

Adapted from The Graded Care Profile designed by Dr Leon Polnay and Dr O P Srivastava,

Bedfordshire and Luton Community NHS Trust and Luton Borough Council.

This document is intended to be used for children  
from 0-11yrs of age, up to the end of school year 6

**THE GRADED CARE PROFILE (GCP)**

**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 child supervision.**

**C) AREA OF CARE OF LOVE, such as the relationship between the   
carer and the child.**

**D) AREA OF CARE OF ESTEEM, such as if the child 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 children on each individual area, and provide direction and information to support improvements within the family unit.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of child(ren): | Date of birth |  | Name(s) of parent(s)/carer(s): |  | |
|  |  |  | Relationship to child(ren): |  | |
|  |  |  | 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 child’s name(s) & overall grade.** | | **B) Area of Safety - add child’s name(s) & overall grade.** | | **C) Area of Love - add child’s name(s) & overall grade.** | | **D) Area of Self Esteem - add child’s name(s) & overall grade.** | |
|  |  |  |  |  |  |  |  |
| Assessment 2 (date): | **A) Area of Physical Care - add child’s name(s) & overall grade.** | | **B) Area of Safety - add child’s name(s) & overall grade.** | | **C) Area of Love - add child’s name(s) & overall grade.** | | **D) Area of Self Esteem - add child’s name(s) & overall grade.** | |
|  |  |  |  |  |  |  |  |
| Assessment 3 (date): | **A) Area of Physical Care - add child’s name(s) & overall grade.** | | **B) Area of Safety - add child’s name(s) & overall grade.** | | **C) Area of Love - add child’s name(s) & overall grade.** | | **D) Area of Self Esteem - add child’s name(s) & overall grade.** | |
|  |  |  |  |  |  |  |  |

# Graded Care Profile – Assessment Tool

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A) AREA OF PHYSICAL CARE – To include: Nutrition, Housing, Clothing, Hygiene and Health.** | | | | | |
| **Sub-areas** | **1 – Child priority** | **2 – Child first** | **3 – Child and carer equal** | **4 – Child second** | **5 – Child not considered** |
| 1. NUTRITION | | | | | |
| **1.a. Quality** | **Aware and thinks ahead; provides excellent quality food & drink (5 food groups).** | **Aware and manages to provide reasonable quality food and drink (3-4 food groups).** | **Provision of reasonable quality food, inconsistent through lack of awareness or effort (at least 3 food groups).** | **Provision of poor quality food through lack of effort; only occasionally of reasonable quality if pressurised.** | **Quality not a consideration at all or lies about quality.** |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.b. Quantity** | **Enough food all 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** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.c. Preparation** | **Always carefully prepared or cooked for the child.** | **Well prepared for the family. Always thinking of the child’s needs.** | **Prepared mainly to meet the parent’s needs, the child’s needs sometimes met.** | **Often little preparation, the child’s needs and tastes are not accommodated or the child**  **inappropriately prepares**  **their own.** | **Hardly ever any preparation. Child lives on snacks, cereals or takeaways. Child is expected to prepare their own food.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.d. Organisation** | **Meals carefully organised – seating, timing, and manners.** | **Well organised, often seating together, regular timing  of meals.** | **Poorly organised, irregular timing, improper seating.** | **Ill organised, no clear**  **meal time.** | **Chaotic – eat when and what one can.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2. Housing | | | | | |
| **2.a. Maintenance** | **Very well maintained additional features that benefit the child  e.g. insulation, double glazing, draught proofing and house safe for child.** | **Well maintained and some additional features, efforts made to benefit the child are only lacking if issues such as money.** | **No additional features but well maintained.** | **In disrepair – but could be repaired easily.** | **Dangerous disrepair – but could be repaired easily (exposed nails, live wires).** |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **2.b. Décor** | **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 reasonably clean and age appropriate.** | **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 unpleasant smell.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **2.c. Facilities**  **(including bedding)** | **Essential and additional  fixtures and fittings – good heating, shower and bath, play and learning space.** | **All essential fixtures and  fittings, effort to consider the child. If lacking due to  practical constraints.  (Child comes first).** | **Essential to bare – no effort to consider the child.** | **Adults need for safety, warmth & entertainment come first.** | **Child dangerously exposed or not provided for. No bedding or wet/dirty bedding. Includes lack of heating & electricity.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |
| **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.** | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3. Clothing | | | | | |
| **3.a. Warmth** | **Well protected with high  quality clothes.** | **Well protected with, even with cheaper clothes.** | **Adequate to variable weather protection.** | **Inadequate weather  protection.** | **Dangerously exposed to weather conditions.** |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **3.b. Fitting**  **(including shoes)** | **Excellent fitting.** | **Proper fitting, even if handed down.** | **Clothes a little too large or small.** | **Clothes clearly too large or small.** | **Completely inadequate fit.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **3.c. Appearance**  **age 5+** | **Appears almost new, clean and cared for.** | **Appears to look clean and  cared for.** | **Appears ok but not always clean and cared for.** | **Appears worn, sometimes dirty and crumpled.** | **Appears to be dirty, badly worn and crumpled/and or  unpleasant odour.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4. Hygiene | | | | | |
| **4.a. Age 0 to 4** | **Cleaned, bathed and hair brushed more than once a day, teeth are cleaned.** | **Cleaned, bathed and hair brushed more than once a day, teeth are cleaned 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  uncared for.** | **Rarely bathed, cleaned or hair cared for. Teeth rarely brushed.** |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **4.b. Aged 5-10** | **Some independence at above tasks but always helped and supervised.** | **Reminded to keep clean and bathe. Supervised and helped if needed.** | **Not always reminded to keep clean, or routinely monitored.** | **Reminded only now and then, minimum supervision.** | **No concerns shown about keeping personal hygiene.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **4.c. Age 11+** | **Reminded, checked and helped if asked.** | **Reminded regularly and checked if lapses.** | **Irregularly reminded. Products/toiletries not always provided.** | **Left to their own initiatives.  Minimum and inconsistent  provision of toiletries.** | **No concern.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 5. Health | | | | | |
| **5.a. Opinion sought** | **Appropriate opinions sought, not only on illness but also genuine health matters.** | **Opinions sought on issues of genuine and immediate  concern about a child’s health. Advice followed.** | **Opinions sought on illness of any severity and advice  followed.** | **Help sought but help delayed, even when illness becomes quite serious.** | **When illness becomes critical (emergencies) or even  that ignored.** |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **5.b. Follow up.** | **All appointments kept. Rearranges if problems.** | **Fails one in two appointments because they doubt their importance or have pressing practical priorities.** | **Fails one in two appointments even if they are important, because it is inconvenient for the parent.** | **Attend third time after reminder. Doubts its usefulness even if it is of clear benefit to the child.** | **Discharged from a service, which is vital to the child through failure to attend the appointment, or misleading explanations.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **5.c. Health checks and immunisation.** | **Visits in addition to scheduled health checks. Up to date with immunisation (unless genuine reservations).** | **Up to date with scheduled health checks and immunisations  (unless exception or practical problems). Plans in place to address this.** | **Omission for reasons of personal inconvenience; takes up if persuaded.** | **Omissions because of carelessness, accepts the service if it is provided at home.** | **Clear disregard of child’s welfare. Blocks home visits.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **5.d. Disability/chronic illness (3 months**  **after diagnosis/illness).** | **Compliance excellent, (any lack is due to difference of opinion). Compassion for child’s needs.** | **Any lack of compliance is due to pressing practical reason. Compassion for child’s needs.** | **Compliance is lacking from time to time for no pressing reason (excuses). Shows some compassion for child’s needs.** | **Compliance frequently lacking and trivial reasons offered as  excuses, little affection shown.** | **Serious compliance failure (medication not given for no reason), can lie, (inexplicable deterioration). Shows no compassion for child’s needs.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view |  |  |  |  |  |
| Assessor’s view |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |
| **Compliance = following professional advice at any venue and carrying out advice given.** | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **B) AREA OF CARE OF SAFETY – to include how safe the home is, road safety and child supervision.** | | | | | |
| **Sub-areas** | **1 – Child priority** | **2 – Child first** | **3 – Child and carer equal** | **4 – Child second** | **5 – Child not considered** |
| 1. SAFETY IN CARER’S PRESENCE | | | | | |
| **1.a. Quality** | **Very aware of appropriate safety and risk issues.** | **Aware of important  safety issues.** | **Poor awareness of safety  and risk except for  immediate danger.** | **Rarely notices safety or  risk issues.** | **Unconcerned about safety  and risks.** |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.b. Pre-mobility age** | **Very cautious with handling and laying down. Rarely  unattended.** | **Cautious whilst handling and laying down, frequent checks if unattended.** | **Careless handling, frequently unattended when laid in the house.** | **Unsafe handling; unattended even during care chores (e.g. bottle left in mouth).** | **Dangerous handling, left  dangerously unattended during care chores like bathing.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.c. In practice: Acquisition of mobility** | **Constant attention to safety and effective measures against any perceived dangers when up and about.** | **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 (e.g. dangerously hot iron nearby).** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.d. In practice: Infant school children**  **aged 4 - 7** | **Close supervision indoors  and outdoors.** | **Supervision indoors, no direct supervision outdoors if known to be at a safe place.** | **Little supervision indoors or outdoors, acts if in noticeable danger.** | **No supervision; intervenes after mishaps; which soon lapses again.** | **Minor mishaps ignored or the child is blamed; intervenes casually after major mishaps.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.e. In practice: Junior School – children aged  7 - 11** | **Allows out in known safe surroundings within appointed time. Checks if goes beyond set boundaries.** | **Can allow out in unfamiliar surroundings if thought to be safe and in knowledge. Reasonable time limit. Checks if worried.** | **Not always aware of whereabouts outdoors; believing child is safe as long as returns in time.** | **Not bothered about daytime outings; only concerned about late nights in case of child younger than 13.** | **Not bothered despite knowledge of dangers outdoors, railway lines, ponds, unsafe buildings, or staying away until late evening/nights.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.f. In traffic:**  **Children age 0 – 4** | **Well secured in the pram, harnesses, or walking at child’s pace, holding their hand.** | **3-4 year old allowed to walk but close by, always in vision, hand held if necessary (e.g. in a. crowd).** | **Infants not secured in pram. 3-4 year old expected to catch up with adult when walking, glances back now and then if left behind.** | **Babies not secured in pram, 3-4 year olds left behind when walking or dragged with irritation.** | **Babies & toddlers unsecured, careless with pram. 3-4 year old left to wander unsupervised.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.g. Traffic:**  **Children aged 5 and above** | **5-10 year old escorted by adult crossing a busy road walking close together.** | **5-8 year old allowed to cross road with a 13+ year old child in charge: 8-9 years allowed to cross alone if they reliably can.** | **5-7 year olds allowed to cross with an older child (but below 13) and simply watched: 8-9 crosses alone.** | **5-7 year old allowed to cross a busy road alone in belief that they can.** | **A child, 7, crosses a busy road alone without any concern or thought.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.h. Safety features** | **Abundant features, gate, guards, drug lockers, electrical safety devices, intercom to listen to the baby, safety with garden pond and pool etc.** | **Essential features- secure doors, windows and any heavy furniture item, safe gas and electrical appliances, drugs and toxic chemicals out of reach, smoke alarm. Improvisation and DIY if cannot afford.** | **Lacking in essential features, very little improvisation or DIY (done too casually to be effective).** | **No safety features. Some possible hazards due to disrepair (tripping hazard due to uneven floor, unsteady heavy fixtures, unsafe appliances).** | **Definite hazard for disrepair, exposed electric wires and sockets, unsafe windows (broken glass), dangerous chemicals carelessly lying around.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2. SAFETY IN CARER’S absence | | | | | |
|  | **Child is left in care of a competent and safe adult, never in sole care of a young person under 16.** | **Out of necessity a child aged 1-12 is left with a young person over 13 who is familiar and has no significant problem, for no longer than necessary. Above arrangement applies to a baby only in an urgent situation.** | **For recreational reason leaves a 0-9 year old with a child aged 10-13 or a person known to be unsuitable.** | **For recreational reason a 0-7 year old is left with an 8-10 year old or an unsuitable person.** | **Leaves a 0-7 year old alone or in the company of a relatively older but less than 8 year old child or an unsuitable person.** |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **C) AREA OF CARE OF LOVE** | | | | | |
| **Sub-areas** | **1 – Child priority** | **2 – Child first** | **3 – Child and carer equal** | **4 – Child second** | **5 – Child not considered** |
| 1. CARER | | | | | |
| **1.a. Sensitivity** | **Looks for or picks up subtle signals, verbal or nonverbal expression or mood.** | **Understands clear signals – distinct verbal or clear nonverbal expression.** | **Not sensitive enough –  messages and signals have to be intense to make an impact (e.g. child cries).** | **Quite insensitive – needs repeated or prolonged intense signals e.g. screaming.** | **Insensitive to even sustained intense signals or dislikes child.** |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.b. Timing of**  **response.** | **Responds at time of signals or even before in anticipation.** | **Responds mostly at time of signals, except when occupied by essential chores.** | **Does not respond at time of signals if during own leisure activity. Responds at time of signals if fully unoccupied or child in distress.** | **Even when child in distress,  responses delayed.** | **No responses unless a clear mishap for fear of being accused.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.c. Reciprocation (quality)** | **Responses fit with the signal from the child, both emotionally (warmth) and materially (food, nappy change). Can get over stressed by distress signals from child.** | **Material responses (treats etc.) lacking but emotional responses warm and reassuring.** | **Emotions warm towards the child if in good mood (not burdened by strictly personal problem), otherwise flat.** | **Emotional response brisk and flat. Annoyance if child in moderate distress but attentive if in severe distress.** | **Disliking and blaming, even if child in distress; acts after a serious mishap mainly to avoid being accused. Any warmth/guilt not genuine.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2. MUTUAL ENGAGEMENT | | | | | |
| **2.a. Beginning interactions** | **Carer starts interactions with child. Child starts interactions with carer. Carer does this more often.** | **Carer starts interactions with child. Child starts interactions with carer. Equal frequency. Positive attempt by carer even if child is defiant.** | **Child mainly starts  interactions. Sometimes the carer. Carer negative if child’s behaviour is defiant.** | **Child mainly starts interactions. Not very often the carer.** | **Child does not attempt to start interaction with carer. Carer does not start interactions with child. Child appears resigned or apprehensive.** |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **2.b. Quality** | **Frequent pleasure of engagement, both enjoy it, carer may seem to enjoy a bit more.** | **Quite often and both enjoy equally.** | **Less often engaged for pleasure, child enjoys more. Carer passively joins in getting some enjoyment at times.** | **Engagement mainly for a practical purpose. Indifferent when child attempts to engage for pleasure. Child can get some pleasure (attempts to sits on knees, tries to show a toy).** | **Dislikes it when child tries to enjoy interactions. If any. Child resigned or plays on own. Carers engagement for practical reasons only (dressing, feeding).** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |
| **Caution: If child has temperamental/behavioural problems, scoring in this sub-area (mainly 2.b. Quality) can be affected unjustifiably.**  **Scoring should be done on the basis of score in area of ‘carer’ (C.1.) alone and problem noted as comments.** | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **D) AREA OF CARE OF ESTEEM** | | | | | |
| **Sub-areas** | **1 – Child priority** | **2 – Child first** | **3 – Child and carer equal** | **4 – Child second** | **5 – Child not considered** |
| 1. SAFETY IN CARER’S PRESENCE | | | | | |
| **1.a. Age 0-2 years** | **Plenty of appropriate stimulation (talking, touching, looking). Plenty of appropriate toys.** | **Adequate and appropriate stimulation, some positive educational toys.** | **Inadequate and inappropriate, baby left alone while carer does what they want;  sometimes interacts with baby.** | **Baby left alone while carer does what they want; unless baby demands attention.** | **Absent, even mobility restricted (confined in chair/pram) for carer’s convenience. Cross if baby demands attention.** |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.b. Age 2-5 years** | **1) Interactive stimulation  (talking to, playing with,  reading stories and topics) plenty and good quality.   2) Toys and gadgets (items of uniform, sports equipment, books etc.) Plenty and good quality.  3) Outings (taking the child out for recreational purposes) – frequent visits to child centred place locally and away.  4) Celebrations – both  seasonal and personal, with child made to feel special.** | **1) Sufficient and of satisfactory quality.  2) Provides all that is necessary and tries for more, makes do if unaffordable.  3) Enough visits to child centred place locally (e.g. parks)  occasionally away (e.g.  Legoland, zoos).  4) Equally keen and eager but less showy.** | **1) Variable- adequate if  usually doing own thing.  2) Essentials only. No effort to make do if unaffordable.  3) Child accompanies carer wherever carer decides,  usually child friendly places.  4) Mainly seasonal  (Christmas) low key personal  (birthdays).** | **1) Scarce, even if doing  nothing else.  2) Lacking on essentials.  3) Child simply accompanies – holidays or locally (e.g.  shopping), plays out doors  in neighbourhood.  4) Only seasonal - low key to keep up with the rest.** | **1) Nil.  2) Nil, unless provided by other sources- gifts or grants.  3) No outings for the child, may play in the street but carer goes out locally e.g. to pub with friends.  4) Even seasonal festivities absent or dampened.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

| **1.c. Age 5 - 11 years** | **1) Education – active interest in schooling and support at home.   2) Sports and leisure – well organised outside school hours e.g. swimming, youth/community groups, etc.  3) Friendships – encouraged and checked out.  4) Provision – stylish e.g. sports gear, computers** | **1) Active interest in schooling, support at home when can.  2) All affordable support.  3) Carer offers some help.  4) Well provided and tries to provide more if could.** | **1) Maintains schooling but little support at home even if has spare time.  2) Little effort in finding out but takes up opportunities at doorstep.  3) Accepts if a friend is from a supportive family with carer.  4) Poorly provided.** | **1) Little effort to maintain schooling or mainly for other reasons like free meals etc.  2) Child makes all the effort, carer not bothered.  3) Child finds own friends, no help from carer unless reported to be bullied.  4) Under provided.** | **1) Not bothered or can even be discouraging if clashes with parental needs.  2) Not bothered or can be even discouraging.  3) Not bothered even if child is  doing unsafe/unhealthy activity.  4) No provision.** |
| --- | --- | --- | --- | --- | --- |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |
| **NOTE: Whichever describes the case best should be ticked as the score; in the event of a tie choose the higher score.** | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2. Approval | | | | | |
|  | **Talks about the child with delight/praise without being asked; generous emotional and material reward for any achievement.** | **Talks fondly about the child when asked, generous praise and emotional reward, less of material reward.** | **Agrees with other’s praise of the child, low key praise and damp emotional reward.** | **Uninterested if child is praised by others, uninterested to child’s achievement which is quietly acknowledged.** | **Undermines the child if praised, achievements are not acknowledged. Reprimanded or mocking is the only response.** |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3. DISApproval | | | | | |
|  | **Mild verbal and consistent disapproval if any set limit is crossed.** | **Consistent terse verbal, mild physical, mild verbal sanctions if any set limits are crossed.** | **Inconsistent boundaries or methods. Terse/shouts or ignores for own convenience, mild physical and moderate other sanctions.** | **Inconsistent, shouts/verbally harsh, moderate physical, or severe other sanctions.** | **Terrorised. Ridicule, severe physical or cruel other sanctions.** |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | Assessment 1 (date):  Assessment 2 (date):  Assessment 3 (date): | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4. ACCEPTANCE | | | | | |
|  | **Unconditional acceptance. Always warm and supportive even if child is failing.** | **Unconditional acceptance, even if temporarily upset by child’s behavioural demand but always warm and supportive.** | **Annoyance at child’s failure; any demands from child are less tolerated.** | **Unsupportive or rejecting if child is failing or if behavioural demands are high. Accepts if child is not failing.** | **Uninterested if child is achieving and rejects if makes mistakes or fails. Exaggerates child’s mistakes.** |
| Carer’s view - add child’s name(s) in appropriate box |  |  |  |  |  |
| Assessor’s view – add child’s name(s) in appropriate box |  |  |  |  |  |
| Comments:  (Assessor/ Carer/ Child) | 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 child per assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Name (child) |  | Main Carer(s): |  |
| DOB: |  | Assessor’s Name: |  |
| 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 | |  |

To add a new page for the Summary sheet, left click underneath the table, click the ‘Insert’ tab at the top of the page, select ‘Quick Parts’ and then click ‘Graded Care Profile.’

# Notes

