



Graded Care Profile

Child's Name		Age		Date of Birth	
Worker's Name				Date Completed	
Parent/Carer Name				Reference Number	
Name of Agency					

Using the Graded Care Profile

The Graded Care Profile is an assessment tool which can be used to assist in the assessment of neglect. The tools will identify strengths and difficulties across a number of child development areas. It is likely to be triggered by concerns about the care the child is receiving. Whilst it may be focused on assessing difficulties, the Graded Care Profile also identifies strengths. Focusing on strengths assists the assessor to appreciate the potential that exists within the family for change and improvement. This potential will inform decisions about possible support or interventions to meet areas of need

The Home Conditions Assessment Tool can also be used to assess neglect. It focuses on the physical conditions of the home.

How to use the Graded Care Profile

- Work through the four areas, insert Physical Care, Safety, Responsiveness, Esteem ticking the description that best describes the care the child receives.
- Use the Scoring Grid at the end of each area section to record a baseline score for each item.
- Use the Scoring Grid to record an 'overall score' for each sub-area (this is either the average score or any score above 4 or 5).
- Use the Scoring Grid to record any areas that you consider should be flagged for attention/intervention.
- Use the Scoring Grid to record relevant comments/ evidence in relation to strengths and difficulties.
- Transfer the sub-area scores to the Summary Score sheets which are towards the end of the GCP.
- Use the 'Areas identified for improvement' sheet to identify the needs assessed and action/ interventions indicated.
- Record your decisions and further actions on the final sheet.
- Concerns and actions can then be incorporated into the care planning processes of the relevant agency or inserted into the Team around the Family or equivalent form.
- Guidance notes are available to support the use of this tool.

A

Area of Physical Care

Sub-areas

1

All Needs Met

2

Essential Needs Met

3

Some Essential Needs Unmet

4

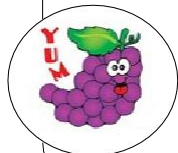
Many Essential Needs Unmet

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 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.

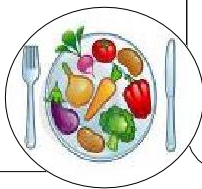
Well prepared and usually taking account of the child's needs.

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

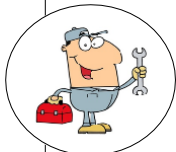
Many Essential Needs Unmet

5

Most/ all Essential Needs Unmet

2) Housing (The 'Home Conditions Assessment' tool provides considerably more detailed information)

A. Maintenance



Very well maintained. Additional features that benefit the child. e.g. insulation, double glazing, draught proofing and house safe for children.

Well maintained and some additional features. Efforts made to benefit the child only lacking if issues such as money interfere

No additional features but well maintained.

In disrepair. Some repairs could be carried out by the parents

Dangerous disrepair (exposed nails, live wires) and some repairs could be carried out by the parent/carer

B. Decor



Excellent. Child's development age and choice is evident.

Good. Some evidence of child's development age and choice.

In need of some decoration but age appropriate and reasonably clean.

In urgent need of decoration. Little or no evidence of age appropriate décor. Dirty.

In very urgent need of decoration with no evidence of age/taste appropriateness. Very dirty and/or an unpleasant smell.

C. Facilities



All essential facilities, central heating, shower and bath, play and learning space available.

Essential facilities. Effort to maximise benefit for the child. Lacking only due to practical constraints e.g. finance.

Essential to bare Little effort to maximise benefit to the child.

Essential to bare. Adult needs are met first and child needs met if anything is left.

Child dangerously exposed or not provided for e.g. lack of heating, electricity.

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.

A**Area of Physical Care**

Sub-areas

1

All Needs Met

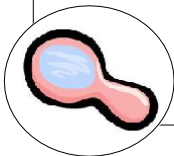
2Essential Needs
Met**3**Some Essential
Needs Unmet**4**Many Essential
Needs Unmet**5**Most/ all Essential
Needs Unmet**3) Clothing****A. Insulation e.g.
warm clothing**Well protected with
garments made from
good quality material.Well protected even
if garments are made
with poorer quality
material.Adequate 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**

Sub-areas

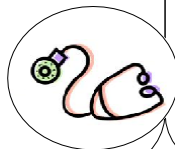
1
All Needs Met**2**
Essential Needs
Met**3**
Some Essential
Needs Unmet**4**
Many Essential
Needs Unmet**5**
Most/ all Essential
Needs Unmet**4) Hygiene****Child aged 0 - 4**Cleaned, bathed and hair cared for daily. Clean, bathed and hair cared for most days. Bathing is less regular but babies are usually clean. Older toddlers less so. Occasionally bathed but often can be dirty and hair can be uncared for. Rarely bathed, clean or hair cared for. **Child Aged 5 - 7**Some independence with keeping clean and bathing but always helped and supervised. Reminded to keep clean and bathe. Supervised and helped if needed. Not always reminded to keep clean and bathe or routinely monitored. Reminded only now and then with minimum supervision. No concerns shown about keeping personal hygiene. **Child Aged 7 +**Reminded, helped and monitored. Reminded regularly and followed up if not done. Sometimes reminded. Usually left to their own initiative. No concerns shown about personal hygiene.

A**Area of Physical Care**

Sub-areas

1

All Needs Met

2Essential Needs
Met**3**Some Essential
Needs Unmet**4**Many Essential
Needs Unmet**5**Most/ all Essential
Needs Unmet**5) Health****A. Opinion sought
and professional
advice given**Appropriate opinion
sought not only on
illnesses but also
other genuine health
matters. All advice
followed.Opinion sought on
issues of genuine
and immediate
concern about child
health. Advice
followed.Opinion sought on
illness of any
severity. Advice
followed.Help sought but
delayed even when
illness becomes
quite serious.Help sought but
delayed or ignored
even when illness
becomes critical or an
emergency. Advice
may be not followed.**B. Follow Up**All appointments
kept. Re-arranged if
there is a problem.Fails one in two
appointments
because they doubt
their importance or
have other pressing
practical priorities.Fails one in two
appointments even if
there are important
because it's
inconvenient for the
parent.Attends third time
after reminder.
Contests its
importance even if
it's of benefit to the
child.Fails a needed follow
up a third time
despite reminders.
Misleading or
doubtful
explanations.**C. Surveillance
and oversight of
health matters**Visits in addition to
the standard
checks. Up
to date with
immunisations unless
valid reservations.Up to date with
standard checks and
immunisation unless
parent refuses for
no obvious reason.Omissions for
reasons of adult's
personal convenience
but takes up if
persuaded.Omissions because
of carelessness,
accepts service if it
is provided at home.Clear disregard of
child's welfare.
Frustrates home
visits.

A**Area of Physical Care**

Sub-areas

1

All Needs Met

2Essential Needs
Met**3**Some Essential
Needs Unmet**4**Many Essential
Needs Unmet**5**Most/ all Essential
Needs Unmet**5) Health****D. Disability /
chronic illness (3
months after
diagnosis)**

Compliance with
treatment and
advice is excellent.
Any issues due to
differences of
opinion. Very good
affection shown.

Compliance is good.
Any issues relate to
practicality or
finance. Good
affection shown.

Compliance is
sometimes lacking
for no apparent
reasons.
Inconsistent
affection shown.

Compliance is
frequently lacking
and trivial reasons
offered as excuses.
Little affection
shown.

Serious compliance
failure. Medication
not given.
Inexplicable
deterioration. Any
affection appears
contrived.

Scoring Grid		1	2	3	4	5	Flagged for Attention	Overall Score
A1 Nutrition	A Nutrition Quality							
	B Nutrition Quantity							
	C Nutrition Preparation							
	D Nutrition Organisation							
A2 Housing	A Housing Maintenance							
	B Housing Décor							
	C Housing Facilities							
A3 Clothing	A Clothing Insulation							
	B Clothing Fitting							
	C Clothing Appearance							
A4 Hygiene	A Child Hygiene							
A5 Health	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 and evidence. The box is currently blank.

B**Area of Safety**

Sub-areas

1

All Needs Met

2Essential 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.Actions 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

2Essential 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
possible dangers
outdoors. E.g.
railway lines, ponds,
unsafe building, or
staying out 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**

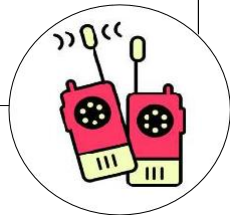
Sub-areas

1

All Needs Met

2Essential Needs
Met**3**Some Essential
Needs Unmet**4**Many Essential
Needs Unmet**5**Most/ all Essential
Needs Unmet**1) In Presence of Parent****D. Safety
Features**

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)



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.

Most essential features. Improvisation and DIY safety features when they cannot be afforded.

Lacking in essential features, very little improvisation or DIY is ineffective.

No safety features and some hazards through lack of repair or concerns.

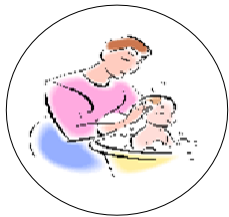
No safety features and dangerous hazards or disrepair. E.g. exposed electric wires and sockets, unsafe or broken windows, dangerous household chemicals or no smoke alarms.

B**Area of Safety**

Sub-areas

1

All Needs Met

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

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						
	B2 Safety in Absence of Parents	In the Care of Others						

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

2Essential 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

<p>A. Overtures - two way communication</p>	<p>Two way with parent usually going first and engaging child.</p> <p><input type="checkbox"/></p>	<p>Equally positive by both. Parent responds even if the child is defiant.</p> <p><input type="checkbox"/></p>	<p>Approaches mainly by child and, sometimes by the carer. Negative response if the child's behaviour is defiant.</p> <p><input type="checkbox"/></p>	<p>Mainly by the child. Seldom by the carer.</p> <p><input type="checkbox"/></p>	<p>Child appears resigned or apprehensive and does not make approaches.</p> <p><input type="checkbox"/></p>
<p>B. Quality</p> 	<p>Both engage and enjoy it. Frequent pleasure shown.</p> <p><input type="checkbox"/></p>	<p>Both engage and enjoy it. Pleasure is usually shown.</p> <p><input type="checkbox"/></p>	<p>Sometimes engaged and pleasure shown. The child gets most enjoyment and the carer passively joins in and occasionally gets enjoyment.</p> <p><input type="checkbox"/></p>	<p>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.</p> <p><input type="checkbox"/></p>	<p>Dislikes approaches by the child. Child is resigned or plays on its own. Carer engages only if told to do so.</p> <p><input type="checkbox"/></p>

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	C1 Carer	A Sensitivity						
		B Timing of response						
		C Appropriate responsiveness to the child						
	C2 Mutual Engagement	A Overtures two way communication Awareness						
		B Quality						


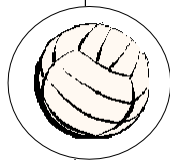
Comments / Evidence (e.g. what you have observed). Recording strengths as well as the difficulties ensure that the potential of the family to change is recognised and their achievements built upon.

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
-----------	--------------------	--------------------------	---------------------------------	---------------------------------	--------------------------------------

1) Stimulation


<p>Age 0 - 2 years</p> 	<p>A great deal of appropriate stimulation. E.g. talking, touching, reading & 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>Age 2 - 5 years 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>Age 2 - 5 years 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 <i>Outings</i> taking the child out for recreational purposes	Frequent visits to child centred places both locally and further away. <input type="checkbox"/>	Enough visits to child centred places locally (e.g. parks) and occasionally further away. <input type="checkbox"/>	Child accompanies carer going where carer decides but usually in child friendly places. <input type="checkbox"/>	Child accompanies carer e.g. local shopping. Plays outside and outings to keep up with others. <input type="checkbox"/>	No outings for the child. May play in the street if carer goes out locally e.g. to pub. <input type="checkbox"/>
Age 2 - 5 years iv <i>Celebrations</i> seasonal and personal.	Notable, happy, fun and appropriate. <input type="checkbox"/>	Very good but may be limited e.g. by finances. <input type="checkbox"/>	Mainly seasonal and low key personal e.g. birthdays. <input type="checkbox"/>	Only seasonal. Low key to keep up with other people. <input type="checkbox"/>	Even seasonal festivities absent or dampened. <input type="checkbox"/>
Age 5+ years Education 	Active interest in school which is supported at home. <input type="checkbox"/>	Active interest in school. Support at home when carer is free of essential tasks. <input type="checkbox"/>	Some interest in school. but little support at home, even if carer has spare time. <input type="checkbox"/>	Little interest and poor support in school. Interest for other reasons e.g. free meals. <input type="checkbox"/>	Disinterested or even discouraging. <input type="checkbox"/>
Age 5+ years ii <i>Sports and leisure</i>	Well organised outside school hours e.g. clubs and swimming. <input type="checkbox"/>	All support that is affordable. <input type="checkbox"/>	Not active in finding activities, but will use local facilities. <input type="checkbox"/>	Child finds activities for themselves Parent/carer is indifferent. <input type="checkbox"/>	Disinterested even if the child is involved in other unsafe or unhealthy activities. <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 5+ years iii <i>Peer/friend interaction</i>	Assisted and new friends checked. <input type="checkbox"/>	Some assistance and new friends checked. <input type="checkbox"/>	Supports if a child is from a family who are friendly with carer. <input type="checkbox"/>	Child finds own friends. No help from carer unless serious problems e.g. bullying. <input type="checkbox"/>	Disinterested, indifferent or even discouraged. <input type="checkbox"/>
Age 5+ years iv <i>Provision equipment</i>	Fully provided e.g. sports gear or computer. <input type="checkbox"/>	Well provided and tries to provide more. <input type="checkbox"/>	Some limited provision. <input type="checkbox"/>	Poor provision. <input type="checkbox"/>	No provision made and even discouraged. <input type="checkbox"/>

2) Approval

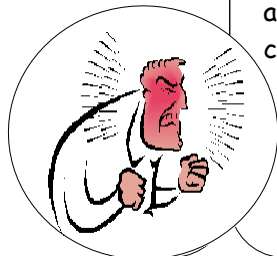
Reward and Approval 	Talks about the child with pleasure and praises without prompting. Appropriate emotional and practical rewards for achievement. <input type="checkbox"/>	Talks fondly about the child when asked. Generous praise and emotional reward, less practical reward e.g. financial constraints. <input type="checkbox"/>	Agrees with other people's praise of the child. Gives low key praise and some emotional rewards. <input type="checkbox"/>	Uninterested if the child is praised by others. Indifferent to the child's achievement which is only briefly acknowledged. <input type="checkbox"/>	Undermines if the child is praised. Achievements are not acknowledged. Reprimanded or mocking is the only response. <input type="checkbox"/>
-------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------

D**Area of Esteem**

Sub-areas

1

All Needs Met

2Essential Needs
Met**3**Some Essential
Needs Unmet**4**Many Essential
Needs Unmet**5**Most/ all Essential
Needs Unmet**3) Disapproval****Disapproval and
Sanctions**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
Support**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	D1 Stimulation	Age 0 - 2 years						
		Age 2-5 Interactive stimulation						
		Age 2-5 Toys and gadgets						
		Age 2-5 Outings						
		Age 2-5 Celebrations						
		Age 5+ Education						
		Age 5+ Sports and leisure						
		Age 5+ Peer/friend interaction						
		Age 5+ Provision of equipment						
	D2 Approval	D2 Reward and Approval						
D3 Disapproval	D3 Disapproval and Sanctions							
D4 Acceptance	D4 Unconditional Support							

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 positioned below the text header and occupies most of the page's width and height.

Graded Care Profile (GCP) - Summary Scores

Area	Sub-Area	Sub-Area Score
A Physical	1. Nutrition	
	2. Housing	
	3. Clothing	
	4. Hygiene	
	5. Health	
B Safety	1. In Carer's Presence	
	2. In Carer's Absence	
C Responsiveness	1. Carer	
	2. Mutual Engagement	
D 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. If these indicate a safeguarding concern, 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

Choose one or more of the following options:

Child Protection Concerns, refer to Children’s Social Services	<input type="checkbox"/>
Undertake ongoing work with this family	<input type="checkbox"/>
Undertake joint ongoing work with this family with other agencies.	<input type="checkbox"/>
Not appropriate for this agency – refer to another agency	<input type="checkbox"/>
No further action	<input type="checkbox"/>

Arrange a further visit to monitor progress	Planned Visit <input type="checkbox"/>
	Unplanned Visit <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"/>

Parent Signature(s)	
Worker's Signature	

Manager's Comments	
Manager's Signature	