














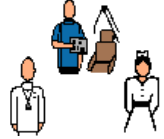
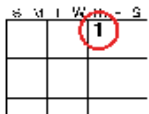


## A PHYSICAL CARE

Sub-areas	1 child priority	2. child first	3. child and carer equal	4. child second	5. child not considered
<b>1. NUTRITION</b>					
<b>a) Quality</b> 	Aware and thinks ahead; provides excellent quality food and drink.	Aware and manages to provide reasonable 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>b) Quantity</b> 	Ample.	Adequate.	Adequate to Variable.	Variable to Low.	Mostly low or starved.
<b>c) Preparation</b> 	Painstakingly 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.
<b>d) Organisation</b>	Meals carefully organised – seating, timing, manners.	Well organised-often seating, regular timing.	Poorly organised-irregular timing, improper seating.	Ill organised- no clear meal time.	Chaotic – eat when and what one can.

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<b>2. HOUSING</b>					
<b>a) Maintenance</b> 	Additional features benefiting child- safe, warm and clean (also referred to B-safety area/1/d)	No additional features but well maintained.	State of repair adequate.	In disrepair- but could be repaired easily	Dangerous disrepair- but could be repaired easily (exposed nails, live wires).
<b>b) Décor</b> 	Excellent, child's taste specially considered.	Good, child's taste considered (practical constraints prevent a score of 1).	In need of decoration but reasonably clean.	Dirty.	Long term engrained dirt. (Bad odour).
<b>c) Facilities</b> 	Essential and additional fixtures and fittings- good heating, shower and bath, play and learning facilities.	All essential fixtures and fittings; effort to consider the child. If lacking, due to practical constraints (child comes first).	Essential to bare- no effort consider the child.	Adults needs for safety, warmth and entertainment come first	Child 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.					





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<b>3. CLOTHING</b>					
<b>a) Insulation</b> 	Well protected with high quality clothes.	Well protected, even if with cheaper clothes.	Adequate to variable weather protection.	Inadequate weather protection.	Dangerously exposed.
<b>b) Fitting</b> 	Excellent fitting and design.	Proper fitting even if handed down.	Clothes a little too large or too small.	Clothes clearly too large or too small.	Grossly improper fitting.
<b>c) Look Age 0-5</b> 	Newish, clean, ironed.	Effort to restore any wear. Clean and ironed.	Repair lacking, usually not quite clean or ironed.	Worn, somewhat dirty and crumpled.	Dirty, badly worn and crumpled, odour
<b>c) Look Age 5 +</b> 	As above	As above, odour if bed wetter, not otherwise.	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.


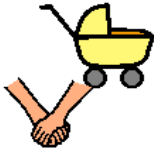

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<b>4. HYGIENE</b>					
<b>Age 0-4</b> 	Cleaned, bathed and hair brushed more than once a day	Regular, almost daily.	No routine. Sometimes bathed and hair brushed.	Occasionally bathed but seldom hair brushed.	Seldom bathed or clean. Hair never brushed.
<b>Age 5 to 7</b> 	Some independence at above tasks but always helped and supervised.	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.
<b>Age 7 +</b> 	Reminded, followed, helped regularly.	Reminded regularly and encouraged if lapses.	Irregularly reminded, Products not provided consistently.	Left to their own initiatives. Provision minimum and inconsistent.	Not bothered

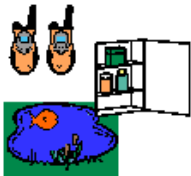

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<b>5. HEALTH</b>					
<b>a) Opinion sought</b> 	Not only on illnesses but also other genuine health matters thought about in advance and with sincerity.	From professionals/ experienced adults on matters of genuine and immediate concern about child health.	On illness of any severity. Or frequent unnecessary consultation and/ or medication.	Only when illness becomes moderately severe (delayed consultation).	When illness becomes critical (emergencies) or even that ignored.
<b>b) Follow up</b> 	All appointments kept. Rearranges if problems.	Fails one in two appointments due to doubt about their usefulness or due to pressing practical constraints.	Fails one in two appointments even if of clear benefit for reasons of personal inconvenience.	Attends third time after reminder. Doubts its usefulness even if it is of clear benefit to the child.	Fails a needed follow up a third time despite reminders. Misleading explanations for not attending.
<b>c) Health checks and immunisation</b> 	Visits in addition to the scheduled health checks, up to date with immunisation unless genuine reservations.	Up to date with scheduled health checks and immunisation unless exceptional or practical problems. Plans in place to address this.	Omission for reasons of personal inconvenience, takes up if persuaded.	Omissions because of carelessness, accepts if accessed at home.	Clear disregard of child's welfare. Blocks home visits.
<b>d) Disability/ chronic illness (3 months after diagnosis)/illness</b> 	Compliance excellent, (any lack is due to difference of opinion). Compassion for child's needs.	Any lack of compliance is due to pressing practical reason. Compassion for child's needs.	Compliance is lacking from time to time for no pressing reason (excuses). Shows some compassion for child's needs.	Compliance frequently lacking for trivial reasons, very little affection, if at all. Shows little compassion for child's needs.	Serious compliance failure (medication not given for no reason), can lie, (inexplicable deterioration). Shows no compassion for child's needs.

Compliance = accepting professional advice at any venue and carrying out advice given.

## B CARE OF SAFETY



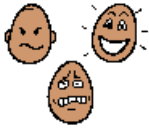
Sub-areas	1 child priority	2. child first	3. child and carer equal	4. child second	5. child not considered
<b>1. IN PRESENCE</b>					
<b>a) Awareness</b> 	Good awareness of safety issues how ever remote the risk.	Aware of important safety issues.	Poor awareness and perception except for immediate danger.	Oblivious to safety risks.	Not bothered.
NOTE: Please refer to the item 'd (Safety Features)' and the note below it.					
<b>b) Practice</b>					
<b>Pre-mobility age</b> 	Very cautious with handling and laying down. Seldom unattended.	Cautious 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 like bath.
<b>Acquisition of mobility</b> 	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).
<b>Infant school</b> 	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.



<p><b>Junior and Senior School</b></p> 	<p>Allows out in known safe surroundings within appointed time. Checks if goes beyond set boundaries.</p>	<p>Can allow out in unfamiliar surroundings if thought to be safe and in knowledge. Reasonable time limit. Checks if worried.</p>	<p>Not always aware of whereabouts outdoors believing it is safe as long as returns in time.</p>	<p>Not bothered about daytime outings, concerned about late nights in case of child younger than 13.</p>	<p>Not bothered despite knowledge of dangers outdoors-railway lines, ponds, unsafe building, or staying away until late evening/nights.</p>
<p><b>c) Traffic</b></p>					
<p><b>Age 0 – 4</b></p> 	<p>Well secured in the pram, harnesses, or when walking, hand clutched. Walks at child's pace.</p>	<p>3-4 year old allowed to walk but close by, always in vision, hand clutched if necessary i.e. crowd.</p>	<p>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.</p>	<p>Babies not secured, 3-4 year olds left far behind when walking or dragged with irritation.</p>	<p>Babies unsecured, careless with pram, 3-4 year old left to wander and dragged along in frustration when found.</p>
<p><b>5 and above</b></p> 	<p>5-10 year old escorted by adult crossing a busy road, walking close together.</p>	<p>5-8 year old allowed to cross road with a 13+ child: 8-9 allowed to cross alone if they reliably can.</p>	<p>5-7 year olds allowed to cross with an older child, (but below 13) and simply watched: 8-9 crosses alone.</p>	<p>5-7 year old allowed to cross a busy road alone in belief that they can.</p>	<p>A child, 7, crosses a busy road alone without any concern or thought.</p>

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<p><b>d) Safety features</b></p> 	<p>Abundant features- 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. 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 vetted 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. 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 known to be unsuitable.</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>







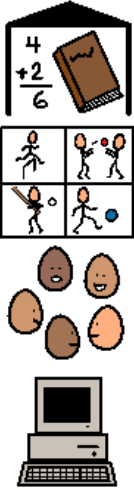

## C CARE OF LOVE



Sub-areas	1 child priority	2. child first	3. child and carer equal	4. child second	5. child not considered
<b>1) CARER</b>					
<b>a) Sensitivity</b> 	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>b) Timing of response</b> 	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
<b>c) Reciprocation (quality)</b> 	Responses fit with the signal from the child, both emotionally (warmth) and materially (food, nappy change). Can get over stressed by distress signals from child. Warm.	Material responses (treats 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.

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<b>2. MUTUAL ENGAGEMENT</b>					
<b>a) Beginning interactions</b> 	Carer starts interactions with child. Child starts interactions with carer. Carer does this more often.	Carer starts interactions with child. Child starts interactions with carer. Equal frequency. Positive attempt by carer even if child is defiant.	Child mainly starts interactions. Sometimes the carer. Carer negative if child's behaviour is defiant.	Child mainly starts interactions. Not very often the carer.	Child does not attempt to start interaction with carer. Carer does not start interactions with child. Child appears resigned or apprehensive.
<b>b) Quality</b> 	Frequent pleasure of engagement, both enjoy it, carer may seem to enjoy a bit more.	Quite often and both enjoy equally.	Less often engaged for pleasure, child enjoys more. Carer passively joins in getting some enjoyment at times.	Engagement mainly for a practical purpose. Indifferent when child attempts to engage for pleasure. Child can get some pleasure (attempts to sit on knees, tries to show a toy).	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).
<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.					

## D CARE OF ESTEEM

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

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<b>STIMULATION CONTINUED</b>					
<b>Age 5+ years</b> 	i) Education– active interest in schooling and support at home.  ii) Sports and leisure– well organised outside school hours e.g. swimming, clubs. etc.  iii) Friendships– encouraged and checked out  iv) Provision–stylish e.g. sports gear, computers.	i) Active interest in schooling, support at home when can.  ii) All affordable support.  iii) Carer offers some help.  iv) Well provided and tries to provide more if could.	i) Maintains schooling but little support at home even if has spare time.  ii) little effort in finding out but takes up opportunities at doorstep.  iii) Accepts if a friend is from a supportive family with carer.  iv) Poorly provided.	i) Little effort to maintain schooling or mainly for other reasons like free meals etc.  ii) Child makes all the effort, carer not bothered.  iii) Child finds own friends, no help from carer unless reported to be bullied.  iv) Under provided.	i) Not bothered or can even be discouraging.  ii) Not bothered even if child is doing unsafe/unhealthy activity.  iii) Not bothered.  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.					
<b>2. APPROVAL</b> 	Talks about the child with delight/praise without being asked; material and generous emotional reward for any achievement.	Talks fondly about the child when asked, generous praise and emotional reward, less of material reward.	Agrees with other's praise of the child, low key praise and damp emotional reward.	Indifferent if child praised by others, indifferent to child's achievement, which is quietly acknowledged.	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.

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<b>STIMULATION CONTINUED</b>					
<b>3. DISAPPROVAL</b> 	Mild verbal and consistent disapproval if any set limit is crossed.	Consistent terse verbal, mild physical, mild sanctions if any set limits are crossed.	Inconsistent boundaries or methods terse/shouts or ignores for own convenience, mild physical and moderate other sanctions.	Inconsistent, shouts/harsh verbal, moderate physical, or severe other sanctions.	Terrorised. Ridicule, severe physical or cruel other sanctions.
<b>4. ACCEPTANCE</b> 	Unconditional acceptance. Always warm and supportive even if child is failing.	Unconditional acceptance, even if temporarily upset by child's behavioural demand but always warm and supportive.	Annoyance at child's failure, behavioural demands less well tolerated.	Unsupportive to rejecting if child is failing or if behavioural demands are high. Accepts if child is not failing.	Indifferent if child is achieving but rejects if makes mistakes or fails. Exaggerates 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.					