



GRADED CARE PROFILE

Child's Name		Date of Birth		Age	
Agency		Date completed		Client Number	

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 focussed on assessing difficulties, the Graded Care Profile also identifies strengths. Focussing 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 Graded Care Profile has been adopted by the Children's Safeguarding Partnership Board in Cambridgeshire where neglect is an area of concern for a child's welfare. The 'tools' can be used across the Effective Support for Children and Families Continuum of Need and by professionals from various agencies.

How to use the Graded Care Profile:

- Work through the four areas, ticking the description that best describes the care that 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 (see Summary Guidance)
- 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
- Use the 'Areas flagged for intervention' sheet to identify the needs assessed and action/ interventions indicated.
- Record your decisions and further actions on the final sheet.
- Needs and interventions can then be incorporated into the care planning processes of the relevant agency or inserted into the Early Help 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



Consistently provides good quality and healthy food and drink

Provides reasonable quality and healthy food and drink but not always consistently

Quality of food varies

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 or inappropriate feeding

Not enough/too much 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 to eat food. Babies' food well prepared and eye contact during feeding.

Well organised, family often eating together, regular timing of meals. Some understanding of baby's needs during feeding.

Organised sometimes, irregular timing

Not well organised, no clear meal times.

Chaotic, eat when and whatever food is there.

A

Area of Physical Care



Sub-areas

1
All Needs Met

2
Essential Needs
Met

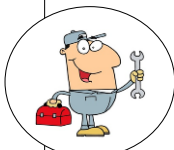
3
Some Essential
Needs Unmet

4
Many Essential
Needs Unmet

5
Most/ all Essential
Needs Unmet

2) Housing

A. Maintenance



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

Reasonably 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. Decoration

*(relates to house
generally and child's
bedroom)*

Good, clean showing
evidence of care.
Child's bedroom has
age appropriate
decor

Showing evidence of
being kept clean and
with some evidence
of child's
development age and
choice.

In need of some
decoration but kept
reasonably clean.



In urgent need of
decoration. Grubby
very untidy and
cluttered.

In very urgent need
of decoration. Very
chaotic and dirty
and/or an unpleasant
smell.

C. Facilities



All essential
facilities in good
working order and
there is play and
learning space.


Essential facilities.
Effort to maximise
benefit for the
child.


Very sparse. Little
effort to maximise
benefit to the child.

Very bare. Adult
needs are met first
and child needs met
if anything is left.
Bathing facilities
very poor

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



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	2 Essential Needs Met	3 Some Essential Needs Unmet	4 Many Essential Needs Unmet	5 Most/ all Essential Needs Unmet	
3) Clothing						
A. Insulation e.g. harm, warm clothing	Well protected with appropriate garments. <input type="checkbox"/>	Mostly well protected <input type="checkbox"/>	Adequate to variable weather protection. <input type="checkbox"/>	Inadequate weather protection. <input type="checkbox"/>	Dangerously inadequate. Child is exposed to bad weather. <input type="checkbox"/>	
B. Fitting	Clothing fits very well <input type="checkbox"/>	Most items of clothing fit well. <input type="checkbox"/>	Sometimes inadequate fit but seen as important <input type="checkbox"/>	Often inadequate fit. <input type="checkbox"/>	Completely inadequate fit. <input type="checkbox"/>	
C. Appearance	Clothes always very clean and well cared for. How child looks is important to parent <input type="checkbox"/>	Usually clean and cared for. <input type="checkbox"/>	Not always clean or cared for. <input type="checkbox"/>	Appears worn, sometimes dirty and crumpled. <input type="checkbox"/>	Appears to be dirty, badly worn and crumpled/and or unpleasant odour. <input type="checkbox"/>	

A Area of Physical Care 

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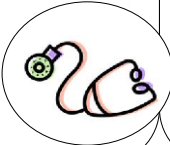
4) Hygiene


<p>Child aged 0 - 4</p> 	<p>Always appears clean and bathed and hair is clean and clearly cared for daily. <input type="checkbox"/></p>	<p>Usually appears clean, bathed and hair usually clean and brushed. <input type="checkbox"/></p>	<p>Presentation is varied. and/or babies are usually clean. Older toddlers less so. <input type="checkbox"/></p>	<p>Often but not always appears dirty and hair and nails seem uncared for. <input type="checkbox"/></p>	<p>Always appears with dirty skin, hair and nails seen Rarely bathed, clean or hair cared for. <input type="checkbox"/></p>
<p>Child Aged 5 - 7</p>	<p>Some independence with keeping clean and bathing but always helped and supervised. <input type="checkbox"/></p>	<p>Usually reminded to keep clean and bathe. Supervised and helped if needed. <input type="checkbox"/></p>	<p>Sometimes but not always reminded to keep clean and bathe Not always routinely monitored. <input type="checkbox"/></p>	<p>Reminded only now and then with minimum supervision. <input type="checkbox"/></p>	<p>No concerns or interest shown about keeping personal hygiene. <input type="checkbox"/></p>
<p>Child Aged 7 +</p> 	<p>Reminded, helped and monitored. <input type="checkbox"/></p>	<p>Reminded regularly and followed up if not done. <input type="checkbox"/></p>	<p>Sometimes reminded. <input type="checkbox"/></p>	<p>Usually left to their own initiative. <input type="checkbox"/></p>	<p>No concerns shown about personal hygiene. <input type="checkbox"/></p>

A Area of Physical Care 

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


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


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	
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. <input data-bbox="728 949 772 981" type="checkbox"/>	Compliance is good. Any issues relate to practicality or finance. Good affection shown. <input data-bbox="1064 949 1108 981" type="checkbox"/>	Compliance is sometimes lacking for no apparent reasons. Inconsistent affection shown. <input data-bbox="1377 949 1422 981" type="checkbox"/>	Compliance is frequently lacking and trivial reasons offered as excuses. Little affection shown. <input data-bbox="1702 949 1747 981" type="checkbox"/>	Serious compliance failure. Medication not given. Inexplicable deterioration. Any affection appears contrived. <input data-bbox="2038 949 2083 981" type="checkbox"/>	

Area of Physical Health

Record Sheet		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.


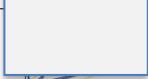
B	Area of Safety										
Sub-areas	1 All Needs Met	2 Essential Needs Met	3 Some Essential Needs Unmet	4 Many Essential Needs Unmet	5 Most/ all Essential Needs Unmet						
1) In Presence of Parent											
A. General awareness of Safety	Very aware of appropriate safety and risk issue boundaries in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

B Area of Safety 

Sub-areas	1 All Needs Met	2 Essential Needs Met	3 Some Essential Needs Unmet	4 Many Essential Needs Unmet	5 Most/ all Essential Needs Unmet
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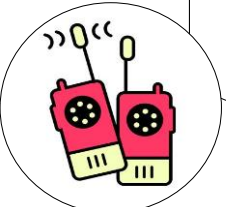
1) In Presence of Parent


<p>B. Practice Junior and Senior School</p> 	<p>Allows out in known safe surroundings with agreed time limits and checks.</p> <input type="checkbox"/>	<p>Allows out in unfamiliar surroundings if felt to be safe. Sets reasonable time limits and checks.</p> <input type="checkbox"/>	<p>Not always aware of whereabouts outdoors. Believing it is safe as long as the child returns on time.</p> <input type="checkbox"/>	<p>Unconcerned about daytime outings but concerned about late nights in case of child younger than 13.</p> <input type="checkbox"/>	<p>Unconcerned despite knowledge of dangers outdoors. E.g. railways, ponds, unsafe building, or staying away until late evening.</p> <input type="checkbox"/>
<p>C. Traffic Age 0-4</p> 	<p>Well secured in the pushchair or pram or walks at child's pace with hand firmly held.</p> <input type="checkbox"/>	<p>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.</p> <input type="checkbox"/>	<p>Infants not secured in pram. 3 to 4 year old expected to keep up with adult when walking. Occasional glance back if left behind.</p> <input type="checkbox"/>	<p>Babies not secured in pushchair. 3 to 4 year old child left far behind when walking.</p> <input type="checkbox"/>	<p>Babies, toddlers unsecured, careless with pram or pushchair. 3 to 4 year old child left to wander unsupervised.</p> <input type="checkbox"/>
<p>C. Traffic Age 5 and above</p>	<p>5 to 10 year old escorted by adult when crossing a busy road. Walk closely together.</p> <input type="checkbox"/>	<p>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.</p> <input type="checkbox"/>	<p>5-7 year old allowed to cross with a child who is under 13. 8-9 year old allowed to cross alone.</p> <input type="checkbox"/>	<p>5-7 year old allowed to cross a busy road alone because they are believed to be safe.</p> <input type="checkbox"/>	<p>At age 7 child crosses a busy road alone without any concerns regarding safety.</p> <input type="checkbox"/>

B Area of Safety  

Sub-areas	1 All Needs Met	2 Essential Needs Met	3 Some Essential Needs Unmet	4 Many Essential Needs Unmet	5 Most/ all Essential Needs Unmet
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1) In Presence of Parent

<p>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)</p> 	<p>All relevant safety features. Gates, guards, secure windows, locked medicine cabinets, smoke alarms, household chemicals secured, electrical and gas safety devices, intercom, safety within garden e.g. pond.</p> <input data-bbox="705 1141 761 1181" type="checkbox"/>	<p>Most essential features. Improvisation and DIY safety features when they cannot be afforded.</p> <input data-bbox="1030 1141 1086 1181" type="checkbox"/>	<p>Lacking in essential features, very little improvisation or DIY is ineffective.</p> <input data-bbox="1366 1141 1422 1181" type="checkbox"/>	<p>No safety features and some hazards through lack of repair or concerns.</p> <input data-bbox="1680 1141 1736 1181" type="checkbox"/>	<p>No safety features and dangerous hazards or disrepair. E.g. exposed electric wires and sockets, unsafe or broken windows, dangerous household chemicals or no smoke alarms.</p> <input data-bbox="2016 1141 2072 1181" type="checkbox"/>
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B **Area of Safety** 


Sub-areas	1 All Needs Met	2 Essential Needs Met	3 Some Essential Needs Unmet	4 Many Essential Needs Unmet	5 Most/ all Essential Needs Unmet
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2) Safety in Absence of Parent

	<p>Child is left in care of a competent and safe adult. Never in the sole care of a young person under 16.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Child aged 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.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>When out playing leaves a young child/baby with child aged 10-13 or a person not known to be competent.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>When out playing a 0-7 year old is left with an 8-10 year old or person not known to be competent.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>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.</p> <p style="text-align: right;"><input type="checkbox"/></p>
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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							□

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

C Area of Responsiveness 

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

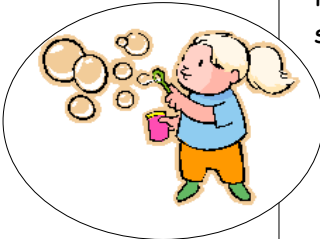
<p>A. Sensitivity</p>	<p>Anticipates or picks up very subtle signals both verbal or nonverbal expressions including emotions or mood. <input type="checkbox"/></p>	<p>Understands distinct verbal or clear nonverbal expressions including emotions or mood. <input type="checkbox"/></p>	<p>Not sensitive enough. Signals have to be intense to be noticed e.g. child crying. <input type="checkbox"/></p>	<p>Insensitive. Needs repeated or prolonged and intense signals to be noticed e.g. screaming. <input type="checkbox"/></p>	<p>Insensitive to even repeated and prolonged intense signals or is even averse to signals. <input type="checkbox"/></p>
<p>B. Timing of response</p>	<p>Responses well timed with signals or even anticipates those signals. <input type="checkbox"/></p>	<p>Responses mostly timely except when occupied by essential chores. <input type="checkbox"/></p>	<p>Not timely if distracted. Timely if they are not otherwise occupied or if the child is distressed. <input type="checkbox"/></p>	<p>Responses delayed even when child is in distress. <input type="checkbox"/></p>	<p>No responses unless there is a clear mishap. <input type="checkbox"/></p>
<p>C. Appropriate responsiveness to the child</p> 	<p>Warm emotional and practical responses appropriate to the signal. <input type="checkbox"/></p>	<p>Practical responses e.g. treats are lacking but emotional responses are warm and reassuring. <input type="checkbox"/></p>	<p>Emotional and practical responses warm if in good mood. Otherwise flat. <input type="checkbox"/></p>	<p>Emotional response is brisk, flat and functional. Annoyance if child in moderate distress but attentive if in severe distress. <input type="checkbox"/></p>	<p>Unpleasant/punitive even if child in distress. Acts after a serious mishap mainly to avoid criticism. Any warmth or remorse is deceptive. <input type="checkbox"/></p>

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
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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						<input type="text"/>
		B Timing of response						
		C Appropriate responsiveness to the child						
	C2 Mutual Engagement	A Overtures two way communication						<input type="text"/>
		B Quality						


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

D **Area of Esteem** 



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

<p>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 Fun and educational toys</p> 	<p>Very good provision</p> <input type="checkbox"/>	<p>Lots in evidence usually age appropriate</p> <input type="checkbox"/>	<p>Basic toys available not always age appropriate</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 <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/carers 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						
	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	2 Essential Needs Met	3 Some Essential Needs Unmet	4 Many Essential Needs Unmet	5 Most/ all Essential Needs Unmet
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3) Disapproval

	<p>Mild and consistent verbal disapproval if a set limit is crossed.</p> <input data-bbox="725 900 770 932" type="checkbox"/>	<p>Consistent verbal and low level physical and other sanctions if any set limits are crossed.</p> <input data-bbox="1043 900 1088 932" type="checkbox"/>	<p>Inconsistent boundaries or methods. Shouts or ignores child. Low level physical and moderate other sanctions.</p> <input data-bbox="1379 900 1424 932" type="checkbox"/>	<p>Inconsistent. Shouts/harsh verbal or moderate physical, or severe other sanctions.</p> <input data-bbox="1693 900 1738 932" type="checkbox"/>	<p>Terrorised. Ridiculed, severe physical or cruel and spiteful other sanctions.</p> <input data-bbox="2029 900 2074 932" type="checkbox"/>
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4) Acceptance

	<p>Unconditional acceptance. Always warm and supportive even if child is failing.</p> <input data-bbox="725 1335 770 1367" type="checkbox"/>	<p>Unconditional acceptance, even if temporarily upset by child's behaviour. However, always warm and supportive.</p> <input data-bbox="1043 1335 1088 1367" type="checkbox"/>	<p>Annoyance at child's failure.</p> <input data-bbox="1379 1335 1424 1367" type="checkbox"/>	<p>Unsupportive or rejecting if the child is failing.</p> <input data-bbox="1693 1335 1738 1367" type="checkbox"/>	<p>Indifferent if child is achieving and rejects or belittles if the child makes mistakes or fails.</p> <input data-bbox="2029 1335 2074 1367" type="checkbox"/>
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Scoring Grid		1	2	3	4	5	Flagged for Attention	Overall Score
Area of Esteem	D1 Stimulation	A Age 0 - 2 years						<input type="text"/>
		B Age 5 + years						
	D2 Approval	D2						<input type="text"/>
	D3 Disapproval	D3						<input type="text"/>
D4 Acceptance	D4						<input type="text"/>	

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

Graded Care Profile (GCP) - Summary Sheet

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	

Areas flagged for attention - Physical, Safety, Responsiveness, Esteem

Area, sub area and score E.g. Physical: Housing: Maintenance: Score	Description and child's need E.g. Description: Dangerous disrepair (exposed live wires). Child's Need: Child needs to be kept safe from electric shocks	Action required E.g. 1. Parent to buy some electric masking tape and wrap around exposed wire/broken socket until the landlord repairs. 2. Parent and worker to notify the landlord of the danger and request immediate repair

Decisions

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

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

Further Action arising from this assessment

In the Graded Care Profile you may have recorded items 'flagged for attention'. These flagged items may indicate the need for discussions with your manager and/or further discussions within a multi-agency setting to confirm actions, decisions and interventions. Many agencies will have systems to record plans and interventions to meet the needs of children.

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

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

Consent

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

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

Comments / Evidence

Name of Professional

Date Completed

Assessing Progress

Child:

Date

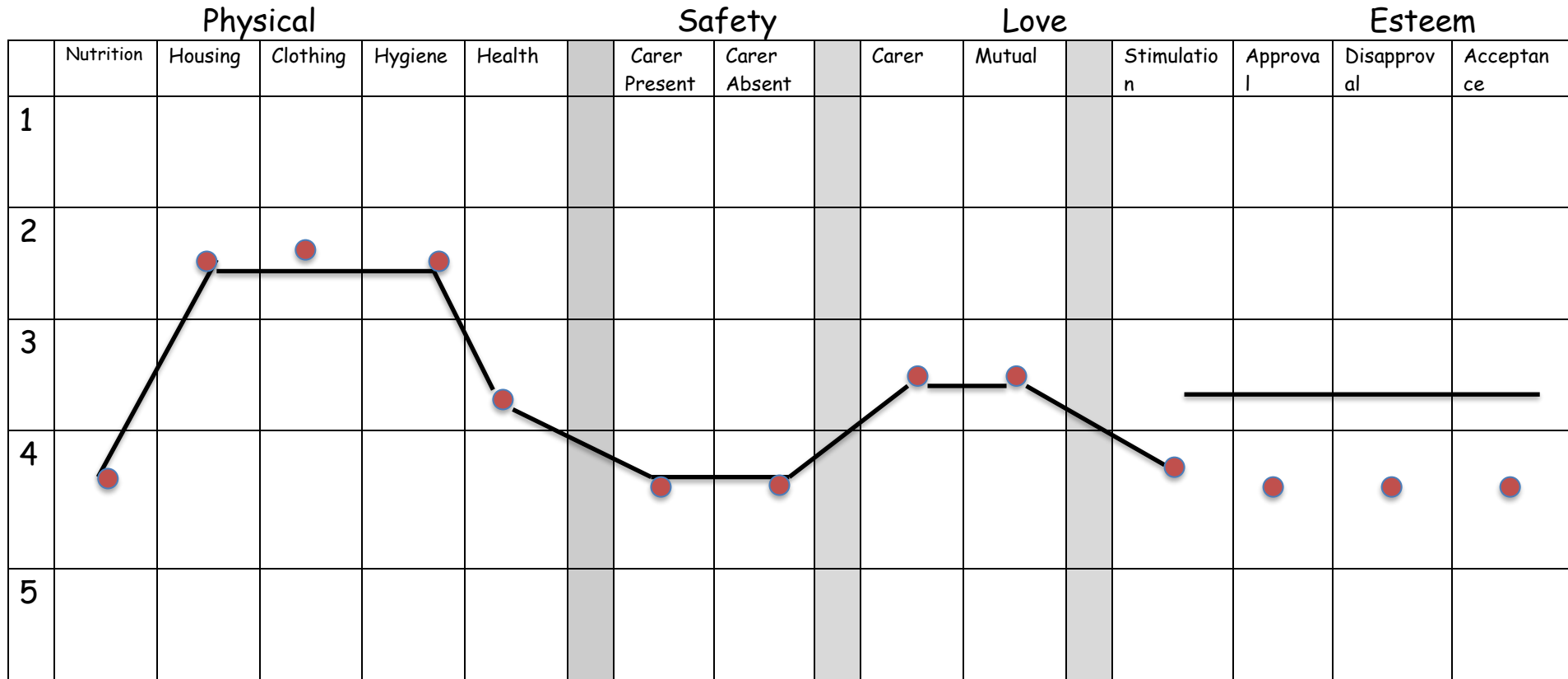
	Physical					Safety			Love			Esteem				
	Nutrition	Housing	Clothing	Hygiene	Health		Carer Present	Carer Absent		Carer	Mutual		Stimulation	Approval	Disapproval	Acceptance
1																
2																
3																
4																
5																

Black Line = Assessment

Red Line: Progress after weeks

EXAMPLE :

Date



Black Line = Assessment

Red Line: Progress after 5 weeks