Comments: (Assessor/ Carer/ Young Person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				
2. HOUSING					

2.a .Home Environment	Excellent. Young person's needs catered for.	Good. Some evidence of young person's needs catered for.	In need of some decoration but reasonably clean and appropriate.	In urgent need of decoration, little or no evidence of appropriate décor. Dirty.	In very urgent need of decoration, with no evidence of age/ taste/appropriateness. Very dirty and or unpleasant smell.
Carer's view					
Young Person's view					
Assessor's view					
Comments: (Assessor/ Carer/ Young Person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				
2.b. Facilities (including bedding)	Essential and additional fixtures and fittings – good heating, shower and bath and individual space/ own bedroom.	All essential fixtures and fittings, effort to consider the young person(s) or If lacking due to practical constraints for young person comes first).	Essential to bare – no effort to consider the young person.	Adults need for safety, warmth & entertainment come first.	Young person dangerously exposed or not provided for. No bedding or wet/dirty bedding. Includes lack of heating & electricity.
Carer's view					
Young Person's view					
Assessor's view					
Comments: (Assessor/ Carer/ Young Person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				
3. CLOTHING – SEE GUIDANCE NOTES FOR THIS SECTION					

3. Warmth (see guidance notes)	Well protected with weather appropriate, age appropriate clean clothes and shoes.	Reasonably protected with weather and age appropriate, clean clothes and shoes.	Adequate to variable weather protection. Occasionally too large or too small.	Inadequate weather protection/ appropriate clothing. Often ill-fitting and not always clean.	Dangerously exposed to weather conditions/ unsuitable clothing, inadequate fit and cleanliness.
Carer's view					
Young person's view					
Assessor's view					
Comments: (Assessor/ Carer/ Young Person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				
4. HYGIENE					
4.	Cleaned, bathed and hair brushed more than once a day, teeth are cleaned twice daily with independence. Routine in place products provided.	Cleaned, bathed and hair brushed more than once a day, teeth are cleaned daily. Reminded to keep clean and bathe. Reminded regularly and checked if lapses.	Bathing is less regular but are usually clean. Not always reminded to keep clean, or routinely monitored Irregularly reminded. Products/toiletries not always provided.	Occasionally bathed but often can be dirty and hair uncared for. Reminded only now and then, minimum supervision. Left to their own initiative. Minimum and inconsistent provision of toiletries.	Rarely bathed, cleaned or hair cared for. Teeth rarely brushed. Carer shows no concern about young person's personal hygiene. Products not provided.
Carer's view					
Young person's view					
Assessor's view					
5. HEALTH INCLUDING SEXUAL AND MENTAL HEALTH – REFER TO GUIDANCE FOR THIS SECTION.					

5.a. Opinion sought	Appropriate advice obtained consistently, not only on illness but also genuine health and wellbeing matters.	Advice obtained on issues of genuine and immediate concern about a young person's health. Advice followed.	Advice sometimes obtained and followed regarding health matters.	Advice not being followed even when illness becomes quite serious.	Advice not asked for even when illness becomes critical/in an emergency.
Carer's view					
Young Person's view					
Assessor's view					
Comments: (Assessor/ Carer/ Young Person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				
5.b. Follow up.	All appointments kept. Rearranges if problems.	Attends most appointments.	Most appointments failed.	Discharged from a service, which is vital to the young person through failure to attend the appointment, or misleading explanations.	Doesn't seek a re-referral vital to a young person, once discharged from a service for non- attendance.
Carer's view					
Young Person's view					
Assessor's view					
Comments: (Assessor/ Carer/ Young Person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				
5.c. Health checks and immunisation. (see guidance notes)	Visits in addition to scheduled health checks. Up to date with immunisation (unless genuine reservations). Ensuring inclusion in universal health screening.	Up to date with scheduled health checks and immunisations (unless exception or practical problems). Plans in place to address this.	Partly up to date health checks.	Frequently missed appointments.	Clear disregard of young person's welfare and health needs. Not registered with GP or dentist.
Carer's view					
Young Person's view					

Assessor's view					
Comments: (Assessor/ Carer/ Young Person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				
5.d. Disability/chronic illness (3 months after diagnosis/illness).	Compliance excellent, (unless genuine reservations). Compassion for young person's needs.	Any lack of compliance is due to pressing practical reason. Compassion for young person's needs.	Compliance is lacking from time to time for no pressing reason (excuses). Shows some compassion for young person's needs.	Compliance frequently lacking and trivial reasons offered as excuses, little affection shown.	Serious compliance failure, medication not given, inexplicable deterioration. Shows no compassion for young person's needs. Alternatively; inappropriately high level of visits to GP or A&E
Carer's view					
Young Person's view					
Assessor's view					
Comments: (Assessor/ Carer/ Young Person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				

B) AREA OF CARE OF SAFETY – to include how safe the home is, road safety and young person supervision.

Sub-areas	1 – Young person priority	2 – Young person first	3 – Young person and carer equal	4 – Young person second	5 – Young person not considered
1.a. Safety within the home.	Constant attention to safety and effective measures against any perceived dangers including online safety.	Effective measures against any danger about to happen.	Actions taken to prevent danger are of limited use.	Ineffective measures if at all, improvement from mishaps soon lapses.	Inadvertently exposes to dangers.
Carer's view					
Young Person's view					
Assessor's view					
Comments: (Assessor/ Carer/ Young Person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				
1.b. Safety out of the home. Please refer to guidance	Excellent supervision. Allows out in known safe surroundings within appointed time. Checks if goes beyond set boundaries. Carer has ensured young person is aware of road safety, CSE risks etc.	Good supervision. Can allow out in unfamiliar surroundings if thought to be safe and in knowledge. Reasonable/ age appropriate curfews. Checks if worried.	Little supervision only acts if young person is in noticeable danger. Not always aware of whereabouts outdoors; believing young person is safe as long as returns in time. Lax curfews.	No supervision; intervenes after mishaps; which soon lapses again. Not bothered about daytime outings; only concerned about late nights if young person doesn't return.	Minor mishaps ignored or the young person is blamed. Carer shows no concern regarding young person's whereabouts despite knowledge of dangers e.g. railway lines, traffic, coast/ waterways, unsafe buildings, or staying away until late evening/nights. No curfews in place.
Carer's view					
Young Person's view					
Assessor's view					
Comments: (Assessor/ Carer/ Young Person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				

1.c. Safety features	Abundant features, smoke alarms, medication in lockers/alcohol stored safely, electrical safety devices.	Essential safety features- secure doors, windows and any heavy furniture item, safe gas and electrical appliances, medication and toxic chemicals stored safely, smoke alarm.	Lacking in essential safety features, Toxic chemicals and medication/ drugs not safely stored.	No safety features. Some possible hazards due to disrepair (tripping hazard due to uneven floor, unsteady heavy fixtures, unsafe appliances, hoarding).	Definite hazards for disrepair, exposed electric wires and sockets, unsafe windows (broken glass), dangerous chemicals/ drugs/ alcohol/solvents etc. carelessly lying around, high level hoarding.
Carer's view					
Young Person's view					
Assessor's view					
Comments: (assessor/carer/ young person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				

2. SAFETY IN CARER'S ABSENCE (GCP GUIDANCE MUST BE READ BEFORE COMPLETING THIS SECTION)

	Young Person is left (either at home or away from the home) in the care of a competent and appropriate person and safe plans/checks have been undertaken to ensure young person is safe. Young person is never left for inappropriate lengths of time.	Young Person is usually left (either at home or away from the home) in the care of a competent and appropriate person and safe plans/checks have been undertaken to ensure young person is safe. Young person is rarely left for inappropriate lengths of time.	Young Person is not always left (either at home or away from the home) in the care of a competent and appropriate person and safe plans/checks have not always or consistently been undertaken to ensure young person is safe. Young person is sometimes left for inappropriate lengths of time.	Young Person is regularly left (either at home or away from the home) in the care of an incompetent and inappropriate person and safe plans/checks are rarely undertaken to ensure young person is safe. Young person is frequently left for inappropriate lengths of time.	Young Person is always left (either at home or away from the home) in the care of an incompetent and inappropriate person and safe plans/checks are never undertaken to ensure young person is safe. Young person is always left for inappropriate lengths of time.
Carer's view					
Young Person's view					
Assessor's view					
Comments: (assessor/carer/ young person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				



C) AREA OF CARE OF LOVE					
Sub-areas	1 – young person priority	2 – Young person first	3 – Young Person and carer equal	4 – Young Person second	5 – Young Person not considered
1. CARER					
1.a. Sensitivity and responses	Looks for or picks up subtle signals, verbal or nonverbal expression or mood and responds in anticipation.	Understands clear signals – distinct verbal or clear nonverbal expression. Responds most of the time.	Not sensitive enough – messages and signals have to be intense to make an impact (e.g. young person becomes distressed).	Quite insensitive – needs repeated or prolonged intense signals e.g. even when young person in distress before carer responds.	Insensitive to even sustained intense signals or appears to dislike young person – own needs prioritised.
Carer's view (grade) - add young person's name(s) in appropriate box					
Young Person's view (grade) – add young person's name(s) in appropriate box					
Assessor's view (grade) – add young person's name(s) in appropriate box					
Comments: (assessor/carer/ young person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				

1.b. Reciprocation (quality)	Rewards appropriately. Responses fit with the signal from the young person, both emotionally (warmth) and reassuring.	Appropriate rewards most of the time and emotional responses warm and reassuring.	Emotions warm towards the young person if in good mood, otherwise flat.	Emotional response brisk and flat. Annoyance if young person in moderate distress but attentive if in severe distress.	Disliking and blaming, even if young person in distress; acts after a serious mishap mainly to avoid being blamed. Any warmth seemingly not genuine.
Carer's view					
Young Person's view					
Assessor's view					
Comments: (assessor/carer/young person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				

2. MUTUAL ENGAGEMENT

2.a. Quality	Provides opportunities for frequent positive engagement/ quality time.	Engages and interacts often, encourages young person, even when reluctant.	Less opportunity provided for positive engagement and interaction.	Engagement mainly for a practical purpose. Indifferent when young person attempts to engage in quality time.	Dislikes it when young person tries to enjoy interactions – if any. Young person resigned or spends time on own. Carer's engagement for practical reasons only.
Carer's view					
Young Person's view					
Assessor's view					
Comments: (assessor/carer/young person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				

D) AREA OF CARE OF ESTEEM					
Sub-areas	1 – young person priority	2 – young person first	3 – young person and carer equal	4 – young person second	5 – young person not considered
1. STIMULATION					
	1) Interactive stimulation (talking to, engaging in activities)	1) Sufficient and of satisfactory quality.	1) Variable- adequate if usually doing own thing.	1) Scarce, even if doing nothing else.	1) Nil. Caregivers needs come first.
	2) Resources (items of uniform, sports equipment, books etc.) Plenty and good quality.	2) Provides all that is necessary and tries for more, makes do if unaffordable.	2) Essentials only. No effort to make do if unaffordable.	2) Lacking on essentials. Care givers needs come first.	2) Nil, unless provided by other sources- gifts or grants.
	3) Outings (taking the young person out for recreational purposes)	3) Enough age appropriate activities with young person .	3) Young person accompanies carer to appropriate locations/ activity - wherever carer decides.	3) Young person simply accompanies with no choice (e.g. shopping),	3) No outings for the young person, left to their own devices in the local area.
	4) Celebrations – both seasonal/religious and personal, with young person made to feel special.	4) Celebrations – both seasonal/religious and personal, with young person often made to feel special	4) Celebrations - both seasonal , religious and personal are low key.	4) Only seasonal/religious celebrations participated in but only low key. Doesn't make much effort for young person's birthdays.	4) Even seasonal festivities absent or dampened/spoiled. Birthdays never celebrated.
	5) Education – active interest in schooling and support at home. (see guidance notes)	5) Active interest in schooling, support at home when can.	5) Maintains schooling but little support at home even if has spare time. (see guidance notes)	5) Little effort to maintain schooling or mainly for other reasons like free meals etc) Not bothered or can even be discouraging if clashes with carer's needs.
	6) Sports and leisure – well organised outside school hours e.g. swimming, youth/community groups, etc.	6) All affordable support.	6) Little effort in finding out but takes up opportunities at doorstep.	6) Young person makes all the effort, carer not bothered.	6) Not bothered or can be even discouraging.
	7) Friendships – encouraged and checked out.	7) Carer offers some help to form suitable friendships.	7) Carer has an inconsistent approach to friendship choices.	7) Young person finds own friends, no help from carer unless reported to be bullied.	7) Not bothered even if young person is doing unsafe/unhealthy activity.

Carer's view - add young person's name(s) in appropriate box					
Young Person's view – add young person's name(s) in appropriate box					
Assessor's view – add young person's name(s) in appropriate box					
	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				

2. APPROVAL					
	Talks about the young person with delight/praise without being asked; generous emotional and material reward for any achievement.	Talks fondly about the young person when asked, generous praise and emotional reward, less of material reward.	Agrees with other's praise of the young person, low key praise and subdued emotional reward.	Uninterested if young person is praised by others, uninterested in young person achievement which is quietly acknowledged.	Undermines the young person if praised, achievements are not acknowledged. Reprimanded or mocking is the only response.
Carer's view					
Assessor's view					
Comments: (assessor/carer/ young person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				

3. DISAPPROVAL					
	Mild verbal and consistent disapproval if any set limit is crossed.	Consistent verbal disapproval, mild verbal sanctions if any set limits are crossed.	Inconsistent boundaries or methods. Abrupt, shouts or ignores for own convenience, mild physical and moderate other sanctions.	Inconsistent, shouts/verbally harsh, moderate physical, or severe other sanctions.	Terrorised, ridiculed, severe physical or cruel other sanctions.
Carer's view					
Assessor's view					
Comments: (assessor/carer/ young person)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				

4. ACCEPTANCE					
	Unconditional acceptance. Always warm and supportive even if young person is failing.	Unconditional acceptance, even if temporarily upset by young person's behavioural demand but always warm and supportive.	Annoyance at young person's failure; any demands from young person are less tolerated.	Unsupportive or rejecting if young person is failing or if behavioural demands are high. Accepts only if young person is not failing.	Uninterested if young person is achieving and rejects if makes mistakes or fails. Exaggerates young person's mistakes.
Carer's view					
Assessor's view					
Comments: (assessor/carer/ young person's)	Assessment 1 (date): Assessment 2 (date): Assessment 3 (date):				

Targeted Action Plan (please complete one per family per assessment)

Family Name _____

Session No.	Area of work	Who will do this?	Date completed
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

To add a new page for the Targeted Action Plan, left click underneath the table, then click the 'Insert' tab at the top of the page, select 'Quick Parts' and 'Targeted Action Plan'.

GRADED CARE PROFILE – Summary Sheet

Note: please complete one summary sheet per young person per assessment

Name (young person)		Main Carer(s):	
DOB:		Assessor's name & designation	
ID number:		Assessor's signature:	

ASSESSMENT DATE: _____

AREA	SUB AREA	Grades					COMMENTS
PHYSICAL CARE	1. Nutrition	1	2	3	4	5	
	2. Housing	1	2	3	4	5	
	3. Clothing	1	2	3	4	5	
	4. Hygiene	1	2	3	4	5	
	5. Health	1	2	3	4	5	
CARE OF SAFETY	1. In carer's presence	1	2	3	4	5	
	2. In carer's absence	1	2	3	4	5	
CARE OF LOVE	1. Carer	1	2	3	4	5	
	2. Mutual engagement	1	2	3	4	5	
CARE OF ESTEEM	1. Stimulation	1	2	3	4	5	
	2. Approval	1	2	3	4	5	
	3. Disapproval	1	2	3	4	5	
	4. Acceptance	1	2	3	4	5	



Children's, Young People and Families Services