



# Graded Care Profile

A tool to measure

## Neglect

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.

**January 2013**

# Graded Care Profile

## Introduction

Neglect occurs at every socio-economic level, across ethnic and cultural lines, within all religions and at all levels of education. It is important for the practitioner to know and understand the family's religion, culture, community and background, and the impact this has on the care given to the child, to ensure judgment is made within their context.

The tool can be used in partnership with the family to share and explore areas, or as a professional to assist your professional thinking and judgment.

Before commencing the practitioner should consider which professionals to approach to contribute to the assessment.

When using the tool consider:

- Frequency, severity and time span of neglect
- Recurrence of neglectful behaviour
- Historical events
- Known medical condition or disabilities (child and carer)
- Each parent/carers role on meeting the child's needs
- Risks or protective factors not considered as part of this tool
- Child's chronology

The Devon Safeguarding Children Board (DSCB) and the Torbay Safeguarding Children Board (TSCB) have adopted the Graded Care Profile (GCP). Further guidance on how to use the tool and when can be found on the respective LSCB website:

**Devon LSCB**

[www.devonsafeguarding.org](http://www.devonsafeguarding.org)

**Torbay LSCB**

[www.torbay.gov.uk/tscb](http://www.torbay.gov.uk/tscb)

## The tool

This tool was designed by Dr Leon Polnay and Dr O P Srivastava (Bedfordshire and Luton Community NHS Trust and Luton Borough Council) to be used with parents and carers to reduce neglect.

This model was adopted not so much for its hierarchical nature but for its comprehensiveness. It is based on Maslow's hierarchy of needs. There are 4 domains of care:

- Physical,
- Safety,
- Affection/love, and

- Esteem.

The GCP gives an objective measure of care of a child by a carer. It gives a qualitative grading for actual care delivered to a child taking account of commitment and effort shown by the carer.

Personal attributes of the carer, social environment or attributes of the child are not accounted for unless actual care is observed to be affected by them. Thus, if a child is provided with good food, good clothes and a safe house the GCP will score better irrespective of the financial situation.

The grades are on a 1–5 scale. Grade 1 indicates that the needs of the child are fully met. Grade 5 would indicate severe neglect. When using the GCP practitioners need to be mindful that a perfect score of 1's across the board is very unlikely given the high standards set.

This grading is based on how the carer(s) responds to the child's needs in each domain described above. Each 'area' is made up of different 'sub-areas' and some 'sub-areas' are further broken down into different 'items of care'. The score for each area is made up of scores obtained for its 'sub-areas'.

The purpose of using the profile is to clarify areas of concern in order to plan appropriate single agency or inter agency intervention.

### **Grades**

In this scale there are five grades based on levels of commitment to care. Parallel with the level of commitment is the degree to which a child's needs are met and which also can be observed. The basis of separation of different grades is outlined in the table below.

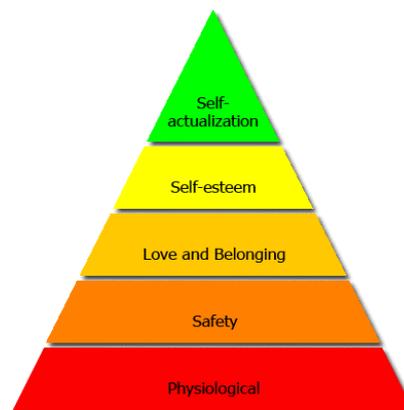
**Table 1**

	<b>Grade 1.</b>	<b>Grade 2.</b>	<b>Grade 3.</b>	<b>Grade 4.</b>	<b>Grade 5.</b>
<b>1</b>	All child's needs met	Essential needs fully met	Some essential needs unmet	Most essential needs unmet	Essential needs entirely unmet/ hostile
<b>2</b>	Child first	Child first, most of the time.	Child/carers at par	Child second	Child not considered
<b>3</b>	Best	Adequate	Borderline	Poor	Worst

1. = level of care; 2 = commitment to care; 3 = quality of care

These grades are then applied to each of the four areas of need, based on Maslow's hierarchy of needs – physical, safety, love and esteem

This model was adopted not so much for its hierarchical nature but for its comprehensiveness. Each area is broken down into sub-areas, and some sub-areas to items, for ease of observation. An explanatory table shows all the areas and sub-areas with the five grades alongside.



Maslow's hierarchy of needs

To obtain a score, follow the instructions in this manual. The explanatory table gives brief examples of care in all sub-areas/items for all the five grades.

From these, scores for the areas are decided.

### **Instructions**

The Graded Care Profile (GCP) gives an objective measure of care of a child by a carer. It gives a qualitative grading for actual care delivered to a child taking account of commitment and effort shown by the carer. Personal attributes of the carer, social environment or attributes of the child are not accounted for unless actual care is observed to be affected by them. Thus, if a child is provided with good food, good clothes and a safe house the GCP will score better irrespective of the financial situation. The grades are on a 1 – 5 scale (see table 1). Grade one is the best and five the worst. This grading is based on how carer(s) respond to the child's needs. This is applied in four areas of need – physical, safety, love and esteem. Each area is made up of different sub-areas and some sub-areas are further broken down into different items of care. The score for each area is made up of scores obtained for its items. An explanatory table is prepared giving brief examples of levels of care for the five grades against each item or sub-area of care. Scores are obtained by matching information elicited in a given case with those in the explanatory table. This is taken advantage of in designing the follow-up and targeting intervention. Methods are described below in detail.

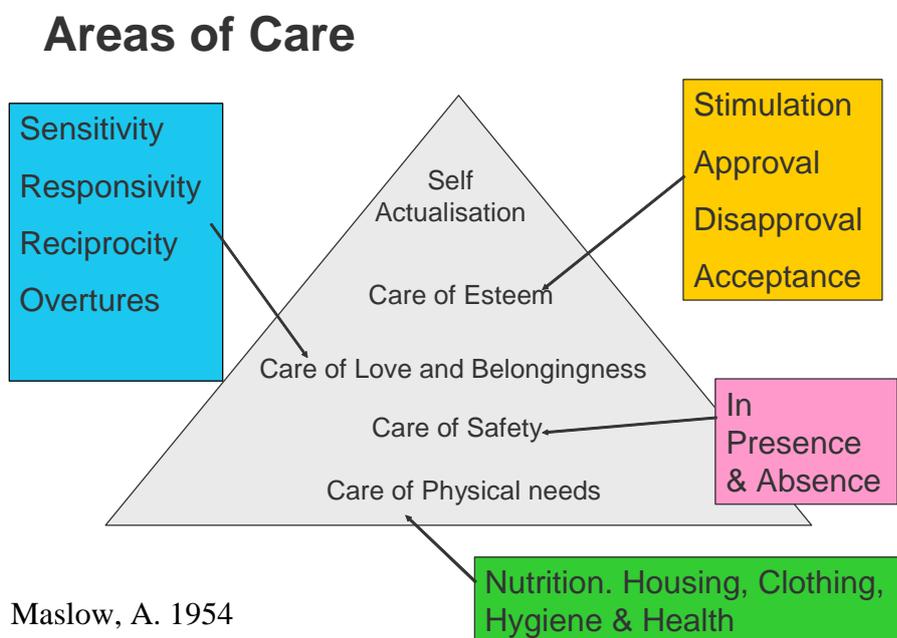
### **How it is organised**

It has three main components, which are described below.

#### **1. The explanatory table**

The explanatory table, which starts at page 14, is laid out in areas, sub areas and items. There are four '**areas**' – physical, safety, love and esteem which are labelled as – **A, B, C** and **D** respectively. Each area has its own '**sub- areas**', which are labelled numerically – **1, 2, 3, 4** and **5**. Some of the '**sub- areas**' are made up of

different 'items' which are labelled as – a, b, c, d. Thus the unit for scoring is an 'item' (or a 'sub-area' where there are no items). See table 2 which shows Area A (physical), sub-area 1 (nutrition) and item a (quality).



**Table 2**

**A - Area of physical care**

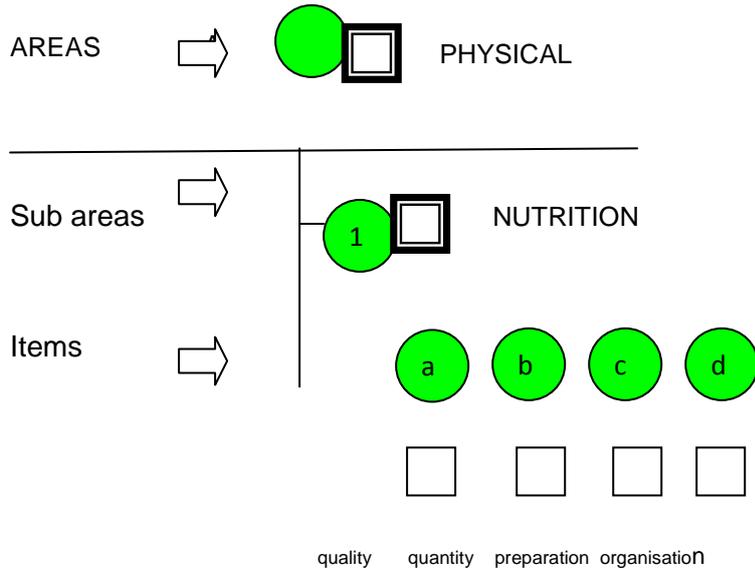
Sub-areas	1	2	3	4	5
	child priority	child first	child and carer equal	child second	child not considered
1 Nutrition					
a. Quality	Aware and thinks ahead; provides excellent quality food and drink.	Aware and manages to provide good quality food and drink.	Provision of reasonable quality food, inconsistent through lack of awareness or effort.	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.

For some of the sub-areas or items there are **age bands** written in bold italics. Stimulation, a sub-area of the area 'esteem', is made up of 'sub-items' for age bands 0 – 2, 2 – 5 & above 5 years. Clearly, only one will apply in any case.

## 2. The scoring sheet

There is a scoring sheet, which accommodates the entire system down to the items. It gives an overview of all scores and should be completed as the scores are decided from the explanatory table. See table 3.

**Table 3**



## 3. The summary sheet

It is printed on an A4 sheet. At the top there is room to make note of personal details, date and to note who the main carer about whom the scoring is done. 'Areas' and 'sub-areas' are in a column vertically on the left hand side and scores (1 to 5) in a row of boxes horizontally against each sub-area. Next to this is a rectangular box for noting the overall score for the area, which is worked from the scores in sub-areas (described later). Next to the area score, there is another box to accommodate any comments relating to that area. See table 4. At the bottom there is a separate table designed to target sub-area(s) or item(s) where care is particularly deficient and to follow them up.

**Table 4**

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		

\*Workers who have used this say that although it looks complicated at first, it gets easier once familiar with the tool

## How to use

1. Discuss with the parent or carer your wish to complete a GCP with them. Go through the parents' leaflet with them and leave them a copy. Once you are sure they have understood, ask them to sign the consent form on the summary sheet. Fill in the relevant details at the top of the record sheet. Keep the form for your records and note that consent has been given in your case recording system.
2. The Main Carer: is the main carer present when you do the GCP. It can be either or both parents, or another main carer. Note who is involved in the top right corner of the record sheet.
3. Methods: It is necessary to do a home visit to make observations. You need to be familiar with the area headings to be sure everything is covered during one or more visits. This document can be shared with the family during the visit, or you can fill it in afterwards. Carers using it themselves can simply go through the explanatory table.
4. Situations:
  - a) As far as possible, use the *usual state* of the home environment and don't worry about any short term, smaller upsets e.g. no sleep the night before.
  - b) Don't take into account any *external factors* on the environment (e.g. house refurbished by welfare agency) unless carers have positively contributed in some way by keeping it clean, adding their own bits in the interest of the child like a safe garden, outdoor or indoor play equipment or safety features etc.
  - c) Allowances should be made for *background factors*, e.g. bereavement, recent loss of job, illness in parents. It may be necessary to revisit and score at another time.
  - d) If the carer is trying to mislead deliberately by giving the wrong impression or information in order to make one believe otherwise- score as indicated in the explanatory table. (e.g. 'misleading explanations'- for PHYSICAL Health/follow up would score 5. and 'any warmth/guilt not genuine' for LOVE Carer/reciprocation would score 5).
5. Once completed, share a copy with the parents with whom you have completed it and ask them to sign to say they have seen the completed profile. Send them a copy as soon as possible.

## **Obtaining information on different items or sub-areas:**

## **A - Physical**

### **1. Nutritional:**

(a) Quality (b) Quantity (c) Preparation and (d) Organisation.

Take a history about the meals provided including nutritional contents (milk, fruits etc.), preparation, set meal times, routine and organisation. Also note carer's knowledge about nutrition, note carer's reaction to suggestions made regarding nutrition (whether keen and accepting or dismissive). Observe for evidence of provision, kitchen appliances and utensils, dining furniture and its use without being intrusive. It is important not to lead as far as possible but to observe the responses carefully for honesty. Observation at a meal time in the natural setting (without special preparation) is particularly useful. Score on amount offered and the carer's intention to feed younger children rather than actual amount consumed as some children may have eating/feeding problems. If the child doesn't usually eat much then parent/carer may offer less rather than waste food.

### **2. Housing:**

(a) Maintenance (b) Décor and (c) Facilities.

Observe. If lacking, ask to see if effort has been made to improve, ask yourself if carer is capable of doing them him/herself and consider the effort taken to make things look as good as possible under the circumstances. It is not counted if repair or decoration is done by welfare agencies or landlord.

### **3. Clothing:**

(a) Insulation (b) Fitting and (c) Look.

Observe: See if effort has been made towards repairing and cleaning. Refer to the age band in the explanatory table.

### **4. Hygiene:**

Child's appearance: (hair, skin, behind ears and face, nails, rashes due to long term neglect of cleanliness, teeth). Ask about daily routines. Refer to age band in explanatory table.

### **5. Health:**

(a) Opinion sought (b) Follow-up (c) Health checks and immunisation and (d) Disability/Chronic illness

Ask who is consulted on matters of health, and who decides when health care is needed. Check about immunisation uptake, reasons for non-attendance if any, see if reasons are valid. Check with relevant professionals. Distinguish genuine difference of opinion between carer and professional from non-genuine misleading reasons. Beware of being over sympathetic with carer if the child has a disability or chronic illness. Remain objective.

## **B – Safety**

### **1. In Presence:**

(a) Awareness (b) Practice (c) Traffic and (d) Safety features

This means how safely the home environment is organised. It includes safety features and carer's behaviour regarding safety (e.g. lit cigarettes, drugs or medication left lying in the vicinity of child) in every day activity. Awareness may be assumed from the presence and appropriate use of safety fixtures and equipment in and around the house or in the car (child safety seat etc.) by observing carers handling of young babies and supervision of toddlers. Also observe how carer instinctively reacts to the child being exposed to danger. If observation not possible, then ask about the awareness. Observe or ask about child being allowed to cross the road, play outdoors etc. along the lines in this manual. If possible check answers out with other sources. Refer to the age band where indicated.

### **2. In Absence:**

This covers child care arrangements where the carer is away, taking account of reasons and period of absence and age of the minder. This itself could be a matter for concern in some cases. Check answers out with other sources.

## **C - Love**

### **1. Carer:**

(a) Sensitivity (b) Timing of response and (c) Reciprocation (quality of response)

This mainly relates to the carer's relationship with the child. Sensitivity means where carer shows awareness of any signal from the child. Carer may become aware yet respond a little later in certain circumstances. Note the timing of the carer's response in the form of appropriate action in relation to the signal from the child. Reciprocation means the emotional quality of the response.

### **2. Mutual Engagement:**

(a) Beginning interactions and (b) Quality

Observing what goes on between the carer and child during feeding, playing and other activities gives you a sense of whether both are actively engaged. Observe what happens when the carer and the child talk, touch, seek each other out for comfort and play, babies reaching out to touch while feeding or stop feeding to look and smile at the carer. Skip this part if child is known to have behavioural problems as it may become unreliable.

Contact between carer and child that is unplanned is the best opportunity to observe these items. See if carer spontaneously talks to the child or responds when the child talks or makes noises. Note who gets pleasure from this, the carer and the child, either or neither. Note if it is play or functional (e.g. feeding etc.).

## **D - Esteem**

### **1. Stimulation:**

Observe or enquire how the child is encouraged to learn. Talking and making noises, interactive play, nursery rhymes or joint story reading, learning social rules, providing fun play equipment are such examples with infants (0 – 2 years). If lacking, try to note if it was due to carer being occupied by other essential chores. Follow the explanatory table for appropriate age band. The four elements (i, ii, iii and iv) in age band 2-5 years and 5+ years provide a comprehensive picture. Score in one of the items is enough. If more items are scored, score for which ever column describes the case best. In the event of a tie choose the higher score (also described in the explanatory table).

### **2. Approval:**

Find out how child's achievement is rewarded or neglected. It can be assessed by asking how the child is doing or simply by praising the child and noting the carer's response (agrees with delight or child's successes rejected or put down).

### **3. Disapproval:**

If opportunity presents, observe how the child is told off, otherwise enquire carefully (Does the child throw tantrums? How do you deal with it if it happens when you are tired yourself?) Beware of any difference between what is said and what is done. Any observation is better in such situations than the carer's description e.g. child being ridiculed or shouted at. Try and ask more if carer is consistent.

### **4. Acceptance:**

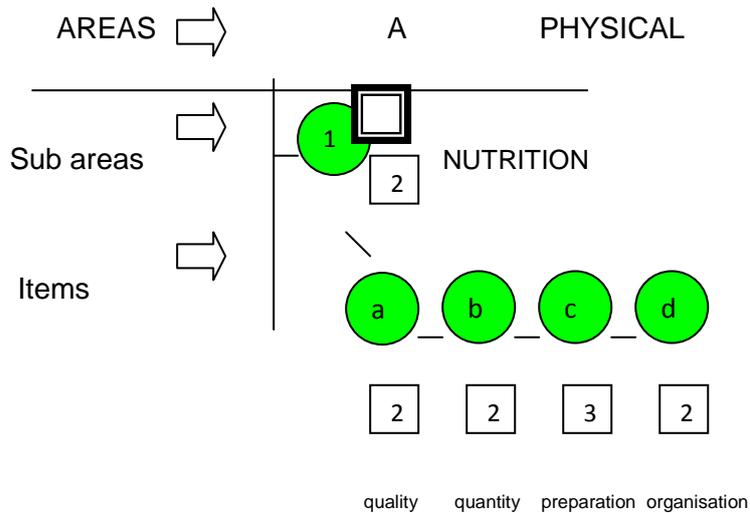
Observe or ask how carer generally feels after she/he has told the child off, or when the child has been told off by others (e.g. teacher), when child is not doing well, or feeling sad for various reasons. See if the child is rejected (put down) or accepted at these times with warm and supportive behaviour.

### Scoring on the explanatory table

Make sure your information is factual as far as possible. Go through explanatory table – (Sub-Areas and Items). Find the description which matches best, read one grade on either side to make sure, then place a tick on that description (photocopy the score sheet to use each time). The number at the top of the column will be the score for that item or sub-area. Where more than one item represents a sub-area, use the method described below to obtain the score for the sub-area.

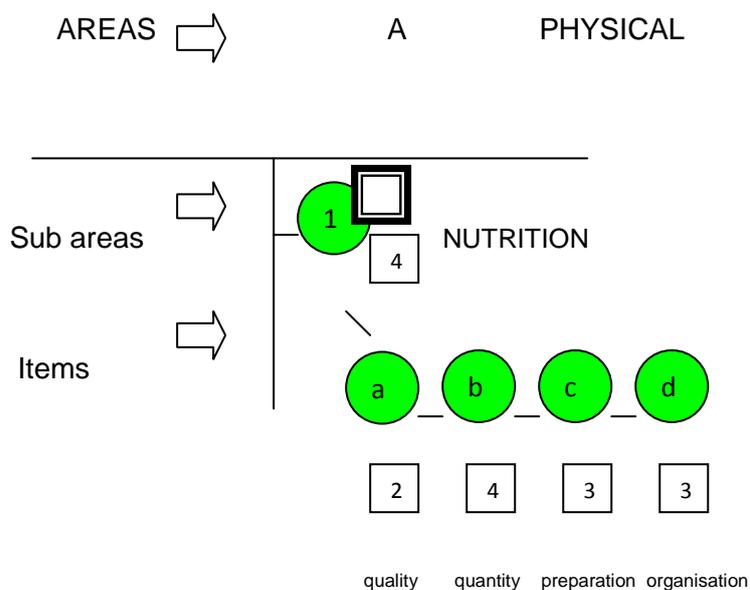
Obtaining a score for a sub-area from the item scores.

Transfer the scores from the explanatory table to the scoring sheet for the items (and sub areas without items i.e. hygiene). Read the score for all the items of a particular sub-area: if there is a clearly repeated number but none of the ticks are beyond 3, score that number for that particular sub-area. To record it on the scoring sheet enter the number in the box for that sub-area. Example: the scores for the items average 2 so the sub area score is 2.



\*If there is even a single score of 4 or 5, score that point regardless of other scores.

*Example: the scores for the items average 3, but there is a score of 4, so the sub area score is 4.*



## Obtaining a score for an 'area'

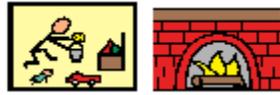
Follow the same principle for getting an overall score for an area by taking an average of the sub-area scores. Again, if there is even a single score of 4 or 5, score that point regardless of other scores.

*\*This method helps identify the problem even if it is one sub-area or item. Its primary aim is to safeguard child's welfare while being objective. The average score is not used as it will not show up the high scores which are the areas of concern.*

## Explanatory table

### A - Area of Physical care

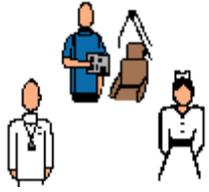
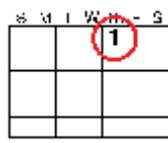
Sub-areas	1 child priority	2 child first	3 child and carer equal	4 child second	5 child not considered
<b>1. NUTRITION</b> 					
a. Quality 	Aware and thinks ahead; provides excellent quality food and drink.	Aware and manages to provide good quality food and drink.	Provision of reasonable quality food, inconsistent through lack of awareness or effort.	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.
b. Quantity 	Ample; parent has checked these are the right portion sizes for age.	Adequate; these appear to be the right portion sizes for age.	Adequate to Variable; adequate portion sizes.	Variable to low or over feeding of poor quality food.	Mostly low or starved; little or no food or severe over eating.
c. Preparation 	Specially cooked/prepared for the child.	Well prepared for the family always thinking of the child's needs.	Preparation infrequent and mainly for the adults, child sometimes thought about.	More often no preparation. If there is, child's need or taste not thought about.	Hardly ever any preparation. Child lives on snacks, cereals or takeaways.

<p>d. Organisation</p> 	<p>Meals carefully organised – seating, timing,</p> <p>Manners.</p> <p>Appropriate equipment, baby bottles, cutlery, plates.</p>	<p>Well organised- often seating, regular timing.</p> <p>Appropriate equipment, baby bottles, cutlery, plates.</p>	<p>Poorly organised- irregular timing, improper seating.</p> <p>Limited baby/child appropriate equipment.</p>	<p>Ill organised- no clear meal time.</p> <p>Little or no equipment provided, food eaten from containers, drinks from cans/bottles.</p>	<p>Chaotic – eat when and what one can.</p> <p>No equipment provided.</p> <p>Baby left with bottle.</p>
<p><b>2. HOUSING</b></p> 					
<p>a. Maintenance</p> 	<p>Additional features benefiting child- safe, warm and clean (also referred to B-safety area/1/d)</p>	<p>No additional features but well maintained.</p>	<p>State of repair adequate.</p>	<p>In disrepair- but could be repaired easily</p>	<p>Dangerous disrepair- but could be repaired easily (exposed nails, live wires).</p>
<p>b. Décor</p> 	<p>Excellent, child's taste specially considered.</p>	<p>Good, child's taste considered (practical constraints prevent a score of 1).</p>	<p>In need of decoration but reasonably clean.</p>	<p>Dirty.</p>	<p>Long term engrained dirt.</p> <p>Bad odour.</p>
<p>c. Facilities</p> 	<p>Essential and additional fixtures and fittings, good heating, shower and bath, play and learning facilities.</p>	<p>All essential fixtures and fittings; effort to consider the child. If lacking, due to practical constraints (child comes first).</p>	<p>Essential to bare- no effort to consider the child.</p>	<p>Adults needs for safety, warmth and entertainment come first.</p>	<p>Child dangerously exposed or not provided for.</p>

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.

<p><b>3. CLOTHING</b></p> 					
<p>a. Insulation</p> 	<p>Good range of clothes that offer the right protection in all weathers.</p>	<p>Adequate range of clothes that offer the right protection in most weathers.</p>	<p>Adequate to variable weather protection.</p>	<p>Inadequate weather protection.</p>	<p>Dangerously exposed.</p>
<p>b. Fitting</p> 	<p>Excellent fitting and design.</p>	<p>Proper fitting.</p>	<p>Clothes a little too large or too small.</p>	<p>Clothes clearly too large or too small.</p>	<p>Grossly improper fitting.</p>
<p><b>Look- age 0-5</b></p> 	<p>Newish, clean, uncreased.</p>	<p>Effort to restore any wear. Clean and uncreased.</p>	<p>Repair lacking, usually not quite clean and/or creased.</p>	<p>Worn, somewhat dirty and crumpled.</p>	<p>Dirty, badly worn and crumpled, odour.</p>

<p><b>Look- age 5+</b></p> 	As above.	As above.	Worse than above unless child does own washing. If younger (under 7) gets relatively better clothes.	Same as above unless child does own washing. Even under 7 same as above.	Child unable to help him/herself therefore same as above.
<p><b>4. HYGIENE</b></p> 					
<p><b>Age 0 to 4</b></p> 	Bathed and hair brushed more than once a day.	Regularly bathed and hair brushed, almost daily.	No routine. Sometimes bathed and hair brushed.	Occasionally bathed but seldom hair brushed.	Seldom bathed or clean. Hair never brushed.
<p><b>Age 5 to 7</b></p> 	Some independence at above tasks but always helped and supervised. Products provided.	Reminded and products provided for regularly. Watched and helped if needed.	Irregularly reminded and products provided. Sometimes watched.	Reminded only now and then, minimum supervision.	Not bothered.
<p><b>Age 7+</b></p> 	Reminded, followed, helped regularly. Products provided.	Reminded regularly and encouraged if lapses. Products provided.	Irregularly reminded, Products not provided consistently.	Left to their own initiatives. Provision minimum and inconsistent.	Not bothered.

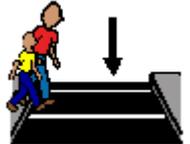
<p><b>5. HEALTH</b></p> 					
<p>a. Opinion sought</p> 	<p>Not only on illnesses but also other genuine health matters thought about in advance and with sincerity, including oral hygiene and state of teeth.</p>	<p>From professionals/ experienced adults on matters of genuine and immediate concern about child health.</p>	<p>On illness of any severity.</p>	<p>Only when illness becomes moderately severe (delayed consultation). Or frequent unnecessary consultation and/ or medication.</p>	<p>When illness becomes critical (emergencies) or even that ignored.</p>
<p>b. Follow up</p> 	<p>All appointments kept. Rearranges if problems.</p>	<p>Fails one in two appointments due to doubt about their usefulness or due to pressing practical constraints.</p>	<p>Fails one in two appointments even if of clear benefit for reasons of personal inconvenience.</p>	<p>Attends third time after reminder. Doubts its usefulness even if it is of clear benefit to the child.</p>	<p>Fails a needed follow up a third time despite reminders. Misleading explanations for not attending.</p>
<p>c. Health checks and immunisation</p> 	<p>Visits in addition to the scheduled health checks and dental visits, up to date with immunisation unless genuine reservations.</p>	<p>Up to date with scheduled health checks, dental visits and immunisation unless exceptional or practical problems. Plans in place to address this.</p>	<p>Omission for reasons of personal inconvenience, takes up if persuaded.</p>	<p>Omissions because of carelessness, accepts if accessed at home.</p>	<p>Clear disregard of child's welfare. Blocks home visits.</p>

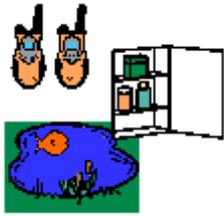
<p>d. Disability/chronic illness (3 months after diagnosis)/ illness</p> 	<p>Compliance excellent, (any lack is due to difference of opinion). Compassion for child's needs.</p>	<p>Any lack of compliance is due to pressing practical reason. Compassion for child's needs.</p>	<p>Compliance is lacking from time to time for no pressing reason (excuses).  Shows some compassion for child's needs.</p>	<p>Compliance frequently lacking for trivial reasons, very little affection, if at all. Shows little compassion for child's needs.</p>	<p>Serious compliance failure (medication not given for no reason), can lie, (inexplicable deterioration). Shows no compassion for child's needs.</p>
<p>Compliance = accepting professional advice at any venue and carrying out advice given.</p>					

## Explanatory table

### B – Area of Care and Safety

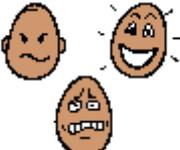
Sub-areas	1 child first	2 child a priority	3 child and carer equal	4 child second	5 child not considered
<b>1. IN PRESENCE</b>					
a. Awareness 	Good awareness of safety issues how ever remote the risk.	Aware of important safety issues.	Poor awareness and perception except for immediate danger.	Oblivious to safety risks.	Not bothered.
NOTE: Please refer to the item 'd (Safety Features)' and the note below it.					
b. Practice					
<ul style="list-style-type: none"> <li>Pre-mobility age </li> </ul>	Confident with handling and laying down. Seldom unattended.	Careful whilst handling and laying down, Frequent checks if unattended.	Handling careless. Frequently unattended when laid within the house.	Handling unsafe. Unattended even during care chores (bottle left in the mouth).	Dangerous handling, left dangerously unattended during care chores e/g not supervised in the bath.
<ul style="list-style-type: none"> <li>Acquisition of mobility </li> </ul>	Constant attention to safety and effective measures against any perceived dangers when up and about.	Effective measures against any danger about to happen.	Measures taken against danger about to happen of doubtful use.	Ineffective measures if at all. Improvement from mishaps soon lapses.	Inadvertently exposes to dangers (dangerously hot iron near by).

<ul style="list-style-type: none"> <li>Infant school</li> </ul> 	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.
<ul style="list-style-type: none"> <li>Junior and Senior School</li> </ul> 	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 it is safe as long as returns in time.	Not bothered about daytime outings, concerned about late nights in case of child younger than 13.	Not bothered despite knowledge of dangers outdoors-railway lines, ponds, unsafe building, or staying away until late evening/nights.
<p>c. Traffic</p> 					
<p>Age 0 – 4</p> 	Well secured in the pram, harnesses, or when walking, hand clutched. Walks at child's pace.	Infant secured, 3-4 year old allowed to walk but close by, always in vision, hand clutched if necessary i.e. 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, 3-4 year olds left far behind when walking or dragged with irritation.	Babies unsecured, careless with pram, 3-4 year old left to wander and dragged along in frustration when found.
<p>5 and above</p> 	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+ child: 8-9 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.

<p>d. Safety Features</p> 	<p>Abundant features which are appropriately used - gate, guards, drug lockers, electrical safety devices, intercom to listen to the baby, safety with garden pond and pool etc.</p>	<p>Essential features- secure doors, windows and any heavy furniture item. Safe gas and electrical appliances, drugs and toxic chemicals out of reach, smoke alarm.</p> <p>Improvisation and DIY if cannot afford.</p>	<p>Lacking in essential features, very little improvisation or DIY (done too causally to be effective).</p>	<p>No safety features. Some possible hazard due to disrepair (tripping hazard due to uneven floor, unsteady heavy fixtures, unsafe appliances).</p>	<p>Definite hazard for disrepair- exposed electric wires and sockets, unsafe windows (broken glass), dangerous chemicals carelessly lying around.</p>
<p>Note: This item along with other safety provisions which are not a fixture like a bicycle helmet, safety car seats, sports safety wear etc. can be used to score for item 'a' (Awareness of safety).</p>					
<p><b>2. SAFETY IN ABSENCE</b></p> 	<p>Child is left in care of a responsible adult. Never in sole care of an under 16.</p>	<p>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.</p> <p>Above arrangement applies to a baby only in an urgent situation.</p>	<p>For recreational reason leaves a 0-9 year old with a child aged 10-13 or a person of unknown suitability</p>	<p>For recreational reason a 0-7 year old is left with an 8-10 year old or an unsuitable person.</p>	<p>For recreational reason a 0-7 year old is left alone or in the company of a relatively older but less than 8 year old child or an unsuitable person.</p>

## Explanatory table

### C – Area of Care and Love

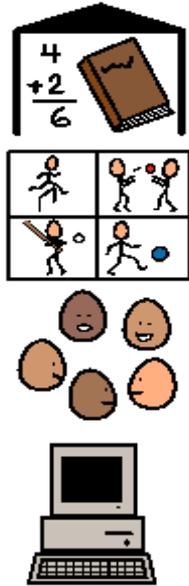
Sub-areas	1 child first	2 child a priority	3 child and carer equal	4 child second	5 child not considered
<b>1. CARER</b>					
a. Sensitivity 	Looks for or picks up very subtle signals- verbal or nonverbal expression or mood.	Understands clear signals – distinct verbal or clear nonverbal expression.	Not sensitive enough – messages and signals have to be intense to make an impact e.g. crying.	Quite insensitive – needs repeated or prolonged intense signals.	Insensitive to even sustained intense signals or dislikes child.
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.
c. Reciprocation (quality) 	Responses fit with the signal from the child, both emotionally (warmth) and materially (food, nappy change). Warm. Can cope with stress.	Material responses (food, nappy change etc.) lacking, but emotional responses warm and reassuring.	Emotions warm towards 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.

<b>2.MUTUAL ENGAGEMENT</b>					
<p>a, Beginning interactions</p> 	<p>Carer starts interactions with child. Child starts interactions with carer. Positive attempt by carer even if child is defiant.</p>	<p>Carer starts interactions with child. Child starts interactions with carer. Equal frequency. Positive attempt by carer even if child is defiant.</p>	<p>Child mainly starts interactions. Sometimes the carer. Carer negative if child's behaviour is defiant.</p>	<p>Child mainly starts interactions. Not very often the carer.</p>	<p>Child does not attempt to start interaction with carer. Carer does not start interactions with child. Child appears resigned or apprehensive.</p>
<p>b, Quality</p> 	<p>Frequent pleasure of engagement, both enjoy it..</p>	<p>Quite often and both enjoy equally.</p>	<p>Less often engaged for pleasure, child enjoys more. Carer passively joins in getting some enjoyment at times.</p>	<p>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).</p>	<p>Dislikes it when child tries to enjoy interactions, if any. Child resigned or plays on own. Carer's engagement for practical reasons only (dressing, feeding).</p>
<p><b>CAUTION:</b> 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 of 'carer' (C/1) alone and problem noted as comments.</p>					

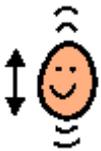
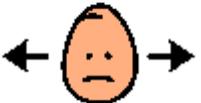
## Explanatory table

### D – Area of Care of Esteem

Sub-areas	1 child first	2 child a priority	3 child and carer equal	4 child second	5 child not considered
<b>1. STIMULATION</b>					
<b>Age 0-2 years</b> 	Plenty of appropriate stimulation (talking, touching, looking). Plenty of equipment.	Enough and appropriate intuitive stimulation (See below), less showy toys, gadgets, outings and celebrations	Inadequate and inappropriate- baby left alone while carer pursues own amusements; sometimes interacts with baby.	Baby left alone while adult gets on with pursuing own amusements unless strongly sought out by the baby.	Absent- even mobility restricted (confined in chair/pram) for carer's convenience. Cross if baby demands attention.
<b>Age 2-5 years</b> 	i <i>Interactive stimulation</i> (talking to, playing with, reading stories and topics) plenty and good quality.	i Sufficient and of satisfactory quality.	i Variable- adequate if usually doing own thing.	i Scarce- even if doing nothing else.	i Nil.
	ii <i>Toys and gadgets</i> (items of uniform, sports equipment, books etc.) – Plenty and good quality	ii Provides all that is necessary and tries for more, make do if unaffordable.	ii Essentials only. No effort to make do if unaffordable.	ii Lacking on essentials.	ii Nil, unless provided by other sources- gifts or grants.
	iii <i>Outings</i> (taking the child out for recreational purposes) – frequent	iii Enough visits to child centred places locally (e.g. parks) occasionally away	iii Child accompanies carer wherever carer decides, usually child	iii Child simply accompanies – holidays or locally (e.g. shopping), plays	iii No outings for the child, may play in the street but carer goes out locally e.g. to pub

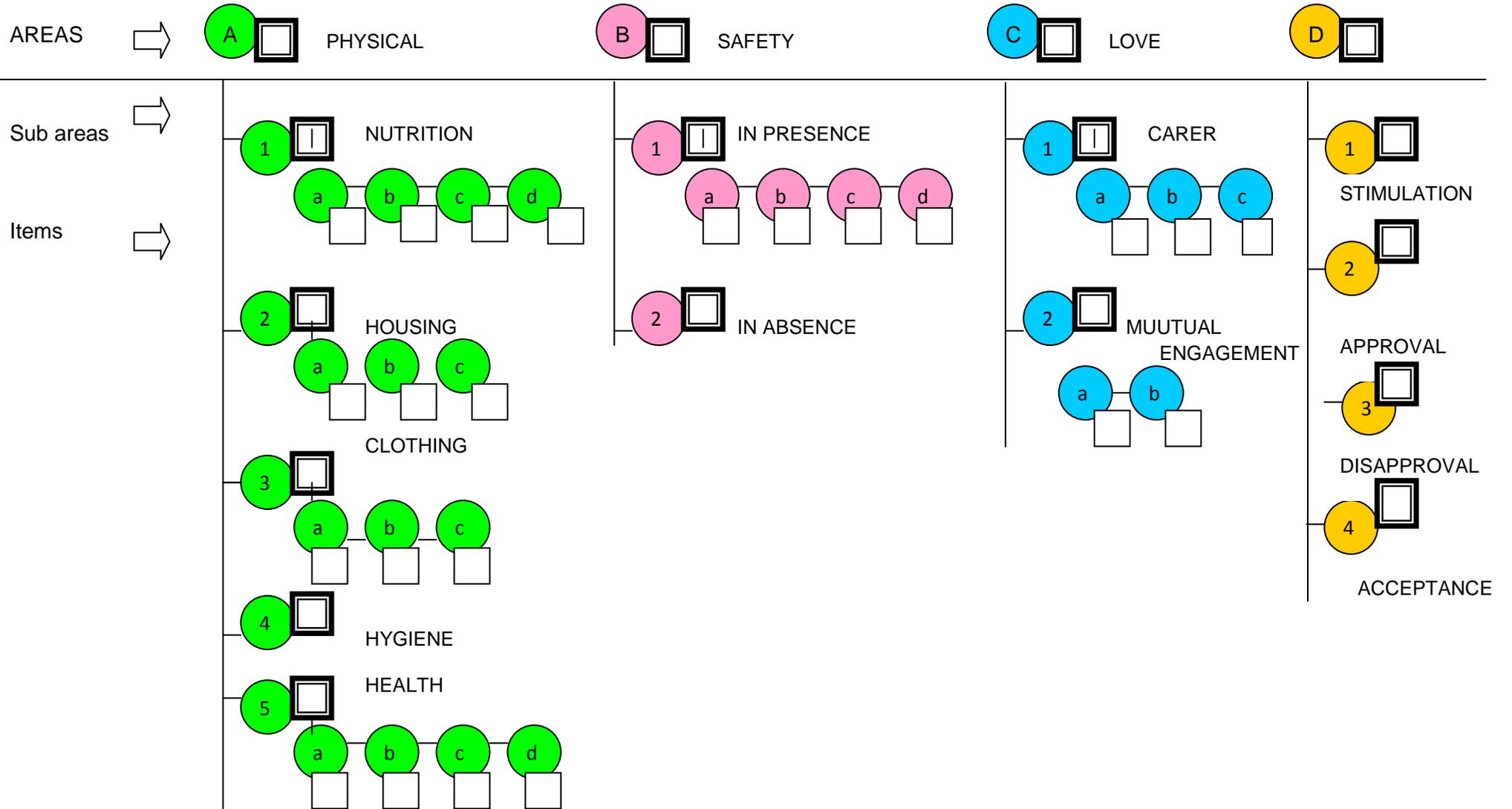
	visits to child centred places locally and away.	(e.g. Legoland, zoos).	friendly places.	out doors in neighbourhood.	with friends.
	iv <i>Celebrations</i> – both seasonal and personal, child made to feel special	iv Equally keen and eager but less showy.	iv Mainly seasonal (Christmas) low key personal (birthdays).	iv Only seasonal- low key to keep up with the rest.	iv Even seasonal festivities absent or dampened.
<p><b>Age 5+ years</b></p> 	i <i>Education</i> – active interest in schooling and support at home.	i Active interest in schooling, support at home when can.	i Maintains schooling but little support at home even if has spare time.	i Little effort to maintain schooling or mainly for other reasons like free meals etc.	i Not bothered or can even be discouraging.
	ii <i>Sports and leisure</i> – well organised outside school hours e.g. swimming, clubs. etc.	ii All affordable support.	ii little effort in finding out but takes up opportunities at doorstep.	ii Child makes all the effort, carer not bothered.	ii Not bothered even if child is doing unsafe/unhealthy activity.
	iii <i>Friendships</i> – encouraged and checked out	iii Carer offers some help.	iii Accepts if a friend is from a supportive family with carer.	iii Child finds own friends, no help from carer unless reported to be bullied.	iii Not bothered.
	iv <i>Provision</i> –stylish e.g. sports gear, computers.	iv Well provided and tries to provide more if could.	iv Poorly provided.	iv Under provided.	iv No provision.

NOTE: Whichever describes the case best should be ticked as the score; in the event of a tie choose the higher score.

<p><b>2. APPROVAL</b></p> 	<p>Talks about the child with delight/praise without being asked; material and generous emotional reward for any achievement.</p>	<p>Talks fondly about the child when asked, generous praise and emotional reward.</p>	<p>Agrees with other's praise of the child, low key praise and damp emotional reward.</p>	<p>Indifferent if child praised by others, indifferent to child's achievement, which is quietly acknowledged.</p>	<p>If the child is praised by someone else, successes rejected. Achievements not acknowledged, lack of reprimand or ridicule is the only reward if at all.</p>
<p><b>3. DISAPPROVAL</b></p> 	<p>Mild verbal and consistent disapproval if any set limit is crossed.</p>	<p>Consistent terse verbal, mild physical, mild sanctions if any set limits are crossed.</p>	<p>Inconsistent boundaries or methods terse/shouts or ignores for own convenience, mild physical and moderate other sanctions.</p>	<p>Inconsistent, shouts/harsh verbal, moderate physical, or severe other sanctions.</p>	<p>Terrorised. Ridicule, severe physical or cruel other sanctions.</p>
<p><b>4. ACCEPTANCE</b></p> 	<p>Unconditional acceptance. Always warm and supportive even if child is failing.</p>	<p>Unconditional acceptance, even if temporarily upset by child's behavioural demand but always warm and supportive.</p>	<p>Annoyance at child's failure, behavioural demands less well tolerated.</p>	<p>Unsupportive to rejecting if child is failing or if behavioural demands are high. Accepts if child is not failing.</p>	<p>Indifferent if child is achieving but rejects if makes mistakes or fails. Exaggerates child's mistakes</p>

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.

# Scoring sheet



This is the scheme representing all 'items' (represented by small letters); 'sub areas' (represented by numbers), and 'areas' (represented by capital letters) these are printed in circles.

Scores are to be noted in boxes adjacent to corresponding 'items', 'sub areas' and 'areas'. This represents the entire record as in the explanatory table for full reference.

## 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 high 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 first review
1					
2					
3					

I have seen the completed GCP scores for my child.  
Parent/ carer comments

Signed \_\_\_\_\_

Date \_\_\_\_\_