

School Health Profiling Tool

School: _____

Address: _____

School roll: *Girls* *Boys*

Phone: _____

Fax: _____

Email: _____

Date profile completed: _____

Date of review: _____

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1. Introduction

This School Health Profiling Tool aims to:

- Show the school population has many different needs
- Identify the context within which each school sits
- Maintain a record of initiatives, interventions and programmes
- Facilitate effective partnership working
- Develop and inform targeted practice in a clear and concise manner
- Evidence practice
- Better utilise existing data

Principles of this School Health Profiling Tool

This School Health Profiling Tool is underpinned by the principles within:

- The *Scottish Framework for Nursing in Schools* (Scottish Executive, 2003)
- The *health promoting school* – paying particular attention to the values, aims and characteristics in *Being Well – Doing Well* (Scottish Health Promoting Schools Unit, 2004)
- Inclusive health planning – to ensure all children and young people have equal access and opportunity
- Partnership working – to avoid duplication of services and facilitate the ease of access to both information and resources
- *Ambitious, excellent schools* (Scottish Executive, 2004), ‘working together, local authorities, headteachers, teachers, parents and pupils can, and do achieve great results’.

Guidance Notes

The accompanying Guidance Notes have been written to support the implementation of this School Health Profiling Tool. They offer practical advice and support on how best to complete the tool. Each section of the Guidance Notes offers supporting information to ease completion.

2. School contacts

Teaching and administrative personnel

Head Teacher:

Depute:

Head of Guidance:

Child Protection Co-ordinator:

Designated First Aid person:

School Secretary/Senior Office Personnel:

Other education personnel

School Board/PTA Chair:

Integration Manager/Cluster Head:

Educational Psychologist:

Health personnel

School Nurse/Public Health Nurse:

School Doctor:

Public Health Practitioner:

Paediatric Occupational Therapist:

Paediatric Speech Therapist:

Speech Therapist:

Specialist Health Team:

Social work services

Social Worker:

Co-ordinator for looked-after children:

3. School community information

Number of schools in associated cluster:

Special Educational Needs Primary Secondary

Number of Pre-5/Family Centres

Is the school a new/integrated/community school or part of a learning community? Yes No

School transport and activities

Number of pupils bussed to school

Does the school have a breakfast club? Yes No

If so, how often?

On average, how many pupils attend the breakfast club?

Does the school have after-school activities? Yes No

If so, what are they?

On average, how many pupils attend the after-school activities?

School environment

Environment City Town Rural

Is the school in an area of economic deprivation/
Social Inclusion Partnership (SIP)/Regeneration
Outcome Agreement (ROA)? Yes No

What community facilities are within the school catchment area?

Within the school catchment area what other facilities exist to encourage physical activity?

Clinics/health centres	<input type="checkbox"/>	Community centres	<input type="checkbox"/>	Cycle track	<input type="checkbox"/>
Library	<input type="checkbox"/>	Playground/soft play	<input type="checkbox"/>	Playing fields	<input type="checkbox"/>
Sports centre	<input type="checkbox"/>	Transport	<input type="checkbox"/>	Other	<input type="checkbox"/>

If other, please state:

What aspects of the school environment do you consider to be health promoting?

Are there any identified health risks?

Noise/air pollution	<input type="checkbox"/>	State/repair of the building	<input type="checkbox"/>	Traffic	<input type="checkbox"/>
Other	<input type="checkbox"/>				

Please specify:

3a Ethnic origin of pupils

Please put % or number of pupils:

White – UK	<input type="text"/>	White – Other	<input type="text"/>	Mixed	<input type="text"/>
Asian - Indian	<input type="text"/>	Asian - Pakistani	<input type="text"/>	Asian - Bangladeshi	<input type="text"/>
Asian – Chinese	<input type="text"/>	Asian – Other	<input type="text"/>	Black - Caribbean	<input type="text"/>
Black - African	<input type="text"/>	Black - Other	<input type="text"/>	Occupational Traveller	<input type="text"/>
Gypsy Traveller	<input type="text"/>	Other Traveller	<input type="text"/>	Other	<input type="text"/>
Not disclosed	<input type="text"/>	Not known	<input type="text"/>		

In what ways does the ethnic mix within the school have implications for how you plan health activities in the school?

3b Teaching support for the school

Does the school have visiting support teachers?

Yes

No

Please detail areas of support:

Does the level of support match the needs of the school?

- 6 Excellent
- 5 Very good
- 4 Good
- 3 Adequate
- 2 Weak
- 1 Unsatisfactory

Please rate current level of support teacher input on a scale of 1 to 6:

Subject	Level

4. Needs of children/young people

Support needs of children/young people	No. of pupils	% of total pupils	Waiting time (months)	Comments
Pupils entitled to free school meals				
Uptake of free school meals (as % of those entitled)				
Pupils entitled to clothing grants				
Uptake of clothing grants (as % of those entitled)				
Children looked after				
Children accommodated				
Children on child protection register				
Pupils referred to Children's Reporter			1 2 3 4 +	
Pupils referred to social work services			1 2 3 4 +	

Support needs of children/young people	No. of pupils	% of total pupils	Waiting time (months)	Comments
Pupils with a Personal Learning Plan/Individualised Educational Programme/Co-ordinated Support Plan				
Pupils with English as 2nd language				
Pupils referred to Educational Psychologist			1 2 3 4 +	
Pupils with travelling families				
Pupils with a physical impairment/mobility difficulties				
Pupils with a sensory impairment				
Pupils referred to occupational therapist / physiotherapist			1 2 3 4 +	
Pupils referred to speech therapist			1 2 3 4 +	
Pupils referred to Child and Adolescent Mental Health Services			1 2 3 4 +	

Support needs of children/young people	No. of pupils	% of total pupils	Waiting time (months)	Comments
Pupils within School Nursing System or other medical system within school				
Pupils caring for others				
Pupils registered with a dentist				
Other				

5. Whole school approaches to health

Please rate current status of activity within the school on a scale of 1 to 6:

- 6 Excellent
- 5 Very good
- 4 Good
- 3 Adequate
- 2 Weak
- 1 Unsatisfactory

	Addressed in curriculum	Policy in place	Included in a whole school approach	Self rating/ comments
Anger management				
Bereavement and loss				
Bullying				
Emotional literacy				
Mental and emotional health and well-being				
Stress management				
Healthy eating				
Physical activity				
Oral health				
Breast-feeding awareness				
Water in schools				
Personal hygiene				
Smoking cessation				
Substance misuse				
Cancer awareness				
Parenting groups				
Sexual health/ relationships				
First Aid (Heart Start)				
Others (please state)				

Please state types of resources used to facilitate whole school approaches to health:

In taking a whole school approach, how do you support participation and involvement?

	Addressed in curriculum	Policy in place	Included in a whole school approach	Self rating/ comments
Health promotion for staff				
CPD for staff				
Inputs for parents/carers				
Support for children and young people through transition				
Others (please state)				

To what extent are agencies and the wider community involved in helping to support activities related to health education and health promotion within the school?

What kinds of services are available locally for young people? (e.g. drop-ins)

Please state who provides the services listed above:

Please give examples of current partnership working in practice:

6. What are you doing?

Health promoting school developments

At what stage is the school in working towards becoming a *health promoting school*?

Does the school have an active health plan? Yes No

Does the school have a Health Group? Yes No

Communication

Does the school have a pupil council? Yes No

Does the school have a newsletter? Yes No

If so, who is it for?

How does the school communicate with parents/carers?

Partnership working

Does the school work in partnership with other agencies to pursue funding? Yes No

If so, please state who:

Does the school work in partnership with local community projects/initiatives? (Healthy Living Centre, Regeneration Partnership) Yes No

If other health initiative/centre please state:

How does the school actively engage key partners in the planning and management of the school?

What other ways are pupils and the wider school community involved in school activities?

Who is involved in the compiling of School Improvement Plans?

Is the school involved in any award schemes? e.g. Eco Schools Yes No

If yes, please state:

Any additional comments:

7. Clinical data

Please insert **% of pupils** with the following diagnoses:

ADD	<input type="text"/>	Allergies	<input type="text"/>	Asthma	<input type="text"/>
Autistic spectrum	<input type="text"/>	Blood disorders	<input type="text"/>	Cardiac issues	<input type="text"/>
Diabetes	<input type="text"/>	Dyslexia	<input type="text"/>	Dyspraxia	<input type="text"/>
Eczema	<input type="text"/>	Epilepsy	<input type="text"/>	Hearing impairment	<input type="text"/>
HIV	<input type="text"/>	Migraines	<input type="text"/>	Physical impairment	<input type="text"/>
Vision impairment	<input type="text"/>	Other	<input type="text"/>		

If other, please state:

% Record of Immunisations

BCG	<input type="text"/>	Dip/Tet/Polio	<input type="text"/>	HIB	<input type="text"/>	MMR	<input type="text"/>
Other	<input type="text"/>						

If other, please state:

Are immunisations offered in schools, clinics or GP surgeries?

Existence of clinical health policies (please tick if appropriate)

Administration of medicines	<input type="text"/>	Diabetes	<input type="text"/>	Emergency situation planning	<input type="text"/>
Enuresis	<input type="text"/>	EpiPen	<input type="text"/>	Individual Health Plan	<input type="text"/>
Ritalin	<input type="text"/>	Rectal Diazepam	<input type="text"/>	Other	<input type="text"/>

If other, please state:

Please state number of pupils with an Individual Health Plan:

Does the school have corresponding approaches to support local authority policies?

Yes

No

Is there an appropriate room for school health activities? (For example, pupil interviews)

Yes

No

If not, please state why:

Is it fit for purpose?

Yes

No

If not, please state why:

8. Current health priorities and whole school issues

(Complete as appropriate)

What are the current health priorities for Pre - 5 pupils?

What are the current health priorities for individual primary year groups?


What are the current health priorities for individual secondary year groups?

Which priorities have been agreed and will be actioned?

9. Priorities

PRIORITIES	LEAD PERSON	PLAN	MONITORING PROCESS	REVIEW DATE

10. Additional information

A large, empty rectangular box with a thin black border, intended for providing additional information. The box is currently blank.

11. Sample list of agencies and contact details

Community safety

	Contact person	Telephone number
Community police		
Community fire service		
Road safety		
Community support services		

Education

	Contact person	Telephone number
Psychological services		
Active Schools co-ordinator		
Staff support and welfare		

Health

	Contact person	Telephone number
Paediatric occupational therapist		
Speech therapist		
Orthoptist		
Community dental officer		
School doctor		
School nursing team		
Public health practitioner/nurse		
Health development officer		

Social work / child protection

	Contact person	Telephone number
Child protection co-ordinator		
Reporter to Children's Panel		
Social work area team		
Community drugs team		

Other local authority services

	Contact person	Telephone number
Property and technical		
Catering services		
Social work and housing services		

Voluntary organisations

	Contact person	Telephone number
Community service volunteers (CSV)		
Victim support agencies		
Local befriending organisations		

Business

	Contact person	Telephone number
Regeneration partnership		
Business Gateway		

Other partners

	Contact person	Telephone number
Community resource/learning centre		
Church/church based organisations		

12. Glossary of terms

Additional Support Needs

The definition of 'special educational needs' traditionally only applies to children and young people with particular types of learning needs. The new concept of 'additional support needs', introduced by the Education (Additional Support for Learning) (Scotland) Act 2004, refers to any child or young person who, for whatever reason, requires additional support for learning. Additional support needs can arise from any factor, which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. For instance, additional support may be required for a child or young person who is being bullied; has behavioural difficulties; has learning difficulties; is a parent; has sensory or mobility impairment; is at risk or is bereaved.

Attention Deficit Disorder (ADD)

This is a neuro-biologically based developmental disorder, which is estimated to affect up to one in one hundred school-age children. Children and young people with ADD display excessive inattentiveness and are often impulsive.

BCG

Bacillus Calmette-Guerin (BCG) vaccine

Child and Adolescent Mental Health Services (CAMHS)

A comprehensive Child and Adolescent Mental Health Service will operate at a number of levels:

- Tier 1 deals with problems which require non-psychiatric professional help at the primary care level, in

schools, or in the wider community. The aims of Tier 1 are mental health promotion, early screening for high-risk children and support and training for primary health care teams.

- Tier 2 deals with more serious problems, which require the intervention of professionals with specialist knowledge of child mental health in support of Tier 1 care staff.
- Tier 3 deals with serious and complex disorders.
- Tier 4 deals with extremely severe and complex problems, which have failed to respond to help at the other levels.

The Scottish Executive's publication *The Mental Health of Children and Young People: A Framework for Promotion, Prevention and Care*, can be found at:

<http://www.scotland.gov.uk/Publications/2005/10/2191333/13337>

Community Health Partnerships (CHPs)

CHPs seek to bridge the divide that has existed between primary and secondary care and between health and social care. By devolving resources and decision making to frontline staff this will enable health and social care professionals to look at the whole picture of care from a patient's point of view.

The statutory guidance for CHPs can be found at:

<http://www.scotland.gov.uk/Publications/2004/11/20168/45830>

Child Protection Register

A Child Protection Register is the inclusion of a specific child on the Child Protection Register of a local authority. This entity can include registrations made by other Social Work departments. Child Protection Registrations are used as an indicator to highlight that a child has been assessed as being at risk from their environment or another person. Child protection registration categories describe the risk factors associated with that child. A Child Protection Category is the classification of the reason or category of abuse for which a specific child is placed on the Child Protection Register.

DIP/TET/Polio

Diphtheria is an acute infectious disease affecting the upper respiratory tract and occasionally the skin.

Tetanus is an acute disease characterised by muscular rigidity with superimposed agonising contractions.

Poliomyelitis is an acute illness following the invasion of the gastro-intestinal tract by one of the three types of polio virus (1, 2 and 3).

Dyslexia

This is a specific learning disability associated with reading and writing. Dyslexia affects the area of the brain that deals with language, which in turn affects the way information is processed.

Dyspraxia

This is a specific learning difficulty referring to a lack of organised movement. Dyspraxia is associated with difficulties in movement, perception, language, thought, planning and organisation.

Enuresis

The inability to control the flow of urine.

EpiPen

EpiPen® is an auto-injector that administers epinephrine, an emergency treatment for severe allergic reactions. These reactions, called anaphylaxis, can become fatal within minutes if untreated.

Health Group

This is a forum for pupils, parents/carers and other key personnel to discuss issues relating to the health and well-being of pupils, their school and the wider community.

Health Promoting Schools (HPS)

The foundation of Health Promoting Schools comes from the European Network of Health Promoting Schools launched in 1992 by the World Health Organization (WHO). The Scottish Health Promoting Schools Unit was established in 2002. Working towards *health promoting school* status is a key requirement for all schools in Scotland. To support this initiative the Unit was set up in partnership with The Scottish Executive, NHS Health Scotland (formerly HEBS), Convention of Scottish Local Authorities (COSLA) and Learning and Teaching Scotland. By 2007 all schools in Scotland should be health promoting.

www.healthpromotingschools.co.uk

HIB

Haemophilus Influenzae (HIB vaccine)

Healthy Living Initiative (HLI)

Funded by New Opportunities Fund these centres provide a focal point for communities to develop better health at a local level. Each centre takes a different form to reflect local needs.

<http://www.healthyliving.gov.uk/>

IEP

Individual Education Plan

Integrated Children's Services - The role of schools in delivering integrated children's services

The Scottish Executive has a commitment that by 2007 every school in Scotland will participate in delivering Integrated Children's Services. This concept embraces the approaches and activities to meet the broad range of needs for young people.

A pamphlet outlining the role of schools in delivering integrated children's services can be found at:

<http://www.scotland.gov.uk/Resource/Doc/92327/0022073.pdf>

Local Health Care Cooperative (LHCC)

Voluntary grouping of primary health care professionals working to strengthen and develop the local delivery of services.

Looked After Children

Children who are looked after by the local authority.

The Scottish Executive's publication *Learning with Care: The education of children looked after away from home by Local Authorities*, can be found at:

<http://www.scotland.gov.uk/library3/education/lacr-00.asp>

MMR

Measles Mumps and Rubella

Measles is an acute viral illness transmitted via droplet infection.

Mumps is an acute viral illness characterised by parotid swelling which may be unilateral or bilateral.

Rubella is a mild infectious disease, previously common among children age four to nine years.

Needs Assessment

This is about identifying the needs of a population, so that services can be planned to meet those needs. Local Needs Assessment will help to establish the extent and nature of the needs of the problem.

Public Health Nurse

A nurse who has completed the specialist practitioner degree in public health nursing. Established in 2001, this new programme brings together school nursing and health visiting into a single discipline.

Public Health Practitioner (PHP)

LHCC/CHP based lead for health improvement activity. PHPs act as a champion for health improvement activity, support and develop partnerships with local communities and agencies and act as a catalyst for local change and development in response to need.

Pupils caring for others

A young carer is a person under the age of 18 years who provides care for another person, most commonly a parent or brother or sister, because that person has an illness or disability, mental health problems or problems with addiction to alcohol or drugs.

Pupil Council

A forum for pupils and identified key personnel to discuss school related issues.

Rectal Diazepam

An acute treatment for epileptic seizures.

Ritalin (Methylphenidate)

Methylphenidate is a medication prescribed for individuals (usually children) who have attention-deficit hyperactivity disorder (ADHD).

ROA

Regeneration Outcome Agreement.

SALT

Speech and Language Therapy.

School Cluster

Organisational grouping of schools, which typically includes secondary schools, special educational needs school, associated primary schools and pre-5 and family centres.

School Development Plans

Education Authorities are responsible for ensuring that a development plan and a summary are prepared for each school. The content of these is outlined in Sections 6 and 7 of the Standards in Scotland's Schools etc Act 2000 which can be found at:

<http://www.hmsso.gov.uk/legislation/scotland/acts2000/20000006.htm>

SIP

Social Inclusion Partnership.

SNS

School Nursing System.