Graded Care Profile 2 Report 

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| Child 1 name | Zac Clarke | Date of birth | 24/09/xxAge 9 |
| Child 2 name |  | Date of birth |  |
| Child 3 name |  | Date of birth |  |
| Child 4 name |  | Date of birth |  |

Separate GCP2 assessments should be completed where appropriate (eg if children have differing needs or you feel they are receiving a different standard of care)

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| Name of parent(s)/carer(s) assessed | Ellie Clarke (mother)  |
| Home address | 7 The Street, Callaton |
| Lead assessor name, role & agency | Claire Walker – Family Support Worker, Callaton Primary School |
| Other professionals contributing  | Mary Jones – Head Teacher, Callaton Primary School John Kapasi – Housing Officer, Callaton Housing Yasmin Ali – School Nurse  |

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| Date of report | 02/12/2022 | Initial/Review |

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| Grade | Description |
| 1 | All the child’s needs are always met and the parent goes the extra mile. The child is always put first. |
| 2 | All essential needs are always met. The child is a priority. |
| 3 | Most of the time the essential needs of the child are met.  |
| 4 | Most of the time the essential needs of the child are not met. The child’s needs are placed second to those of the parent/carer’s |
| 5 | The child’s essential needs are not met. May be due to intentional disregard. The child is not considered. |

# Graded Care Profile 2 Report

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| Introduction |
| **Family context/Reason for involvement (include level of intervention – eg Early Help/CiN/CP):** The GCP2 was undertaken at the request of the head teacher at Zac’s school as he had untreated eczema for a number of weeks.Zac’s mum is Ellie who is a single parent. Zac’s dad and Ellie were never married, and Zac does not see his dad. Ellie has a lot of support from her mum. She is quite low in mood and agrees she would benefit from some emotional support or assessment.Ellie does not work and claims benefits. There is not a lot of spare money, but she does manage with her mum’s help and some careful budgeting. |

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| 1. Physical Care
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| A1. Nutrition | Grade | Comments |
| 1.1 Quality  | 2 | Ellie is aware of what Zac is eating – he gets free school meals and at home mainly good quality meals are provided. He also eats at his nan’s. Ellie does cook some of his meals from scratch and Zac’s diet is relatively balanced. |
| 1.2 Quantity | 2 | A visit was made during teatime – Zac was offered a good quantity of food. |
| 1.3 Specific Diet (if applicable) |  | N/A - Zac is not on any specific diet. |
| 1.4 Preparation | 2 | There was evidence that Ellie cooks Zac’s meals from scratch. A meal was observed being cooked. Fresh meat and vegetables were used. |
| 1.5 Organisation | 3 | Zac and Ellie do not tend to eat their meals together, but mealtimes are at a similar time each day. In discussion, he does have a daily routine too. |
| Sub-area score for Nutrition | 2 |  |

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| A2. Housing | Grade | Comments |
| 2.1 Facilities | 3 | Ellie’s house has most of the facilities/amenities she needs. It is warm, has somewhere to prepare and store food; somewhere to wash and sit. Zac has a bedroom with his own bed – but did not have a bottom sheet on the bed. Zac’s floor does not have a carpet although the floor has been varnished as part of his birthday present. |
| 2.2 Maintenance | 3 | Most of the house is maintained – the front door locks, the garden is tidy and free from weeds, her cooker and fridge both work adequately. However, there was an issue with damp that Ellie has been pursuing with the housing association. |
| 2.3 Decor | 3 | Ellie’s house is somewhat cluttered although it is not piling up. Zac’s bedroom has recently been decorated, although not by his mum. There are clothes and some clutter on the surfaces, but it is not dirty. The kitchen is also cluttered but is not unhygienic. Zac’s bedroom would benefit from being more personalised by putting up some of his football trophies. |
| Sub-area score for Housing | 3 |  |

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| A3. Clothing | Grade | Comments |
| 3.1 Weather appropriateness | 3 | During the observations, Zac was dressed for school – he had appropriate clothes for the weather. His shoes were old but were adequate without holes. |
| 3.2 Fitting | 3 | The clothes Zac was observed in were of adequate fit, although a little large. |
| 3.3 Look | 2 | Zac’s clothes were clean on most occasions. |
| Sub-area score for Clothing | 3 |  |

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| A4. Hygiene | Grade | Comments |
| 4.1 Hygiene | 2 | Zac was clean with hair washed and there was no body odour. His school also reported that his hygiene needs were being taken care of. |

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| A5. Health | Grade | Comments |
| 5.1 Opinion sought | 4 | We were asked to speak with mum following school noticing that his eczema was untreated. Ellie had to be reminded on a number of occasions that she needed to try to get Zac to the doctor. Ellie also mentioned her concerns that Zac may have ADHD and although she had previously mentioned this to school, had not followed up on it. |
| 5.2 Follow up | 4 | Ellie had not made a follow up appointment for a review of Zac’s eczema, despite frequent reminders. Once she got the cream, Ellie did apply it and Zac’s skin did clear up. |
| 5.3 Checks  | 2 | Health records show that Zac is up to date with his vaccinations and that he has been to the dentist recently. |
| 5.4 Disability/health condition (if applicable) | 4 | Zac has had eczema for most of his life. Ellie required a number of reminders to take Zac to get the appropriate cream, which meant that he did suffer for a period of time. |
| Sub-area score for Health | 4 |  |

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| 1. Physical Care
 | Grade | Comments |
| Area score for Physical Care | 4 | There are a number of positives identified in this area and most of Zac’s physical needs are being met by Ellie. Support may be needed in terms of meeting Zac’s health needs to ensure his eczema is treated.  |

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| 1. Safety
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| B1. In carer’s presence | Grade | Comments |
| 1.1 Awareness  | 2 | Zac is monitored in relation to his safety. He comes and goes to school with his nan or his mum. He only plays with his friends in the garden and Ellie is aware of where he is. Ellie is conscious of the need to keep Zac safe. There was an occasion which caused some concern, but it became apparent that this was due to lack of communication from Zac’s nan about where he was rather than any lack of interest from Ellie. |
| 1.2 Practice | 2 | Ellie has arranged for his nan to pick him up from school when she does not. The house has suitable locks, and the back garden is safe. |
| 1.3 Online | 4 | Ellie was not aware of the online safety issues or that Zac could speak with strangers. His nan had bought him an age 18 game. Ellie was not aware that games were age specific. Ellie is happy to access support to understand things better and make him safer online. Ellie is ensuring he gets a more age-appropriate game. We have talked about the practical issues, but she needs to monitor his use too and be aware of what he is doing. I also spoke with his nan who is also supportive of Ellie in relation to this. |
| 1.4 Traffic | 1 | Nan or mum always walk with Zac to and from school. The housing officer observed Zac holding his nan’s hand when he crossed the road, and I observed nan bringing Zac home from school. |
| 1.5 Safety features | 2 | The house and garden appear safe. |
| Sub-area score for Safety in carer’s presence | 4 |  |

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| B2. In carer’s absence | Grade | Comments |
| 2.1 In carer’s absence | 2 | Ellie is aware of where Zac is. She has arranged for his nan to pick him up from school when she does not. At the weekend, Zac goes to football with appropriate adults. |

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| B. Safety  | Grade | Comments |
| Area score for Safety | 4 | Ellie shows a good understanding of safety on the whole and Zac’s needs are met in most areas. There are however concerns about Zac’s safety online which will be addressed as part of the plan.  |

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| 1. Emotional Care
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| C1. Carer | Grade | Comments |
| 1.1 Sensitivity | 5 | Ellie is not sensitive to the signals from Zac and at times they have to be prolonged for her to pick up on them. She is often pre-occupied with her own needs and issues – an example is when Zac wanted to talk about football, she delayed speaking with him as she was on her phone. |
| 1.2 Timing | 4 | Ellie has been observed to be critical of Zac. Most of the time she does not appear to respond to him appropriately and is distracted by her own needs – particularly her phone. |
|  1.3 Quality | 5 | Ellie has on all occasions been observed to be brisk and lack emotional warmth in her interaction with Zac. Her voice is loud and at time she threatens to smack him. |
| Sub-area score for Carer | 5 |  |

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| C2. Mutual engagement | Grade | Comments |
| 2.1 Initiation  | 4 | The relationship between Ellie and Zac is quite perfunctory. They communicate for exchange of information only. Zac is quite passive in the relationship; Ellie tends to give out orders. |
| 2.2 Quality | 4 | Zac seems to get little from his relationship with his mum. Ellie can be harsh when speaking with Zac, and neither Zac nor Ellie appear to gain any pleasure from their interactions |
| Sub-area score for Mutual Engagement | 4 |  |

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| C. Emotional Care | Grade | Comments |
| Area score for Emotional Care | 5 | Concerns have been identified regarding the interaction between Ellie and Zac. Some work is needed in this area.  |

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| 1. Developmental care
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| D1. Stimulation | Grade | Comments |
| 1.1 Interactive  | 4 | Observations show that Ellie does not provide stimulation for Zac either through conversation, learning or play. She rarely goes into school or supports him in his education. She rarely takes him out and does not go to his football games to support him. |
| 1.1 Education (5+) | 4 | Ellie has not had much engagement with the school and shows little interest in how school is going for Zac. There are no educational materials suitable for his age at home. |
| 1.2 Toys | 4 | There are limited toys and no books suitable for Zac’s age in the house. He only has his Xbox in his room, and a football net in the garden. |
| 1.2 Sport (5+) | 3 | Zac attends football games and practice, and Ellie knows who he goes with. Nan watches him on occasion. Zac has a football net in the back garden. |
| 1.3 Outings | 5 | Ellie did not provide any examples of days out with Zac. |
| 1.3 Peer Group (5+) | 3 | Zac’s friends are allowed over, and Ellie encourages them to play them in garden. |
| 1.4 Celebration  | 4 | Zac’s nan put on his birthday party which his friends attended but Ellie didn’t attend herself and she hasn’t got him a birthday present yet. |
| Sub-area score for stimulation  | 5 |  |

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| D2. Approval | Grade | Comments |
| 2.1 Approval | 4 | Ellie is quite often indifferent to Zac’s successes although she does agree with it when it is pointed out. She is passively supportive of his enjoyment in his sport. |

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| D3. Disapproval | Grade | Comments |
| 3.1 Disapproval | 4 | Ellie is unable to give boundaries consistently. She admits that she sets boundaries by shouting and threatening to smack Zac. |
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| D4. Acceptance  | Grade | Comments |
| 4.1 Acceptance  | 4 | Ellie has high expectations of Zac. She is harsh and critical if he falls short of her expectations. |

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| D. Developmental Care | Grade | Comments |
| Area score for Developmental  | 4 | Ellie will need support in managing Zac’s behaviour in a more positive way. |

Analysis/ additional information: |
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| The assessment was undertaken over four visits, the gradings were made on observations and conversations with Zac and Ellie and from information gained from the health visitor, school nurse and housing officer. It was noted that during several of the visits, Ellie appeared quite flat, and we discussed about her accessing support via to her GP for her low mood. There has been no previous local authority involvement with Ellie and Zac. They have voluntarily accessed support from the children’s centre and the school previously. A referral to Children’s Social Care was considered but Ellie appeared to be eager to improve things for Zac and does want to work with services. An early help referral has been made to ensure a co-ordinated plan is in place. The GCP2 will be reviewed in four months to monitor progress. |

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| Parent’s comments |
| The report was shared with Ellie and although she was nervous about the scoring, she was pleased that positive aspects of her parenting were recognised in the report and gradings. Ellie says she now feels she has a better understanding of Zac’s needs such as spending more quality time with Zac and showing an interest in his football, and what she needs to do next to improve in the other areas of concern. Ellie has already started to take a number of steps towards improving things for Zac including making an appointment to meet with his teacher to discuss her concerns around his concentration levels and swapping his Xbox game to a more age appropriate one. Ellie is keen to make things better for Zac and appreciates how shouting/threatening to smack him are not the best way to have a positive relationship with her son. She is going to his football game at the weekend. Zac is very excited about this. Ellie has agreed the below plan to and work with early help services. Ellie has also agreed that we should repeat the GCP2 assessment in about four months to demonstrate the progress made in meeting Zac’s needs.  |

**Family Plan (ensure all actions are SMART)**

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| **What needs to change?** *From looking at GCP2 assessment, what improvement areas should the plan focus on?* | **How will we achieve this?** *Give specific, measurable, and realistic actions to achieve aims identified in first column.* | **Who will be responsible?** *Set out which professional or family member will work with carers to achieve the identified goals.* | **When will we do it?** *Add an achievable timeframe for completion of each task.* |
| Zac is accessing the internet unsupervised and playing games that are not age-appropriate  | Parental controls to be added to Zac’s Xbox to keep him safer online. Zac will have an age-appropriate Xbox game and the reason for this explained to him. | Ellie with support from Claire  | Within two weeks  |
| Zac and Ellie do not spend much time together  | Ellie will start attending Zac’s football games and think of other activities they can do together  | Ellie  | Within two weeks  |
| Ellie is concerned Zac may have ADHD | Ellie to speak to Zac’s class teacher to discuss these concerns.  | Ellie  | Within four weeks  |
| Ellie’s discipline of Zac is harsh and can be inconsistent  | Ellie to attend parenting course such as Triple P to help her to set boundaries in a more positive way  | Ellie with support from Claire | Within three months  |

**Once complete, upload to child’s file and send a copy to** **GCP2@birminghamchildrenstrust.co.uk**