

Transition to the School Nursing Service

Contents

Section A - Thinking about
working in a school setting

Chapter 1 - Introduction

Chapter 2 - Reflection

Section B - Working in the
community

Chapter 3 - Developing your role

Chapter 4 - Supporting
developmental needs

Chapter 5 - Integrating care of
children with additional health needs

Chapter 6 - Safeguarding

Chapter 7 - Mid point reflection

Chapter 8 - Team working

Section C - Policy

Chapter 9 - Working safely

Chapter 10 - Policy

Chapter 11 - Developing your career
in community nursing



Section C - Policy

Chapter 10: The policy context and keeping up to date

Introduction

In today's NHS there are so many changes that will impact on the way in which community nursing is delivered and as a school nurse you will need a working knowledge of what these changes will mean to you in your role.

The aim of this Chapter is to:

- Raise awareness of the political climate in which the NHS now exists
- Consider the Department of Health strategy for the future of school nursing
- Highlight the principles of the Healthy Child Programme (5-19).
- Consider how you keep up to date?

We will now look in turn at the Department of Health (DH), The Queen's Nursing Institute (QNI) and the Community Practitioners and Health Visitors Association (CPHVA) and their interpretation of some of the changes:

The Department of Health

The NHS Five Year Forward View published in 2014 suggested that: 'the future health of millions of children, the sustainability of the NHS, and the economic prosperity of Britain all now depend on a radical upgrade in prevention and public health' (DH 2014, p4). The idea that prevention is better than cure has been evident for many years. Derek Wanless warned in his report for the King's Fund 12 years ago that the country would face a huge burden unless preventative work was taken more seriously (Wanless, 2005). Many public health issues facing the developed world are now non-communicable conditions related to obesity, smoking and alcohol. The Five Year Forward View (DH, 2014) advocates more 'hard hitting action' on these health issues and there will be a drive for more community services with changing roles that promote better health outcomes across the whole lifespan (DH 2014).

The Equity and Excellence white paper outlined significant changes in the NHS with a commissioning agenda that has changed the way services are delivered (DH 2010). The commissioning framework focuses on the productivity of services; productivity may be defined as the 'measure of the efficiency of the production'. The 'product' in the NHS, it could be argued, is improved health outcomes for individuals. In 2011, the Department of Health initiated a review of the contribution that school nurses make to this agenda, The Healthy Child Programme (HCP). A new model of school nursing practice was developed which focussed on the valuable contribution school nurses make to improving health outcomes for children and young people (DH, 2012a). Key knowledge and skills were identified and highlighted as crucial to the 'unique selling point' for school nurses. This was vital given the commissioning agenda and the changes to health and social care that were happening.

The public health outcomes framework published in 2012 (DH, 2012b) also mirror the overall aims for the NHS and Public Health England, which are to increase healthy life expectancy and reduce the differences in healthy life expectancy across communities. These changes are not

‘Many public health issues facing the developed world are now non-communicable diseases related to obesity, smoking and alcohol.’

new public health aims, school nurses have been contributing to this agenda for many years. The difference is that they will now need to be able to demonstrate the effectiveness of what they do.

The nursing profession overall has had to evolve in line with patient need, new therapies and different models of service delivery. There has been a need to develop new knowledge and skills and return to the fundamentals of nursing which have been characterised within the DH Strategy for Nursing 6 C’s care, compassion, competence, communication, courage and commitment. The 6 C’s provide a framework of practice for all nurses including school nurses.

<http://www.england.nhs.uk/wp-content/uploads/2012/12/6c-a5-leaflet.pdf>

There are various ways to get involved in 6C’s Live.

Twitter accounts to follow:

- @6CsLive
- @nhsb
- @JaneMCummings
- @VivJBennett
- @JulietBeal
- @PHE

Hashtags to follow:

- #6Cs
- #weschoolnurses

Getting it right for children, young people and families:

Maximising the contribution of the school nursing team: Vision and Call to Action (DH 2012).

The ‘Call to Action’ 2012 outlined the ‘offer’ from the school nursing service based on The Healthy Child programme (DH 2009) and outlined what could be expected from the service in the form of a model for practice.

You can explore this document at:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/216464/dh_133352.pdf

The School Nurse Development Model

The Offer

Your Community has a range of health services (including GP and community services) for children and young people and their families. School nurses develop and provide these and make sure you know about them.

Universal services from your school nurse team provide the Healthy Child Programme to ensure a healthy start for every child (e.g., immunisations, health checks). They support children and parents to ensure access to a range of community services.

Universal plus delivers a swift response from your School Nurse Service when you need specific expert help (e.g., with sexual health, mental health concerns, long-term conditions and additional health needs).

Universal partnership plus delivers ongoing support by your SN team from a range of local services working together and with you, to deal with more complex issues over a period of time (e.g. with charities and your local authority).

The Healthy Child Programme (5-19)

The Healthy Child Programme (5-19) (DH 2009) has also guided school nursing practice in recent years. This programme was initiated by the Labour party Government in 2009 and the principles have been maintained to provide a framework for supporting children and young people from 5-19. This follows on from The Healthy Child Programme (pregnancy and the first 5 years of life): www.gov.uk/government/uploads/system/uploads/attachment_data/file/167998/Health_Child_Programme.pdf

The principles here include a core public health offer for school-aged children: Public health; Health promotion and prevention by the multi-disciplinary team; Defined support for children with additional and complex health needs; Additional or targeted school nursing support as identified in the Joint Strategic Needs Assessment (see below about commissioning school nursing services).

‘Delivery of the universal elements of the Healthy Child Programme should be underpinned by a robust Joint Strategic Needs Assessment, which will need to identify vulnerable and at risk groups,



including young carers, Children in Care, young offenders, those not in education, employment or training (NEET) and children with disabilities. At an individual or family level, services should be developed to meet individual need and tailored to ensure individuals are supported'. The Healthy Child Programme document can be found at:

www.thelancastermodel.co.uk/programs/Healthy%20Child%20Programme%202009.pdf

Commissioning services

School nursing is now commissioned through public health in local authorities and information can be found here about this process:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/303769/Service_specifications.pdf

It is clear that school nurses will have to promote their services to Commissioning Groups and their contribution to public health locally. School nurses will have to prove and provide evidence that they are able to improve health outcomes for children and young people and their families. Sometimes there is clear quantitative evidence that can be utilised such as the National Child Weight Measurement Programme or the Immunisations programmes. Other evidence is less easily measured such as health promotion work and Personal, Social, Health Education. Health Questionnaires are also being utilised in different areas to help measure local needs.

The Queen's Nursing Institute (QNI)

The Queen's Nursing Institute is a registered charity, founded in 1887, with the original purpose of organising the training and supply of District Nurses on a national basis. It operates in England, Wales and Northern Ireland, while a separate charity, QNI Scotland, carries out similar activities there.

Today the QNI supports all nurses working in the community and primary care to improve healthcare for people in their own homes and communities. It works with nurses and decision-makers to make sure that good quality nursing is available for everyone where and when they need it.

The QNI does this by:

- Funding nurses' own ideas to improve patient care and helping them develop their skills through leadership and training programmes.
- Through a national network of Queen's Nurses who are committed to the highest standards of care and who lead and inspire others.
- By influencing government, policy makers, and health service planners, and campaigning for resources and investment in high quality community nursing services.

To find out more about The QNI, go to www.qni.org.uk.

CPHVA

'Modern school nurses work in the community as well as in schools so that all children can benefit whether or not they attend school. The main aim is to campaign for one full time, year round, qualified school nurse

‘Anger, fear, anxiety and frustration can lead normally rational people to behave in an unpredictable way.’

to one secondary school area. This would ensure that each child and young person would be able to discuss health issues and receive support on a one to one basis.

School nurses are unique, as they work at the interface between education and health, understanding the culture of both. They bring about effective partnership working to improve the health outcomes of young people.

There is no doubt that school nurses’ knowledge and intervention can make a tremendous difference to the public health problems of obesity, smoking, poor mental health, drug and alcohol abuse and teenage pregnancy. However, this needs to be strongly advocated on a local level’ (CPHVA).

To find out more about CPHVA, go to: www.unitetheunion.org/how-we-help/list-of-sectors/healthsector/healthsectoryourprofession/cphva/schoolnurses

See below for information and a video on school nursing practice: www.nhs.uk/explore-by-career/nursing/careers-in-nursing/school-nursing

School and Public Health Nursing Association (SAPHNA)

SAPHNA is a professional organisation representing the voice of school and public health nurses across the UK. To see the latest SAPHNA news, views, events and resources for go to : www.jfhc.co.uk/saphna/home.aspx

How do I keep up to date?

Keeping up to date is a requirement of the NMC registration. You are required to maintain currency in your field of practice to ensure that best evidence based practice is maintained and therefore, the public protected (NMC, 2011b). It is also crucial given the rapidly changing NHS that all nurses monitor changing policy and respond appropriately.

One method of keeping updated is to perform a literature search of a particular topic of interest related to your practice. It is a way of broadening knowledge of a topic and it can increase both general and specialist knowledge. It will improve your research skills and allows for critical appraisal of research, it can also assist with developing confidence and vocabulary of a subject, contributing to the ability to be assertive.

The purpose of a Literature Search

- It broadens your knowledge on a topic
- Increases your general knowledge, specialist knowledge, vocabulary and confidence
- Shows your skill in finding relevant information
- Allows for critical appraisal of research.

Contributing to consultation documents should also be an important aspect of the community nurse role. This means signing up to relevant professional forums such as the RCN or QNI, and ensuring that you are on relevant e-mailing lists. Your managers will be on circulation lists from different organisations, such as government departments. Make sure that anything is forwarded to you that is of interest. Anyone can contribute to policy consultation documents, either as individuals or groups and this is crucial in raising the profile of community nursing.

@WeSchoolNurses

@WeSchoolNurses is a Twitter account for connecting, driving and supporting the school nursing community through fortnightly twitter chats and nurse social media resources. @WeSchoolNurses is part of the larger @WeNurses community, founded by Teresa Chinn MBE. The chats, usually on a Tuesday evening at 8pm, focus on topical school and public health nursing issues. Twitter has fast become one of the best vehicles to drive contemporary school nursing practice and is a great way of connecting school nurses who need additional guidance, information and ideas. Sharing of practice enables nurses to explore innovative ideas and improve practice delivery nationally. Peer support is in abundance, helping to give confidence and maintain the passion of a small dedicated workforce.

Chat details can be found here: www.wecomunities.org/tweet-chats/chat-calendar

Archived chats can be found here: www.wecomunities.org/tweet-chats/chat-archive



Activity 1

- What impact do you think commissioning will have on outcomes for children?
- Consider the advantages and disadvantages



Activity 2

- Choose a topic that interests you or a topic that you know very little about (your choice must relate to school nursing)



- Search on the DH, QNI, RCN ,King's Fund or any other related website for information
- Look at any resources you may have in your clinic or local surgeries
- Access all the related websites that are attached to this resource that may assist your search
- Start to compile an information file of your topic



Chapter Summary

This Chapter has introduced the importance of understanding the government NHS reforms and other related literature and their impact on school nursing. The emphasis will be on community nurses to sell their service, in order to do this they will need to be up to date and politically aware of how the changes will affect the delivery of the school nursing service.

Web Resources

- www.evidence.nhs.uk NHS Evidence database
- www.kingsfund.org.uk The King's Fund
- www.nice.gov.uk