

Family Name:

PAEDIATRIC VITAL SIGNS CHART

Family Name: Given Name:

Gender:

Date of Birth:

NHI#:

ESCALATE CARE FOR ANY PATIENT YOU OR THEIR WHĀNAU ARE WORRIED ABOUT, REGARDLESS OF VITAL SIGNS OR PEWS

ory escalation pathway						
WS	Ac	tion				
1-3						
4-5						
6-7						
0.						

Any vital sign in the blue zone

Any treatment limitations must be documented in the patient's clinical record. A full set of vital signs must be taken, with corresponding PEWS calculated each time, at a frequency stated in hospital policy. If there is no timely response to your request for review, escalate to the next zone.

Modification to PEWS triggers

The PEWS can be changed to prevent inappropriate escalation. All modifications must be made in line with hospital policy and regularly reviewed by the primary team. Query any modification that is not signed and dated.

g n ation)	Accepted values and modified PEW	Date S and tin		uration (hours)	Name and contact details
		/ /	/		
		/ /			
	1		1	1	
		/ /	/		
			1		
		/ /	1		

Local tools

National tools

	Revised FLAC	C observationa	l pain tool	Family Name:					
Scoring				Given Name:	Gender:				
Categories	0	1	2		AFFI)	K PATIENT L	ABEL HERE.		
Face	No expression or smile	Occasional grimace or frown, withdrawn, disinterested; appears sad or worried	Frequent to constant frown, clenched jaw, quivering chin; <i>distressed</i> <i>looking face; expression of</i> <i>fright or panic</i>		NHI#: Assessment of respiratory distress guide				
			Individualised behaviour described by family:		Mild		Moderate		Severe
				Airway	 Strido exertio crying 	r on on or	Some stridor at restWheeze mar		Stridor at restNew onset of stridor
	position or relaxed; usual muscle tone and motion to arms and legs	restless, tense; occasional tremors			Wheeze present Normal		 Some or intermittent irritability Difficulty talking or crying Difficulty feeding or eating 		Wheeze severeSilent chestIncreased
Legs			Individualised behaviour described by family: Arches, rigid, or jerking;	Behaviour and feeding	Talks in sentences				irritability and/or lethargy • Looks exhausted • Unable to talk or cry • Unable to food
Activity	Lying quietly, normal position, moves easily; regular rhythmic breaths (respiration) No cry (awake or asleep)	Squirming, shifting back and forth, tense or guarded movements; mildly agitated (head back and forth, aggression); shallow, splinting breaths (respirations); occasional sighs Moans or whimpers, occasional complaint; occasional verbal outburst or grunt	severe agitation; head banging; shivering (not rigors); breath holding, gasping, or sharp intake of breaths; Accessory	Accessory muscle use	Mild intercostal and suprasternal recession		 Moderate intercostal and suprasternal recession Tracheal tug Nasal flaring Head bobbing May have brief apnoea 		 Unable to feed or eat Marked intercostal and suprasternal recession
			Individualised behaviour described by family:						
									 Gasping, grunting Extreme pallor, cyanosis
			Crying steadily, screams or sobs, frequent complaints; repeated outbursts; constant grunting	Other					 Increasingly frequent or prolonged
Cry			Individualised behaviour described by family:	Score at the level of Note that not all fe		0	l conditions.		apnoea
	Content,	, Reassured by	Difficult to console or						
	relaxed	occasional touching, hugging, or 'talking to'; can be distracted	comfort; pushing away caregiver; resisting care or comfort measures Individualised behaviour described by family:	Respiratory support mode					
Consolability				NP = Nasal prongs		M = Fac	Face mask HF		High flow
				R = Non-rebr mask				B =	BiPaP
	te the child in each of the five measurement categories, add together, and cument total pain score $(0 - 10)$.		TH = Tracheostomy humidificationH02 = Hu oxy			midified /gen			
Children who are awake:	Reposition child o		rve legs and body uncovered. sess body for tenseness and f needed.						
Children who are asleep:		sible, reposition the o	er. Observe legs and body child. Touch the body and						
are validated in parents/caregivents/care	children with cogn vers the descriptors ional behaviours that	itive impairment. Th within each category	Iditional descriptors (in italics) e nurse can review with y. Ask the parents/caregivers if rs of their child experiencing te category.						



Scan for PVSC educational materials