



East Lothian and Midlothian  
Public Protection Committee



# Risk of Neglect Toolkit: Working with Families

**Child's name:**

**Carer(s) name(s):**

**Completed by:**

**Date:**

We would like to acknowledge the Action for Children toolkit has been adapted from the work of Dr O P Srivastava, Consultant Community Paediatrician, and Luton Child Development Centre who developed the original Graded Care Profile.

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**ACTION FOR CHILDREN**





# A. Area of physical care | Nutrition

Carer(s) name(s):

Child's name(s):

Date:

	1	2	3	4	5
1. Nutrition	No concern	No or low concern	Some support required	More support required	High level of support required
<b>Nutritional content</b>	<input type="radio"/> Aware, proactive, provides nutritious food and drink within their means	<input type="radio"/> Aware and usually manages to provide nutritious food and drink.	<input type="radio"/> Provision of reasonably nutritious food but inconsistent.	<input type="radio"/> Provision of mainly non-nutritious food	<input type="radio"/> Nutrition not a consideration at all.
<b>Quantity</b>	<input type="radio"/> Consistently provided to meet age and stage of development.	<input type="radio"/> Mostly provided to meet age and stage of development.	<input type="radio"/> Adequate to variable provision.	<input type="radio"/> Variable too much/ too little. Inconsistent.	<input type="radio"/> Child appears underweight/ overweight, seeking food/stealing food.
<b>Preparation</b>	<input type="radio"/> Cooked/prepared for the child's needs/ age/taste.	<input type="radio"/> Usually well prepared for the family always thinking of child's needs.	<input type="radio"/> Preparation infrequent, child's needs sometimes considered.	<input type="radio"/> More often no preparation. If there is, child's need or taste not considered or accommodated.	<input type="radio"/> Hardly ever any preparation, child often left to source or make their own meals.
<b>Organisation</b>	<input type="radio"/> Meals available as appropriate to age/ stage. Good hygiene. Child knows they will be fed, routine in place.	<input type="radio"/> Meals mostly available and a routine in place. Reasonable hygiene.	<input type="radio"/> Meals usually available, poor attention to hygiene e.g. in food preparation, cleanliness of bottles/ plates etc.	<input type="radio"/> Erratic and inconsistent availability of meals and unhygienic practices	<input type="radio"/> No routine - child eats when and what they can
<b>Emotional care</b>	<input type="radio"/> Meal times are mostly child focussed, child's needs attended to.	<input type="radio"/> Meal times usually child focussed and child's needs attended to.	<input type="radio"/> Meal times rarely child focussed, their needs rarely considered.	<input type="radio"/> Meals not prepared/ inadequate. Lack of consideration of child's needs.	<input type="radio"/> Meals not prepared, child eats alone, child's needs not considered.



# A. Area of physical care | Housing

Carer(s) name(s):

Child's name(s):

Date:

2. Housing	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
<b>Maintenance</b>	<input type="radio"/> Well maintained, safe, warm and clean.	<input type="radio"/> Generally well maintained and safe.	<input type="radio"/> Some repairs needed. Not always proactive in addressing these issues.	<input type="radio"/> State of repair is inadequate and has not been addressed. Conditions have resulted in an accident to a child in the home.	<input type="radio"/> Dangerous disrepair which is not being addressed (e.g. exposed nails, live wires). More than one accident to child in home/garden.
<b>Environment</b>	<input type="radio"/> Welcoming home appropriate to the family's needs.	<input type="radio"/> Mostly welcoming, evidence of child's needs/preferences being considered.	<input type="radio"/> Some areas in need of attention/ redecoration.	<input type="radio"/> Dirty/chaotic environment, evidence of long term disrepair.	<input type="radio"/> Squalid, bad odour, exposure to hazards within the home.
<b>Facilities</b>	<input type="radio"/> Essential and additional amenities, good heating, shower/ bath, beds and bedding provided.  Play and Learning facilities are evident.	<input type="radio"/> All essential amenities, effort to maximise benefit for the child if lacking due to practical constraints (child comes first).	<input type="radio"/> Essential to bare, little evidence of child's needs being prioritised.	<input type="radio"/> Essential to bare (e.g. inadequate bedding, lack of warmth, unclean, no working heating system, does not have own bed/ bedding).	<input type="radio"/> Child dangerously exposed or not provided for.

**Note:** As part of assessment, consider the caregiver's willingness and engagement with supports to maintain a safe and appropriate environment



# A. Area of physical care | Clothing

Carer(s) name(s):

Child's name(s):

Date:

3. Clothing	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
Suitability for weather conditions	<input type="radio"/> Well protected with clothes/shoes suitable for all weathers.	<input type="radio"/> Mostly well protected with appropriate clothes/shoes for the weather.	<input type="radio"/> Adequate to variable weather protection. Sometimes suitably dressed but can be lacking appropriate clothing and shoes.	<input type="radio"/> Inadequate weather protection, lack of warmth, hat, gloves, shoes.	<input type="radio"/> Clothes/shoes completely unsuitable, putting child at risk.
Fitting	<input type="radio"/> Well fitting and allows comfortable movement.	<input type="radio"/> Reasonable fit and well maintained	<input type="radio"/> Clothing inconsistent, often too small and may be uncomfortable.	<input type="radio"/> Clothes too large or small, having impact on child's movement and comfort	<input type="radio"/> Fit of clothing is having a negative effect on child, uncomfortable etc.
Condition	<input type="radio"/> Clean and well presented.	<input type="radio"/> Some effort to restore any wear and clean.	<input type="radio"/> Repair lacking, often not very clean.	<input type="radio"/> Often unwashed, dirty and crumpled.	<input type="radio"/> Usually unwashed, dirty, Clothing in need of repair/replacement.



# A. Area of physical care | Health

Carer(s) name(s):

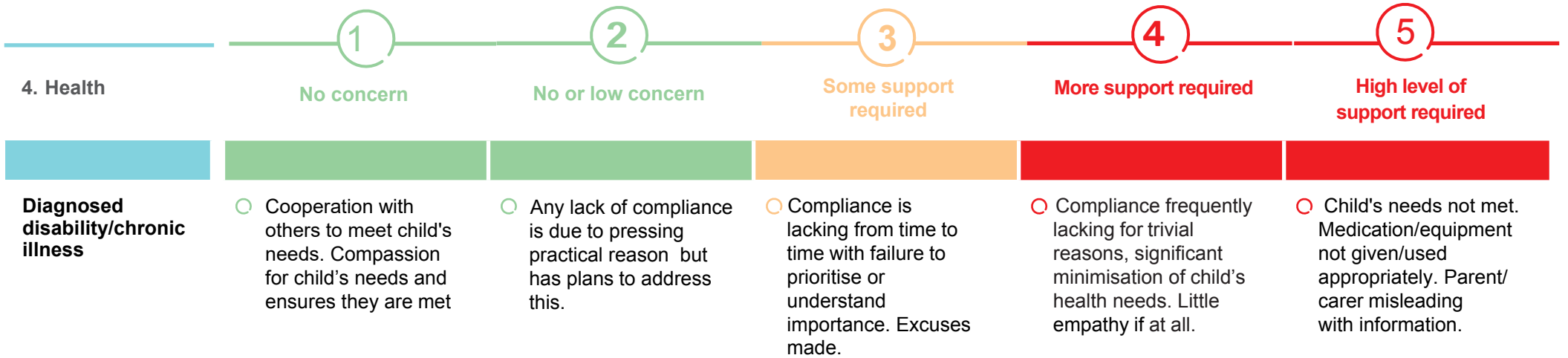
Child's name(s):

Date:

4. Health	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
<b>Opinion sought</b>	○ Seeks medical, dental and optical care on preventative basis and for presenting issues.	○ Seeks advice and responds to guidance from professionals on matters of concern about child health including vision and dental care.	○ Inconsistently responds to guidance provided on child's preventative health. Only seeks medical advice on persistent/serious illness. Child may not be registered with GP or dentist. Alternatively seeks guidance on illness of any severity, resulting in unnecessary consultations	○ Delays seeking medical care until moderately severe. Dental and optical care not sought. Alternatively seeks medical care and labels for child to meet own needs.	○ Medical attention only sought when illness becomes critical (emergencies) or ignored.
<b>Follow up</b>	○ All appointments kept. Rearranges if problems.	○ Child not taken to occasional appointments due to doubt about their usefulness, error or due to pressing practical constraints.	○ Child not taken to one in two appointments, with impact on child's wellbeing.	○ Only takes child if prompted. Doubts its usefulness even if it is of clear benefit to the child.	○ Child not taken to appointments despite prompts. Reasons for non-attendance lack clarity or are misleading.
<b>Monitoring</b>	○ Up to date with immunisation and health checks unless genuine reservations.	○ Up to date with immunisation and health checks unless exceptional or practical problems but has plans to address this.	○ Child not taken for some immunisations and health checks but takes up if persuaded.	○ Omissions because of disorganisation, accepts health input if accessed at home.	○ Little attention to child's welfare, no access provided to home visits, child not seen.



# A. Area of physical care | Health





# A. Area of physical care | Hygiene

Carer(s) name(s):

Child's name(s):

Date:

5. Hygiene	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
<b>Age 0-6</b>	<ul style="list-style-type: none"> <li>○ Adults help child to bathe/wash and teeth brushed daily.</li> </ul>	<ul style="list-style-type: none"> <li>○ Bathed/washed and teeth brushed regularly with help from adults.</li> </ul>	<ul style="list-style-type: none"> <li>○ Irregular routine. Sometimes washed/bathed and teeth brushed, sometimes not.</li> </ul>	<ul style="list-style-type: none"> <li>○ Occasionally washed/bathed but seldom teeth brushed. Child appears unclean.</li> </ul>	<ul style="list-style-type: none"> <li>○ Seldom washed/bathed with poor oral hygiene and hair care.</li> </ul>
<b>Age 7+</b>	<ul style="list-style-type: none"> <li>○ Some independence at above tasks according to age and stage of development. Younger children always helped and supervised and older children reminded and supported.</li> </ul>	<ul style="list-style-type: none"> <li>○ Reminded and products provided for. Mostly watched and helped if needed. Some independence at above tasks according to age and stage of development. Younger children usually helped and supervised and older children usually reminded and supported.</li> </ul>	<ul style="list-style-type: none"> <li>○ Supervision inconsistent and products not always available (shampoo, toothpaste etc).</li> </ul>	<ul style="list-style-type: none"> <li>○ Minimal supervision and support. Lack of access to toothpaste, shampoo etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ No supervision or support.</li> </ul>





# B. Area of care and safety | Home safety

Carer(s) name(s):  
Child's name(s):  
Date:

1. Home safety	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
<b>Awareness</b>	<input type="radio"/> Awareness of all safety issues. Pets appropriately managed with child appropriate care roles with animals.	<input type="radio"/> Aware of most important safety issues.	<input type="radio"/> Some awareness however only intervenes if immediate danger.	<input type="radio"/> Lack of awareness to safety and risks e.g. from animals/pets.	<input type="radio"/> No awareness of safety and risks. No efforts to protect child.
<b>Safety features</b>	<input type="radio"/> All safety features e.g. gates, guards, smoke alarms, medicines /cleaning materials safely stored, Heavy furniture/windows secured. Safe gas and electrical appliances.	<input type="radio"/> Essential features present .eg. gates, guards, smoke alarms, medicines / cleaning materials safely stored, Heavy furniture / windows secured. Safe gas and electrical appliances.	<input type="radio"/> Lacking in essential safety features.	<input type="radio"/> No safety features, some possible hazards due to disrepair e.g. tripping hazard due to littered floor, unsteady heavy fixtures, unsafe appliances.	<input type="radio"/> Definite hazards due to disrepair. Exposed electric wires and sockets, unsafe windows e.g. broken glass, medicines carelessly lying around or stored where baby / child could access.



# B. Area of care and safety | Supervision

Carer(s) name(s):  
Child's name(s):  
Date:

2. Supervision	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
<b>Baby / pre-mobility age</b>	Appropriately cautious with handling and laying down, seldom unattended.	Appropriate cautious with handling and laying down, checks if unattended.	Handling careless, frequently unattended when laid down in house.	Handling unsafe, unattended even during care chores (e.g. bottle left in the mouth).	Dangerous handling, left dangerously unattended during care chores like bath.
<b>Toddler/ preschool</b>	○ Vigilant and effective measures against any perceived dangers when up and about including supervision when using technology/ watching TV.	○ Effective measures against any imminent danger including supervision and controls when using technology/ watching TV	○ Inconsistent reactions to potentially risky situations. Over reliance on TV /other technology to keep child occupied.	○ Lack of safe supervision and reliance on technology/TV. Lack of parental control	○ No supervision which exposes child to danger (e.g. hot iron nearby). Lack of safe supervision, and reliance on technology/ TV/technology has exposed child to inappropriate content
<b>Age 4-10</b>	○ Close supervision indoor and outdoor including supervision/safety controls in relation to internet/social media/ TV/games.	○ Supervision indoors, no direct supervision outdoors if known to be at a safe place. Monitors access to internet/social media/TV/games.	○ Little supervision indoors and outdoors. Acts if noticeable danger. Few supervision/ safety controls in relation to internet/ social media/TV/ games. Caregiver unaware of risks to child re: online/ social media	○ Lack of supervision. Intervenes after mishaps which soon lapses again. Not always aware of child's whereabouts. No supervision/safety controls in relation to internet/social media/TV/ games, Child has accessed inappropriate content / been a victim through use of social media etc.	○ Child is blamed for mishaps. No supervision/safety controls in relation to internet/social media/ TV/games. Regularly accesses inappropriate content and child is dangerously exposed/ vulnerable through use of social media etc.



# B. Area of care and safety | Supervision

Carer(s) name(s):  
Child's name(s):  
Date:

2. Supervision	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
Age 10-18	<ul style="list-style-type: none"> <li>○ Child allowed in known safe surroundings with time limits and checks. Age appropriate safety, supervision and controls for internet, TV, social media, games exposure.</li> </ul>	<ul style="list-style-type: none"> <li>○ Child allowed out in unfamiliar surroundings if thought to be safe with time limits. Age appropriate safety, supervision and controls for internet, TV, social media, games exposure.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not always aware of whereabouts outdoors, believing it is safe as long as child returns in time. Few supervision/ safety controls in relation to internet/ social media/TV/games. Carer lacks knowledge and skills about online safety.</li> </ul>	<ul style="list-style-type: none"> <li>○ Not concerned about late nights for child/ young person younger than 13. No supervision/ safety controls in relation to internet/social media/ TV/games, Young person has accessed inappropriate content / been a victim through use of social media etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ No acknowledgment of risk despite knowledge of dangers outdoors e.g. unsafe buildings or staying out late/ overnight. No supervision/safety controls in relation to internet/social media/ TV/games. Regularly accesses inappropriate content and young person is dangerously exposed/ vulnerable through use of social media etc.</li> </ul>



# B. Area of care and safety | Supervision

Carer(s) name(s):  
Child's name(s):  
Date:

2. Supervision	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
<b>Care responsibilities</b>	<ul style="list-style-type: none"> <li>○ Child is always left in the care of a known, safe adult e.g. relative/friend.</li> </ul>	<ul style="list-style-type: none"> <li>○ Child left with known safe adult. On occasions may be left with trusted, familiar young person for limited periods.</li> </ul>	<ul style="list-style-type: none"> <li>○ As per bullet point in column to the left but more frequently.</li> </ul>	<ul style="list-style-type: none"> <li>○ A child is often left in the care of another child or young person, or with an unsuitable, vulnerable or unknown adult. Lack of awareness of safety risks.</li> </ul>	<ul style="list-style-type: none"> <li>○ Parent/carer often leaving child in the care of another child or with an unsuitable, vulnerable or unknown adult. Child found wandering, child locked out. Parent unaware of child's whereabouts, welfare and not able to speak by phone with the child.</li> </ul>



# B. Area of care and safety | Out and about

Carer(s) name(s):  
Child's name(s):  
Date:

3.Out and about	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
<b>Age 0-4</b>	<ul style="list-style-type: none"> <li>Well secured in the pram, harnesses or walking hand held with attention to child's pace.</li> </ul>	<ul style="list-style-type: none"> <li>Carer responds to surroundings e.g. crowds/traffic and holds hand or keeps close by.</li> </ul>	<ul style="list-style-type: none"> <li>Infants not secured in pram. 3 to 4-year-old expected to catch up with adult when walking. Carer distracted, glances back now and again if child left behind.</li> </ul>	<ul style="list-style-type: none"> <li>Babies not secured, 3 to 4-year-olds left far behind when walking. Carer often distracted and compromises child safety</li> </ul>	<ul style="list-style-type: none"> <li>Babies unsecured, careless with pram, 3 to 4-year-old left to wander. Carer often distracted and compromises child safety Parents/carer shouts or uses threatening responses.</li> </ul>
<b>Age 5+</b>	<ul style="list-style-type: none"> <li>5 to 10-year-old escorted by carer crossing a busy road walking close together.</li> </ul>	<ul style="list-style-type: none"> <li>Child is escorted by carer crossing busy roads but older children have some independence where safe and appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>5-7 yr old can cross with an older child and simply watched. 8-9 yr old can cross alone if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Lack of guidance and supervision by carer with child allowed to cross busy roads alone.</li> </ul>	<ul style="list-style-type: none"> <li>A child crosses a busy road alone without any concern or thought. Carer fails to appreciate the danger that the child is exposed to.</li> </ul>





# c. Relationship between caregiver and child

Carer(s) name(s):

Child's name(s):

Date:

	1	2	3	4	5
1. Responsive care	No concern	No or low concern	Some support required	More support required	High level of support required
<b>a. Sensitivity</b>	<ul style="list-style-type: none"> <li>○ Anticipates or picks up very subtle signals, verbal or non-verbal expression or mood.</li> </ul>	<ul style="list-style-type: none"> <li>○ Carer is responsive to child's verbal and non-verbal signals.</li> </ul>	<ul style="list-style-type: none"> <li>○ Inconsistent response to signals. They have to be intense to make an impact.</li> </ul>	<ul style="list-style-type: none"> <li>○ Quite insensitive, with carer's emotional difficulties dominating. Child has to repeat behaviour to gain response.</li> </ul>	<ul style="list-style-type: none"> <li>○ Does not respond to sustained, intense signals from child. Carer indifferent to child.</li> </ul>
<b>b. Emotional response</b>	<ul style="list-style-type: none"> <li>○ Responses in tune with signals or even before in anticipation.</li> </ul>	<ul style="list-style-type: none"> <li>○ Responses mostly in tune except when occupied by essential chores.</li> </ul>	<ul style="list-style-type: none"> <li>○ Inconsistent emotional response due to own or partner's needs dominating.</li> </ul>	<ul style="list-style-type: none"> <li>○ Even when child in distress responses delayed.</li> </ul>	<ul style="list-style-type: none"> <li>○ Does not provide an emotional response to meet child's needs.</li> </ul>
<b>c. Engaging with each other</b>	<ul style="list-style-type: none"> <li>○ Responses fit with the signal from the child, both emotionally (warmth) and materially (food, nappy change).</li> </ul>	<ul style="list-style-type: none"> <li>○ Mostly warm. Emotional responses usually warm and reassuring.</li> </ul>	<ul style="list-style-type: none"> <li>○ Child exposed to carer's inconsistent responses (due to parent/carer having other priorities/ low mood etc).</li> </ul>	<ul style="list-style-type: none"> <li>○ Emotional response flat and functional, lacks warmth, annoyance if child in moderate distress but attentive if in severe distress.</li> </ul>	<ul style="list-style-type: none"> <li>○ No emotional attachment. Punitive response even if child in distress. Lacks warmth. Child indiscriminately affectionate to strangers.</li> </ul>



# c. Relationship between caregiver and child

Carer(s) name(s):

Child's name(s):

Date:

	1	2	3	4	5
2. Mutual engagement	No concern	No or low concern	Some support required	More support required	High level of support required
a. Interaction	<input type="radio"/> Carer frequently initiates interaction with child and shows enjoyment.	<input type="radio"/> Parent/carer usually happy to engage with child.	<input type="radio"/> Interaction mainly led by child, sometimes by parent/ carer. Can be regularly distracted or unavailable by use of mobile phone or similar.	<input type="radio"/> Carer seldom initiates interaction. Child seeking engagement with parent/carer.	<input type="radio"/> Child appears resigned, apprehensive or wary. Alternatively, child constantly seeks parent/ carer contact.
b. Quality	<input type="radio"/> Frequent pleasure in engagement, mutual enjoyment.	<input type="radio"/> Quite often and both enjoy equally.	<input type="radio"/> Less often engaged for pleasure, carer passively participates getting some enjoyment at times.	<input type="radio"/> Engagement mainly functional, indifferent when child attempts to engage. Carer shows little enjoyment.	<input type="radio"/> Carer does not engage and shows no awareness of how to engage with child. Child resigned or plays on own.



# c. Relationship between caregiver and child

Carer(s) name(s):

Child's name(s):

Date:

3. Promoting learning and child development	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
<p>a. Age 0-2</p> <ul style="list-style-type: none"> <li><input type="radio"/> Ample and appropriate stimulation (talking, touching, looking) including toys where this is within family's means.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Enough and appropriate intuitive stimulation</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Inadequate and inappropriate, baby left alone while carer pursues own recreation, inconsistent interaction with baby.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Baby left alone while carer pursuing own pleasure unless prompted by baby's demands.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Absent, mobility restricted (confined in chair/pram) for carer's convenience. Angry with baby's demands.</li> </ul>	
<p>b. Age 2-5</p> <ul style="list-style-type: none"> <li><input type="radio"/> <b>Stimuli:</b> interactive stimuli, talking to and playing with, reading stories, varied topics and conversation. <b>Toys and games:</b> child has access to appropriate toys and games <b>Outings:</b> taking child out for recreational purposes to child-centred places. <b>Celebrations:</b> events, achievements and occasions celebrated as significant days in family life.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Stimuli:</b> sufficient and satisfactory stimuli. <b>Toys and games:</b> provides toys as necessary and improvises. <b>Outings:</b> some visits to child-centred places. <b>Celebrations:</b> some events, achievements and occasions celebrated.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Stimuli:</b> variable and adequate stimuli, carer needs encouragement to meet child's development needs. <b>Toys and games:</b> limited toys, those required by school or nursery <b>Outings:</b> takes child to non-child friendly places. <b>Celebrations:</b> some celebrations of events and occasions that are important to the child.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Stimuli:</b> deficient stimuli. <b>Toys and games:</b> lacking on essential toys, not encouraged to care for toys. <b>Outings:</b> child plays locally without observation, goes with adult wherever adult goes. <b>Celebrations:</b> little acknowledgment of achievements, minimal celebration of events and occasions in the family's life</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Stimuli:</b> no stimuli. <b>Toys and games:</b> no or very few toys <b>Outings:</b> no outings for child. Child may play with other children while adult engaged in adult social activities <b>Celebrations:</b> no celebration of events, achievements or occasions.</li> </ul>	



# c. Relationship between caregiver and child

Carer(s) name(s):

Child's name(s):

Date:

3. Promoting learning and child development	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
c. Aged 5+	<p><input type="radio"/> <b>Education:</b> active interest in schooling and support at home, attendance regular.</p> <p><b>Sports and leisure:</b> child has the opportunity to take part in activities appropriate to interests.</p> <p><b>Peer interaction:</b> facilitated and approved.</p> <p><b>Games and access to information:</b> well provided for, including access to a computer with safety controls.</p>	<p><input type="radio"/> <b>Education:</b> active interest in schooling, support at home when free of essential chores.</p> <p><b>Sports and leisure:</b> child has some opportunity to take part in activities appropriate to interests.</p> <p><b>Peer interaction:</b> facilitated on occasions.</p> <p><b>Games and access to information:</b> mostly well provided with safety controls.</p>	<p><input type="radio"/> <b>Education:</b> maintains schooling but little support at home even if has spare time.</p> <p><b>Sports and leisure:</b> not proactive in finding out but avails opportunities if offered.</p> <p><b>Peer interaction:</b> support available through friendships.</p> <p><b>Games and access to information:</b> under provided or little supervision/control in place.</p>	<p><input type="radio"/> <b>Education:</b> child makes all the effort, carer not bothered. Low attendance at school</p> <p><b>Sports and leisure:</b> child makes all the effort, carer not engaged.</p> <p><b>Peer interaction:</b> child finds own friendships, no help from carer unless reported to be bullied.</p> <p><b>Games and access to information:</b> poorly provided and lack of safety controls/ supervision.</p>	<p><input type="radio"/> <b>Education:</b> no interest or can be discouraging . Low or no school attendance.</p> <p><b>Sports and leisure:</b> carer not engaged even if child is involved in unsafe activities.</p> <p><b>Peer interaction:</b> carer indifference, lacks motivation.</p> <p><b>Games and access to information:</b> no safety controls, carer not engaged</p>



# c. Relationship between caregiver and child

Carer(s) name(s):

Child's name(s):

Date:

## 4. Love, Support and Boundary Setting

1

No concern

2

No or low concern

3

Some support required

4

More support required

5

High level of support required

### a. Praise and reward

Talks about the child with delight/praises without being asked, generous emotional reward for any achievement.

Usually talks warmly about the child when asked, generous praise and emotional reward but reserved for major achievements.

Doesn't initiate praise of child, but agrees with others. Often countered by criticism.

Indifferent if child praised by others, parent/carer struggles to find positives. Indifferent to child's achievement.

Negates if the child is praised, achievements not acknowledged, reprimand or ridicule is the only reward if at all, low warmth, high criticism.

### b. Boundaries

Age appropriate and consistent rules in place. Child is aware of the limits.

Mostly consistent in implementing rules. Child is aware of the rules.

Inconsistent boundaries or methods. Carer can use unsuitable strategies to manage behaviour e.g. shouts or ignores, threat of physical punishment. Parents/carers may argue/have differences in how to respond.

Inconsistent, shouts/harsh verbal, moderate physical or severe other sanctions. Carers frequently argue in front of the children.

Failure to implement any boundaries. Severe physical or other cruel sanctions. Carers violent in front of the children.

### c. Acceptance

Unconditional acceptance. Always warm and supportive.

Unconditional acceptance even if temporarily upset by child's behavioural demands.

Annoyance at child's failure, behavioural demands less well tolerated.

Unsupportive or rejecting if child is failing or if behavioural demands are high. Failure to address child's difficulties.

Indifferent if child is achieving but rejects or admonishes if makes mistakes or fails. Exaggerates child's mistakes.



# 😊 Assessment in Pregnancy - use this section only for pre-birth

## A. Area of physical care | Nutrition

Carer(s) name(s):

Child's name(s):

Date:

	1	2	3	4	5
<b>1. Nutrition</b>	<b>No concern</b>	<b>No or low concern</b>	<b>Some support required</b>	<b>More support required</b>	<b>High level of support required</b>
<b>Nutritional content</b>	<ul style="list-style-type: none"> <li>○ Aware and proactive, about eating nutritious food. If eligible, has access to Healthy Start vouchers and is aware of nutritious options.</li> </ul>	<ul style="list-style-type: none"> <li>○ Is aware of healthy food and drink in pregnancy and is usually able to plan and provide this for mealtimes. If eligible, has access to Healthy Start vouchers.</li> </ul>	<ul style="list-style-type: none"> <li>○ Mealtimes are not planned and there is no eating routine. Is inconsistent with consumption of nutritious food.</li> </ul>	<ul style="list-style-type: none"> <li>○ Mealtimes and food is disorganised, little planning or routine. Unaware of healthy foods in pregnancy. Attempts to provide support and advice unsuccessful. Other areas of self neglect evident.</li> </ul>	<ul style="list-style-type: none"> <li>○ No consistent meals or eating routines. No awareness of nutritious food. Attempts to provide advice are unsuccessful. Self neglect evident.</li> </ul>

## A. Area of physical care | Housing

	1	2	3	4	5
<b>2. Housing</b>	<b>No concern</b>	<b>No or low concern</b>	<b>Some support required</b>	<b>More support required</b>	<b>High level of support required</b>
<b>Maintenance and environment</b>	<ul style="list-style-type: none"> <li>○ Well maintained, safe, warm and clean.</li> </ul>	<ul style="list-style-type: none"> <li>○ Generally well maintained and safe. No apparent hazards for a baby.</li> </ul>	<ul style="list-style-type: none"> <li>○ Some repairs and/or redecoration needed. Not always proactive in addressing these issues.</li> </ul>	<ul style="list-style-type: none"> <li>○ State of repair is inadequate and has not been addressed. Conditions could conceivably result in an accident to a baby in the home.</li> </ul>	<ul style="list-style-type: none"> <li>○ Dangerous disrepair which is not being addressed (e.g. exposed nails, live wires). Unsafe conditions for a baby.</li> </ul>

# 😊 Assessment in Pregnancy - use this section only for pre-birth

## A. Area of physical care | Housing

2. Housing	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
<b>Facilities</b>	<ul style="list-style-type: none"> <li>○ All essential and additional amenities, good heating, shower/bath, beds and bedding provided.</li> </ul>	<ul style="list-style-type: none"> <li>○ All essential amenities, effort to maximise benefit for the unborn baby if lacking due to practical constraints (child comes first).</li> </ul>	<ul style="list-style-type: none"> <li>○ Essential to bare with some evidence of appropriate facilities for baby but with significant gaps (e.g. inconsistent hot water/heating)</li> </ul>	<ul style="list-style-type: none"> <li>○ Essential to bare (e.g. inadequate bedding, lack of warmth, unclean, no working heating system, does not have own bed/bedding).</li> </ul>	<ul style="list-style-type: none"> <li>○ Child would be dangerously exposed to hazards or not provided for in current circumstances.</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>○ Home is well prepared for baby's arrival - e.g. all necessary equipment obtained, sleeping arrangements for baby in place. Tenancy secure with no current risk of homelessness.</li> </ul>	<ul style="list-style-type: none"> <li>○ Some evidence of planning for baby's arrival, and necessary equipment is being obtained. If in temporary/insecure accommodation, parent(s) in regular contact with housing support.</li> </ul>	<ul style="list-style-type: none"> <li>○ Preparation for the baby's arrival is underway but important items have not been sourced and/pr not considered. May be in temporary/insecure accommodation and require additional support to engage with housing.</li> </ul>	<ul style="list-style-type: none"> <li>○ Little evidence of planning for baby's arrival. Lacking in necessary items. Sleeping arrangements not yet considered. May be in insecure/inappropriate accommodation and with little evidence of engagement with housing support services.</li> </ul>	<ul style="list-style-type: none"> <li>○ No preparation for baby's arrival. Lacking in the basic items required e.g. cot, bedding, nappies. No engagement with support to obtain these and no planning evident. May be homeless or sofa surfing. No evidence of engagement with housing support services.</li> </ul>

**Note:** As part of assessment, consider the caregiver's willingness and engagement with supports to maintain a safe and appropriate environment



# Assessment in Pregnancy - use this section only for pre-birth

## A. Area of physical care | Health

4. Health	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
<b>Antenatal care</b>	<ul style="list-style-type: none"> <li>○ Accessing all antenatal care and attending appointments with midwife inc scans and consultant care when required. Is following health advice in pregnancy and actively seeks advice. Registered with GP. Engages with other specialist health services if required.</li> </ul>	<ul style="list-style-type: none"> <li>○ Seeks advice and responds to guidance from midwives and generally follows health advice in pregnancy. Attends most appointments for health related issues as required. May miss occasional appointments due to other factors but is contactable and appointments are rearranged. Registered with GP.</li> </ul>	<ul style="list-style-type: none"> <li>○ Requires encouragement to engage with antenatal care. Inconsistently responds to health advice provided by the midwife. Will only seek out advice with persistent/serious concerns. Unable to prioritise the needs of the Unborn Baby and their health needs. Mother may not be registered with a GP. If other health related issues present, engagement with services is inconsistent; may not prioritise and understand the importance of this and may make excuses.</li> </ul>	<ul style="list-style-type: none"> <li>○ Was late to book into antenatal care or has failed to attend 3 consecutive appointments/home visits. Only seeks antenatal care when it becomes critical/emergency. If health related issues are present, engagement with services is lacking often due to trivial reasons. There is no understanding of the impact this could have on the Unborn baby. Consideration needs to be given to other issues that could impact on parenting capacity i.e. Learning Disability, mental health issues, domestic abuse, substance use and previous children have history of social work involvement.</li> </ul>	<ul style="list-style-type: none"> <li>○ Did not book or has failed to attend 3 consecutive antenatal appointments/home visits. Only sought medical care when it becomes critical or in an emergency. Additional risk factors for unborn present i.e. Learning Disability, mental health, domestic abuse, substance use and previous children on either assessed as at risk of significant harm and/or removed from parents' care.</li> </ul>



# Assessment in Pregnancy - use this section only for pre-birth

## A. Area of physical care | Hygiene

5. Hygiene	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
<b>Pre-birth</b>	<ul style="list-style-type: none"> <li>○ Adults are bathed/washed and with good hygiene routines. Good sleep routine and clean clothes.</li> </ul>	<ul style="list-style-type: none"> <li>○ Regularly bath/wash and have their hair and teeth brushed. Good sleep routine most of the time. Clothes are clean.</li> </ul>	<ul style="list-style-type: none"> <li>○ Is not in a consistent routine sometimes they are washed and dressed with teeth brushed, other times not. Does not always have access to cleaning products such as shampoo and toothpaste.</li> </ul>	<ul style="list-style-type: none"> <li>○ Occasionally washed but presentation can be unkempt, hair not brushed clothes are dirty. Lack of access to toothpaste and shampoo and soap. Lack of self-care likely to impact on a newborn baby. All previous attempts to provide the support on hygiene has been unsuccessful and risk remains for newborn baby.</li> </ul>	<ul style="list-style-type: none"> <li>○ Rarely washes or brushes teeth, clothes are dirty and smelly. No cleaning products like shampoo, soap and toothpaste. Lacks awareness of self-care which could impact on a newborn baby. Has not engaged with any attempt with professionals to improve self-care skills resulting in continued risk to new-born baby.</li> </ul>



# Assessment in Pregnancy - use this section only for pre-birth

## B. Area of care and safety | Home safety

Carer(s) name(s):

Child's name(s):

Date:

	1	2	3	4	5
1. Home safety	No concern	No or low concern	Some support required	More support required	High level of support required
<b>Awareness</b>	<ul style="list-style-type: none"> <li><input type="radio"/> Awareness of all safety issues. Pets appropriately managed</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Aware of most important safety issues.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Some awareness of dangers in the home and attempting to improve these.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Lack of awareness of safety and risks e/g from pets with a new baby. Not able to follow through on advice from professionals to improve the risks.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Parents appear unconcerned when professionals raise the issues of risk in the household. Parents lack insight into the potential impact on their newborn baby. Not willing to follow through on advice from professionals to improve the risks.</li> </ul>
<b>Safety features</b>	<ul style="list-style-type: none"> <li><input type="radio"/> The house is all safe and ready for a new baby. If late on in pregnancy, they have the cot or crib made up and are ready and prepared for the baby. It is only family, friends and professionals that are attending the house. There is no evidence of abuse in the family home.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Started making sure the house is safe and ready for a new baby. Started preparing and buying the appropriate equipment. Only family, friends and professionals are attending the house.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> The house is lacking important safety features and there is a lack of preparation for the baby coming. There also may be inappropriate adults coming into the house.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> No safety features evident in the house with some possible hazards due to disrepair. Floor is littered and cluttered. Inappropriate adults may have been attending frequently. Adults may smoke indoors and around young children.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> Hazards obviously throughout the house. The house is cluttered and untidy. Adults regularly smoke indoors with poor ventilation. Not appropriate for a young baby. Always inappropriate adults in the house. It is not safe for professionals to visit the house.</li> </ul>



# Assessment in Pregnancy - use this section only for pre-birth

## B. Area of care and safety | Out and about

Carer(s) name(s):  
Child's name(s):  
Date:

2.Out and about	1 No concern	2 No or low concern	3 Some support required	4 More support required	5 High level of support required
Pre-birth	<ul style="list-style-type: none"> <li>○ Parent(s) generally visit places which would be safe for a baby. Understanding of unsafe environments and show an awareness of what type of places may pose a risk to a baby. Parent(s) aware of their own safety and does not take undue risks</li> </ul>	<ul style="list-style-type: none"> <li>○ Parent has good awareness of keeping themselves safe and makes good attempts of doing this and tries to only go to safe places.</li> </ul>	<ul style="list-style-type: none"> <li>○ Parent may have associated with inappropriate adults and/or jeopardised the safety of the Unborn baby.</li> </ul>	<ul style="list-style-type: none"> <li>○ Parent regularly puts themselves in vulnerable situations and may be involved in criminal activity. Are not able to keep themselves safe.</li> </ul>	<ul style="list-style-type: none"> <li>○ Parent consistently puts themselves in risky situations. Has a lack of awareness this has on themselves and the Unborn baby. Are unable to keep themselves safe and may be a victim of criminal exploitation. They may be known to the police and be involved with criminal activity.</li> </ul>



# Assessment in Pregnancy - use this section only for pre-birth

## c. Relationship between caregiver and child




Carer(s) name(s):

Child's name(s):

Date:

	1	2	3	4	5
<b>1. Responsive care</b>	<b>No concern</b>	<b>No or low concern</b>	<b>Some support required</b>	<b>More support required</b>	<b>High level of support required</b>
<b>Sensitivity and emotional attunement in the pre-birth relationship</b>	<ul style="list-style-type: none"> <li>Parents is aware and responds to the Unborn baby's movements and knows what they like. Always keeps their Unborn baby in mind and talks about their development. They are happy with the pregnancy and looking forward to the birth.</li> </ul>	<ul style="list-style-type: none"> <li>Parent responds to the baby's movements. Is mostly always able to keep their baby in mind, sometimes other issues may arise. Looking forward to the birth of the baby.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent in the way they have responded to the pregnancy. Are not always emotionally available to keep their Unborn baby in mind to due to other issues arising in their life that take over.</li> </ul>	<ul style="list-style-type: none"> <li>Insensitive towards the pregnancy and appears to lack empathy towards their Unborn baby. Does not see their baby as a living person. Not able to keep their baby in mind and lacks warmth and understanding to the emotional needs of the Unborn baby. Can presents with low mood and unmotivated to work with supports to improve their emotional wellbeing. Additional risk factors are present which could impact on the newborn baby.</li> </ul>	<ul style="list-style-type: none"> <li>Talks negatively about the pregnancy and baby being born. Does not have any empathy to the Unborn baby's needs and fails to respond accordingly. Lacks warmth and an emotional connection to Unborn baby. Appears detached from the pregnancy. Consistently fails to engage with the support from professionals to address their emotional wellbeing needs. Additional risks factors are present, which may impact on the newborn baby.</li> </ul>




# 2c. Traffic light score sheet

	Area of physical care					Sub-area overall score*
	1	2	3	4	5	
Nutrition						
Housing						
Clothing						
Health						
Hygiene						
	Area of care and safety					Sub-area overall score*
	1	2	3	4	5	
Home safety						
Supervision						
Out and about						
	Relationship between caregiver and child					Sub-area overall score*
	1	2	3	4	5	
Responsive care						
Mutual engagement						
Learning and development						
Love, support & setting boundaries						

Date of scoring:

\*Obtaining a score for a sub-area: The highest score for one of the elements will be the overall score for that sub-area. Therefore, if one element scores at 4 while others score at 2, then the overall score for that sub-area will be 4.

For assessment in pregnancy, score the relevant sub-areas only.

	Area of physical care					Sub-area overall score*
	1	2	3	4	5	
Nutrition						
Housing						
Clothing						
Health						
Hygiene						
	Area of care and safety					Sub-area overall score*
	1	2	3	4	5	
Home safety						
Supervision						
Out and about						
	Relationship between caregiver and child					Sub-area overall score*
	1	2	3	4	5	
Responsive care						
Mutual engagement						
Learning and development						
Love, support & setting boundaries						

Date of scoring: