

# **Graded Care Profile**

## **Scoring Sheet and Explanatory Tables**

With thanks to Dr Srivastava for  
kindly allowing West Sussex LSCB  
to use the Graded Care Profile

# Graded Care Profile Summary sheet

Name (Child) \_\_\_\_\_ Date of Birth \_\_\_\_\_

Main Carer/s \_\_\_\_\_

Carer/s signature/s of consent to complete a GCP \_\_\_\_\_

Scorer's Name \_\_\_\_\_ Scorer's Signature \_\_\_\_\_ Date \_\_\_\_\_

Area	Sub-Area	Scores					Area Score	Comments
A Physical	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		
B Safety	1. In carer's presence	1	2	3	4	5		
	2. In carer's absence	1	2	3	4	5		
C Love	1. Carer	1	2	3	4	5		
	2. Mutual engagement	1	2	3	4	5		
D 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		

## Targeting Particular Item of Care:

Any item with disproportionately 'low' score can be identified by reference to the explanatory table by writing the area, sub area and item i.e. physical/nutrition/quality in the table below.

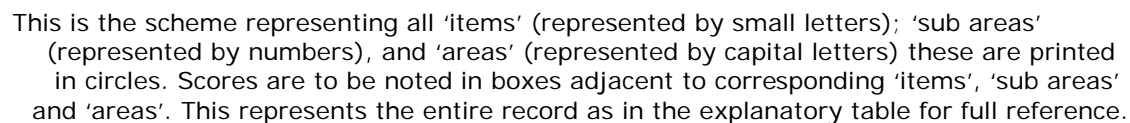
	Targeted items (area/sub area/ item)	Current score	Period for change	Target score	Actual score after 1 <sup>st</sup> review
1					
2					
3					

I have seen the completed GCP scores for my child.

Signed \_\_\_\_\_ Date \_\_\_\_\_


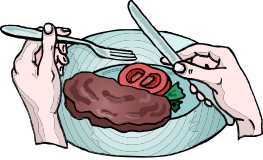

Parent/ carer comments:


## Scoring sheet






## Explanatory table


### A AREA OF PHYSICAL CARE


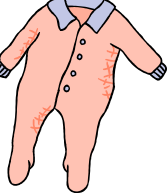

Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b>1. Nutrition</b>					
a. Quality 	Parent thinks about the Child's dietary needs and thinks ahead in terms of the quality; and provides excellent quality food and drink. Food is always given priority within the family budget.	Parent thinks about dietary needs and manages to provide where possible reasonable quality food and drink within the available family budget. Food is given adequate priority within the budget.	The parent provides a reasonable quality of food but this is inconsistent through lack of awareness of child's dietary needs or effort.	Parent provides poor quality food or inappropriate food for the children through lack of effort; only occasionally providing food of reasonable quality if put under pressure.	Parent does not consider quality of food or dietary needs of the children at all or lies about quality.
b. Quantity 	Plenty of food provided.	Enough/Satisfactory amounts of food.	Enough but Inconsistent amounts of food.	Inconsistently enough to low amounts of food.	Mostly low amounts of food, including starved.
c. Preparation 	The parent freshly prepares and cooks a meal for the child. Always thinking of the child's needs.	Food is prepared for the family. Always thinking of the child's needs.	The parent infrequently prepares a meal and mainly for the adults in the home. The child is sometimes thought about.	The parent more often does no preparation. The child's needs or tastes are not thought about.	The parent hardly ever prepares a meal and the child lives on snacks, cereals or takeaways.



Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
d. Organisation 	The parent carefully organises meals – where the child will sit, the timing of the meal & table manners.	Meal times are organised - the child often seated at a table, and the meals have regular timing.	Meals are poorly organised – they are not at regular timing, the child is not often encouraged to sit down to eat.	Meals are not organised - there is no clear mealtime and children are uncertain when they will next be fed. The child is not encouraged to sit down to eat.	Meals are chaotic - Children eat when and what they can.

Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b><u>2. Housing</u></b>					
a. Maintenance 	The house has additional features which benefit child. The house is safe, warm.	The house has no additional features but is well maintained – Safe, warm.	The house is in a state of repair or needs repair but is good enough for the child.	The house is in poor condition but could be repaired easily.	Dangerous disrepair - but could be repaired easily (exposed nails, live wires).
b. Decoration and Cleanliness 	The decoration is excellent. The child's taste has been taken into consideration with no practical constraints.	The decoration is good. The child's taste has been considered (practical constraints prevent a score of 1).	The house is in need of decoration but reasonably clean and good enough.	The house is dirty, cluttered and unhygienic but could be cleaned easily.	The house has long term engrained dirt. For example – Bad odour/no clear spaces.

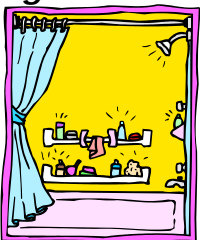
Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
c. Facilities including stimulation from physical items 	The house contains essential and additional fixtures and fittings that benefit the child. For example - good heating, shower or bath and additional features for children, play and learning facilities.	The house has all of its essential fixtures and fittings. There has been an effort to consider the child but may be lacking, due to practical constraints.	The home contains only the essential facilities. The child's needs may be overlooked.	The children's needs are not considered and the adults needs for safety, warmth and entertainment come first.	The child is dangerously exposed or not provided for.
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.					



Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b>3. Clothing</b>					
a. Insulation 	The child's clothing provides excellent insulation and protection from cold weather.  The child is dressed appropriately for weather – both hot and cold.	The child's clothing provides good enough protection from the weather and is dressed appropriately for the weather - both hot and cold.	The child's clothes provide good enough protection from the weather (both hot and cold) however this is not consistent.	The child's clothing does not provide good enough protection from the weather (both hot and cold).	The child is dangerously exposed to the weather both cold and heat.


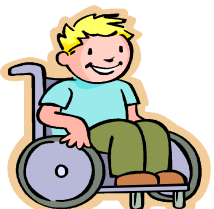
Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
b. Fitting 	The child has clothes that fit well and are designed well for the child's age.	The child's clothes fit well enough even if they are handed down.	The child's clothes and shoes are sometimes a little too large or too small.	The child's clothes are clearly too large or too small.	The child's clothes do not fit at all.
c. Look and Cleanliness - <b>age 0-5</b> 	The child's clothes are in a good condition and are always clean.	The parent has made an effort to fix any wear and tear and keep clean.	The child's clothes are not repaired, and usually not quite clean.	The child's clothes look worn, dirty and crumpled.	The child's clothes are dirty, badly worn, crumpled, and have an odour.
d. Look and Cleanliness - <b>age 5+</b> 	The child's clothes are in a good condition and are always clean.	The parent has made an effort to fix any wear and tear and keep clean. The clothes have an odour occasionally if the child is a bed wetter, not otherwise.	The child's clothes are not repaired, and usually not quite clean.	The child's clothes look worn, dirty and crumpled.	The child's clothes are dirty, badly worn, crumpled, and have an odour.

Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b><u>4. Hygiene</u></b>					
<b>Age 0 to 4</b> 	The child is cleaned or bathed daily and teeth brushed twice a day.	Regular bathing or full wash at least twice a week and teeth brushed daily.	No daily bathing routine in place. Sometimes bathed/washed and teeth brushed but not daily.	Occasionally bathed/washed, poor dental hygiene and occasional odour.	Rarely bathed/washed. Bad dental hygiene and strong odour.
<b>Age 5 to 7</b> 	<p>The child is cleaned or bathed daily and teeth brushed twice a day.</p> <p>Some independence at above tasks but always helped and supervised.</p>	<p>Regular bathing or full wash at least twice a week and teeth brushed daily.</p> <p>Reminded/monitors regularly.</p> <p>Products provided.</p> <p>Watched and helped if needed.</p>	<p>No daily bathing routine in place. Sometimes bathed/washed and teeth brushed but not daily.</p> <p>Irregularly reminds/monitors. Products are provided (soap, shampoo, toothpaste). Sometimes monitored.</p>	<p>Occasionally bathed/washed, poor dental hygiene and occasional odour.</p> <p>Reminded only now and then, Minimum supervision.</p> <p>Products not always provided.</p>	<p>Rarely bathed/washed. Bad dental hygiene and strong odour.</p> <p>No supervision or encouragement provided.</p> <p>No products provided.</p>





Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b>4. Hygiene contd</b>					
<b>Age 7+</b> 	<p>The child is cleaned or bathed daily and teeth brushed twice a day.</p> <p>Reminded, followed, helped regularly.</p>	<p>Regular bathing or full wash at least twice a week and teeth brushed daily.</p> <p>Products provided.</p> <p>Watched and helped if needed.</p> <p>Reminded regularly and encouraged if lapses.</p>	<p>No daily bathing routine in place. Sometimes bathed/washed and teeth brushed but not daily.</p> <p>Irregularly reminds/monitors. Products are provided (soap, shampoo, toothpaste). Sometimes monitored.</p>	<p>Left to manage by themselves with no adult supervision.</p> <p>Products not always provided.</p>	<p>Child receives no encouragement to wash.</p> <p>No products provided.</p>




Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b>5. Health</b>	Compliance = accepting professional advice at any venue and carrying out advice given.				
a. Opinion sought 	<p>Parent takes child's health seriously.</p> <p>The parent thinks about illnesses and other genuine health issues in advance.</p> <p>Parent asks for advice from professionals (Doctor/ Health Visitor/ Midwife/School nurse).</p>	<p>The parent will ask for advice from professionals or knowledgeable adults on matters of genuine or serious and immediate worry about the child's health.</p>	<p>The parent asks for advice on all illnesses or has frequent unnecessary consultation and/or medication.</p>	<p>The parent only asks for advice when the child's illness becomes fairly bad (delayed consultation).</p>	<p>The parent only asks for advice when the child's illness becomes critical or an emergency.</p>
b. Follow up 	<p>The parent keeps all appointments arranged.</p> <p>The parent rearranges if they are not able to attend in advance.</p>	<p>The parent fails to attend one in two appointments due feeling appointment is unnecessary or practical difficulties (childcare, transport, busy schedule).</p> <p>Parent rearranges appointment after the appointment is missed.</p>	<p>The parent does not attend one in two appointments even if it clearly benefits the child because it is inconvenient or forgets.</p> <p>Parent rearranges appointment if reminded or pushed.</p>	<p>The parent attends appointments the third time after being reminded.</p> <p>The parent does not see why it is useful even if it is clearly benefiting the child.</p>	<p>The parent fails to attend appointments even when reminded.</p> <p>They provide untruthful or differing explanations why they didn't attend.</p>



Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b>5. Health contd</b>	Compliance = accepting professional advice at any venue and carrying out advice given.				
c. Health checks and immunisation 	<p>The parents have additional visits to the scheduled health checks for the child.</p> <p>The child is up to date with immunisation unless they have genuine reservations about immunisations.</p>	<p>The child is up to date with scheduled health checks and immunisation unless there are exceptional or practical problems.</p> <p>The parent has plans in place to address this.</p>	<p>The child is not up to date with scheduled health checks and immunisation because it is inconvenient to the parent, but will take up if persuaded.</p> <p>The child is only up to date with scheduled health checks and immunisations due to professional intervention</p>	<p>The child is not up to date with scheduled health checks and immunisation because of carelessness, but will accept if a health professional comes to the home.</p>	<p>The parent clearly disregards child's welfare.</p> <p>The parent may prevent home visits.</p>
d. Disability/ chronic illness  (3 months after diagnosis)	<p>The parent accepts advice well, any lack of accepting advice is due to genuine practical reasons.</p> <p>The parent has compassion for child's needs.</p>	<p>Any lack of taking advice by the parent is due to a difference of opinion, or genuine practical reasons.</p> <p>The parent has compassion for child's needs.</p>	<p>The parent lacks taking advice from time to time for no genuine reason.</p> <p>The parent shows some compassion for child's needs.</p>	<p>The parent frequently does not accept advice or follow professionals instructions.</p> <p>Parent does not always give medication correctly/regularly for unimportant reasons.</p>	<p>The parent displays serious attitude of not accepting advice, and does not give the child medication required.</p> <p>The parent can lie and there is an unexplained deterioration in the child.</p>


Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
				The parent shows little compassion for child's needs.	The parent shows no compassion for child's needs.


## B AREA OF CARE OF SAFETY

Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b><u>1. When the parent is present</u></b>					
<b>a. Awareness</b> 	The parent has excellent awareness of safety issues however small the risk both inside the home and out in the community.	The parent has good awareness of obvious safety issues both inside the home and out in the community.	The parent has poor awareness of safety issues both inside the home and out in the community except for immediate danger.	The parent has inadequate responses to safety risks both inside the home and out in the community.	The parent is oblivious to safety risks both inside the home and out in the community. Or parent chooses to ignore risks.
NOTE: Please refer to the item'd (Safety Features)' and the note below it.					
<b>b. Practice</b>					
Pre-mobility age 	The parent is very careful with handling and laying the baby down.  The child is rarely unattended.	The parent is careful when handling the child and laying down.  The parent checks the child frequently if unattended.	The parent sometimes handles the child carelessly.  The child is only occasionally checked when left unattended.	The parents handling of the child is unsafe.  The child is left unattended even when caring for the child (ie bottle left in mouth).	The parent handles the child dangerously.  The child is left dangerously unattended while caring for the child like bathing.



Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
Acquisition of mobility 	The parent provides constant attention to safety and takes action against any dangers they see when child is mobile.	The parent takes action against any danger about to happen.	The parent inconsistently acts against danger.	The parent is not able to take good action against danger if they do at all.  Any improvement from accidents soon go back to usual.	Parent accidentally exposes child to dangers.  (Hot iron nearby, tools left around, razors left out, lighters within reach).
Infant school 	The parent closely supervises the child indoors and outdoors.	The parent provides good enough supervision indoors and outdoors for the child.	The parent provides little supervision indoors or outdoors but acts if the child is in noticeable danger.	The parent provides no supervision for the child indoors or outdoors.  The parent gets involved after accident but soon slips again.	Minor accidents are ignored by the parent or the child is blamed.  The parent gets involved casually after major accidents.
Junior & senior school 	The child is allowed out in known safe surroundings within a set time.  The parent checks if the child goes beyond set boundaries.	The parent knows where the child is, and puts in place appropriate boundaries.  The child has a reasonable time limit. The parent checks if they are worried.	The parent is not always aware of the child's whereabouts outdoors believing it is safe as long as they return in time.	The parent is not worried about the child on daytime outings, but does worry about late nights when the child is younger than 13.	The child is given no boundaries even though the parent is aware of dangers outdoors.  The child is staying away until late evening and over nights.

Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b>c. Traffic</b>					
<b>Age 0-4</b> 	<p>The child is always well secured in the buggy, harnesses, or when walking, holding hands.</p> <p>The parent walks at the child's pace.</p>	<p>3-4 year old is allowed to walk but close by, and always in the parents vision.</p> <p>The parent holds the child's hand if necessary i.e. crowd or by busy roads.</p>	<p>Sometimes Infants are not secured in the buggy.</p> <p>3-4 year old expected to catch up with the adult when walking.</p> <p>The parent glances back now and then if left behind.</p>	<p>Babies not secured in the buggy.</p> <p>3-4 year olds left far behind when walking with an adult or dragged along with irritation from the parent.</p>	<p>Babies not secured in the buggy.</p> <p>The parent is careless with the buggy.</p> <p>3-4 year old is left to wander off, and has lack of supervision.</p>
<b>5 and above</b> 	<p>5-10 year old child is accompanied by adult crossing a busy road, walking close together.</p>	<p>5-8 year old allowed to cross a busy road with a 13+ child.</p> <p>8-9 allowed to cross alone if they reliably can look for cars.</p>	<p>5-7 year olds allowed to cross a busy road with an older child, (but below 13) and simply watched.</p> <p>8-9 crosses alone even if not reliable to look for cars.</p>	<p>5-7 year old allowed to cross a busy road alone.</p>	<p>A child left to cross a busy road alone without any worry or thought.</p>



Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b>d. Safety Features</b> 	<p>The house has excellent safety features - Stair gates, medicine lockers, socket covers, intercom to listen to the baby, safety with garden pond and pool, fire alarms etc.</p>	<p>The house has good essential safety features- secure doors, windows. Safe gas and electrical appliances, medicines and toxic chemicals out of Childs reach, smoke alarm.</p> <p>Improvisation and DIY if cannot afford.</p>	<p>The home is lacking in essential safety features, there is very little improvisation or DIY (done too causally to be effective).</p>	<p>The home has no safety features.</p> <p>There are some possible hazards due to damage (tripping hazard due to uneven floor, unsteady heavy fixtures, unsafe appliances).</p>	<p>The house has definite hazards exposed - electric wires and sockets, unsafe windows (broken glass), dangerous chemicals carelessly lying around within child's reach.</p>
<p>Note: this item, along with other safety provisions which are not a fixture like a bicycle helmet/safety car seat etc, can be used to score for item 'a' (awareness of safety)</p>					


Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b><u>2. Safety In Absence</u></b> 	<p>The child is always left in the care of a suitable adult.</p> <p>The child is never in sole care of a child under 16 years old.</p>	<p>Occasionally a child aged 1-12 is left with a young person over 13 who is familiar and has no significant problems, for no longer than necessary.</p> <p>Above arrangement applies to a baby only in an urgent situation.</p>	<p>For the parents leisure activities the parent leaves a 0-9 year old with a child aged 10-13 or a person who may not be suitable.</p>	<p>For the parents leisure activities a 0-7 year old is left with an 8-10 year old or an unsuitable person.</p>	<p>For the parents leisure activities a 0-7 year old is left alone or in the company of a child less than 8 years old or an unsuitable person.</p>

### C AREA OF CARE OF LOVE

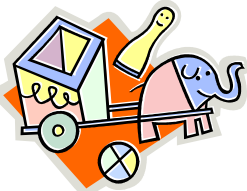
Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b><u>1. Carer</u></b>					
a. Sensitivity 	The parent looks for or picks up very subtle signals from the child – including verbal or nonverbal expressions or mood.	The parent understands clear signals from the child – distinct verbal or clear nonverbal expressions.	The parent only understands intense signals of distress – for example crying.	The parent is quite insensitive – the child needs to give repeated or prolonged intense signals.	The parent is insensitive to even sustained intense signals or dislikes the child.
b. Timing of response 	The parent responds at the time the signals are given by the child or even before signals are given in anticipation.	The parent responds mostly at the time the signals are given by the child except when they are occupied by essential chores.	<p>The parent does not always respond at the time the signals are given by the child if it is during the parents own leisure activity.</p> <p>The parent responds at the time the signals are given by the child if the parent is fully unoccupied or the child is in distress.</p>	Even when the child is clearly in distress, the response from the parent is delayed.	The parent gives no response to the child's signals unless there is a clear accident. This is due to fear of being accused of causing injury to the child.





Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<p>c. Quality of interaction between parent and child during care.</p> 	<p>The parents responses match the signal from the child, both emotionally (warmth) and materially (food, nappy change).</p> <p>The parent can get over stressed by distress signals from the child.</p> <p>The parent is warm towards the child.</p>	<p>Material responses (treats etc.) from the parent are lacking, but emotional responses are warm and reassuring.</p> <p>Material responses should be considered in line with the family budget.</p>	<p>The parent shows emotional warmth towards the child if they are in good mood, otherwise responses from parents are flat.</p>	<p>The parent's emotional response is brisk and flat.</p> <p>The parent is annoyed if the child is in moderate distress but is able to focus if the child is in severe distress.</p>	<p>The parent dislikes and blames the child even if the child is in distress.</p> <p>The parent acts after a serious mishap mainly to avoid being accused. Any warmth/guilt shown is not genuine.</p>
<b><u>2. Mutual Engagement</u></b>					
<p>a. Beginning interactions</p> 	<p>Parent starts interactions with child.</p> <p>Child starts interactions with carer.</p> <p>Carer does this more often.</p>	<p>Parent starts interactions with child.</p> <p>Child starts interactions with carer.</p> <p>This happens of equal frequency.</p> <p>Positive attempt is made by parent even if child is misbehaving.</p>	<p>The child mainly starts interactions with the parent.</p> <p>Sometimes the parent does this.</p> <p>Parent is negative if child is misbehaving.</p>	<p>Child mainly starts interactions.</p> <p>Parent rarely starts interactions.</p>	<p>Child does not attempt to start interaction with parent.</p> <p>Parent does not start interactions with child.</p> <p>Child appears accepting or worried.</p>

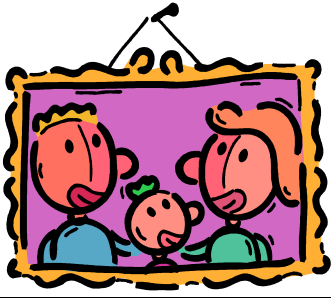
Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
b. Quality of interaction 	Both parent and child frequently enjoy spending time together.	Both parent and child quite often spend time together.  Both parent and child enjoy equally.	Parent and child less often spend time together for pleasure.  The child enjoys time more.  The parent passively joins in getting some enjoyment at times.	Parent and child spend time together mainly for a practical reasons (dressing, feeding).  Parent is uninterested when the child attempts to interact with the parent for pleasure.  Child can get some pleasure (attempts to sit on knees, tries to show a toy).	Parent dislikes it when the child tries to enjoy interactions with them, if there are any.  Child accepting or plays on their own.  Parent spends time with child for practical reasons only (dressing, feeding).


## D AREA OF CARE OF ESTEEM


Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b>1. Stimulation</b> <b>Age 0-2 years</b> 	<p>The child has plenty of good stimulation (talking, touching, looking).</p> <p>There is plenty of equipment.</p>	<p>The child has enough and appropriate natural stimulation.</p> <p>There are appropriate toys, gadgets, outings and celebrations.</p>	<p>The child receives little stimulation – the baby is left alone while carer does their own thing.</p> <p>The parent sometimes interacts with baby.</p>	<p>The child receives inadequate and inappropriate stimulation.</p> <p>The baby is left alone while the adult gets on with their own things unless the baby is seeking the parent strongly.</p>	<p>Stimulation is absent - mobility restricted (confined in chair /pram) for parent's convenience.</p> <p>Parent provides inappropriate response if baby demands attention.</p>

Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b>1. Stimulation</b>					
<b>Age 2-5 years</b> 	<b>i</b> Interactive stimulation (talking to, playing with, reading stories and topics) plenty and good quality.	<b>i</b> Stimulation is sufficient and of satisfactory quality.	<b>i</b> Stimulation is variable – good enough if usually doing own thing.	<b>i</b> Stimulation is scarce – even if parent is doing nothing else.	<b>i</b> Stimulation - none.
	<b>ii</b> Toys and gadgets (items of uniform, sports equipment, books etc.) – Plenty and good quality.	<b>ii</b> Parent provides all toys necessary and tries for more.	<b>ii</b> Essential toys only. No effort made to make do if unaffordable.	<b>ii</b> Child is lacking on essential toys within the family budget.	<b>ii</b> Toys - None, unless provided by other sources- gifts or grants.
	<b>iii</b> Outings (taking the child out for recreational purposes) – frequent visits to child centred places locally and far away.	<b>iii</b> Enough visits to child centred places locally (e.g. parks) and occasionally away are made (e.g. zoos)	<b>iii</b> Child accompanies parent wherever parent decides, including child friendly places.	<b>iii</b> Child accompanies parent wherever they go not always child friendly places.	<b>iii</b> No outings for the child, may play in the street
	<b>iv</b> Celebrations – both seasonal and personal, child is made to feel special.	<b>iv</b> Celebrations are equally keen and eager.	<b>iv.</b> Celebrations mainly seasonal (Christmas) low key personal (birthday).	<b>iv</b> Celebrations only seasonal – low key to keep up with the rest.	<b>iv</b> Even seasonal festivities absent or dampened.

Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b>1. Stimulation contd</b>					
<b>Age 5+ years</b> 	<b>i</b> Education – parent takes active interest in schooling and supports at home.	<b>i</b> Parent take active interest in schooling, and supports at home when they can.	<b>i</b> Parent maintains schooling but little support at home.	<b>i</b> Parent makes little effort to maintain schooling or uses mainly for other reasons like free meals.	<b>i</b> Parent not interested in schooling or can even be discouraging.
	<b>ii</b> Sports and leisure well organised outside school hours e.g. swimming, clubs etc.	<b>ii</b> Sports and Leisure - All affordable support provided.	<b>ii</b> Parent puts little effort in finding out about leisure activities but takes up opportunities at doorstep.	<b>ii</b> Child makes all the effort for leisure activities, parent is not interested	<b>ii</b> Parent not bothered even if child is doing unsafe/ unhealthy Leisure activities.
	<b>iii</b> Friendships encouraged and checked out.	<b>iii</b> Friendships - Parent offers some help	<b>iii</b> Friendships - Accepts child's friendships.	<b>iii</b> Child finds own friends, no help from parent unless reported to be bullied which can lead to some inappropriate friendships.	<b>iii</b> Parent not bothered about child's friendships which can lead to inappropriate friendships or child being vulnerable/put at risk.
	<b>iv</b> Celebrations both seasonal and personal are plentiful.	<b>iv</b> Celebrations - Adequate	<b>iv</b> Celebrations - Poorly provided.	<b>iv</b> Celebrations - Under provided	<b>iv</b> Celebrations - No provision.

Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
NOTE: Whichever describes the case best should be ticked as the score; in the event of a tie choose the higher score.					
<b><u>2. Approval</u></b> 	<p>The parent talks about the child with delight/praise without being asked or prompted.</p> <p>Material and emotional rewards are generous for any achievement within the family budget.</p>	<p>The parent talks fondly about the child when asked.</p> <p>Generous praise and emotional reward given for achievement, less of material reward within the family budget.</p>	<p>The parent agrees with other's praise of their child.</p> <p>Low-key praise and damp emotional reward given for achievements.</p>	<p>The parent is uninterested if the child is praised by others.</p> <p>The parent is uninterested in child's achievement, which is quietly acknowledged.</p>	<p>If the child is praised by someone else, successes are rejected by the parent.</p> <p>Achievements are not acknowledged, lack of reprimand or ridicule is the only reward if at all.</p>

Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b><u>3. Disapproval</u></b> 	<p>Parent provides mild verbal and consistent disapproval if any limit is crossed.</p>	<p>Parent provides consistent snappy verbal, mild physical sanctions if any set limits are crossed.</p>	<p>Parent gives inconsistent boundaries or methods.</p> <p>Snappy/shouts or ignores child for own convenience.</p> <p>Parent gives mild physical and moderate other sanctions.</p>	<p>Parent is inconsistent in disapproval, shouts, gives harsh verbal, moderate physical, or severe other sanctions eg going without food/drink or ignoring child.</p>	<p>Child is terrorised.</p> <p>Ridicule, severe physical or cruel other sanctions if boundaries are crossed eg going without food/drink or ignoring child for long periods of time.</p>

Sub-areas	5. Child priority	4. Child first	3. Child & care equal	2. Child second	1. Child not considered
<b>4. Acceptance</b> 	Parent shows unconditional acceptance of the child.  Always warm and supportive even if child is failing.	Parent shows unconditional acceptance of the child, even if they are temporarily upset by child's behaviour but always warm and supportive.	Parent shows annoyance at child's failure but acceptance again when the child behaves well.  Behaviour demands are less well tolerated.	Parent is unsupportive and/or rejecting if the child is failing or has significant behaviour demands.  Accepts the child if they are not failing.	Parent is uninterested if child is achieving but rejects the child if the child makes mistakes or fails.  The parent exaggerates the child's mistakes.
NOTE: If the style of parenting (over protective, permissive to foster independence, authoritarian) or type of values instilled is of concern, please make a note in the corresponding comment box on the record sheet.					