THE C.A.R.E Schedule Secondary

Teacher Version Secondary

Checklist assessing Risk of Exclusion

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DOB\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_FORM/YEAR GROUP\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School/College\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Schedule completed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_

This schedule is to be completed by teachers. It is for you to rate the number of factors in terms of their influence relating to the risk of exclusion. It is important to document any evidence you have alongside this schedule.

The higher the score on each factor the more important the factor is in exclusion risk

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Well-being factors | Considerable influence | Important influence | Slight influence | Not an issue |
| Often seems to be tired | 3 | 2 | 1 | 0 |
| Low self esteem | 3 | 2 | 1 | 0 |
| Seems somewhat depressed | 3 | 2 | 1 | 0 |
| Seems somewhat anxious | 3 | 2 | 1 | 0 |
| Has very few friends | 3 | 2 | 1 | 0 |
| Is or has been bullied | 3 | 2 | 1 | 0 |
| Is in the midst of significant physical development (e.g. puberty) | 3 | 2 | 1 | 0 |
| Keeps feelings very much to self | 3 | 2 | 1 | 0 |
| Has a pessimistic outlook and resignation that problems are not going to go away. | 3 | 2 | 1 | 0 |

TOTAL /27

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Learning | Considerable influence | Important influence | Slight influence | Not an issue |
| Low literacy | 3 | 2 | 1 | 0 |
| Some speech and language issues | 3 | 2 | 1 | 0 |
| Curriculum access is an issue due to learning difficulties | 3 | 2 | 1 | 0 |
| Number skills are weak | 3 | 2 | 1 | 0 |
| Has problems with personal organisation | 3 | 2 | 1 | 0 |
| Keeping up in many lessons is a problem | 3 | 2 | 1 | 0 |
| Has difficulty paying attention | 3 | 2 | 1 | 0 |

TOTAL /21

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Social skills and performance | Considerable influence | Important influence | Slight influence | Not an issue |
| Does not get on well with peers | 3 | 2 | 1 | 0 |
| Is easily led by dominant peers | 3 | 2 | 1 | 0 |
| Is subject to undesirable peer influence | 3 | 2 | 1 | 0 |
| Has many problems in unstructured times | 3 | 2 | 1 | 0 |
| Poor social communication skills | 3 | 2 | 1 | 0 |
| Has few leisure interests | 3 | 2 | 1 | 0 |
| Has been in trouble with the police | 3 | 2 | 1 | 0 |

TOTAL /21

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| General behaviour pattern | Considerable influence | Important influence | Slight influence | Not an issue |
| Has an impulsive nature | 3 | 2 | 1 | 0 |
| Can be somewhat aggressive | 3 | 2 | 1 | 0 |
| Has an established reputation from earlier years | 3 | 2 | 1 | 0 |
| Completing homework is a problem | 3 | 2 | 1 | 0 |
| There is some history of truancy | 3 | 2 | 1 | 0 |
| Tends to react aggressively when admonished | 3 | 2 | 1 | 0 |
| Has problems with a few particular teachers | 3 | 2 | 1 | 0 |

TOTAL /21

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| General attitude / coping | Considerable influence | Important influence | Slight influence | Not and issue |
| Tends to blame others for his/her actions | 3 | 2 | 1 | 0 |
| Generally resents authority | 3 | 2 | 1 | 0 |
| Finds it hard to accept praise | 3 | 2 | 1 | 0 |
| Is poorly motivated | 3 | 2 | 1 | 0 |
| Does not readily accept help | 3 | 2 | 1 | 0 |
| Handles criticism badly | 3 | 2 | 1 | 0 |
| Praise has little positive impact on behaviour | 3 | 2 | 1 | 0 |
| Seldom take responsibility for actions | 3 | 2 | 1 | 0 |

TOTAL /24

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Family/ parenting | Considerable influence | Important influence | Slight influence | Not an issue |
| Parental control of behaviour seems to be a problem | 3 | 2 | 1 | 0 |
| There is a lot of stress in the family | 3 | 2 | 1 | 0 |
| Parents do not cooperate well with school | 3 | 2 | 1 | 0 |
| Lives in socially disadvantaged family | 3 | 2 | 1 | 0 |
| Lives in a re-constructed family (single parent/ step parent ) | 3 | 2 | 1 | 0 |

TOTAL /15