


	<ul style="list-style-type: none"> <li>- <a href="#">LinkedIn</a></li> </ul> <p>The resource pack is available on the High Speed Training website and the title is included on the Teach awards website. Education Today, FE News and QA education also published information about the resource pack. Available in English.</p>
Contact	<a href="mailto:support@highspeedtraining.co.uk">support@highspeedtraining.co.uk</a>

### iii. Eating disorders – a guide for friends and family – United Kingdom

Organisation	Beat Eating Disorders 
Location and timing of practice	This resource was developed in the UK and is available online.
Title and link to resource	<a href="#">Eating disorders: a guide for friends and family</a>
<p><b>Objective:</b></p> <p>The booklet provides information and advice for anyone who is supporting someone with an eating disorder. It covers information about different eating disorders and methods of treatment as well as offering guidance on how you might approach the subject if you're worried about someone you know and how to support them after diagnosis. Although not directly aimed at school staff, valuable knowledge can be gained about supporting those with eating disorders and it can be referred to in meetings with the parents and friends of pupils with an eating disorder.</p>	
<p><b>Detailed content:</b></p> <p>The booklet opens by explaining what an eating disorder is, why people may have them and the different kinds of eating disorders there are. As well as explaining each eating disorder, it also lists possible signs associated with each as well as eating disorders more generally.</p> <p>The next section talks about approaching conversations with someone you think has an eating disorder. This includes some tips/things to think about before speaking to someone, how to raise the topic with recommendations about what to say or not say to help them remain at ease, and how to respond to their reactions. A quote is also included from a young person who had</p>	



this conversation with their parent and partner, as well as a number for Beat’s Helpline.

The following section talks about treatment for eating disorders as well as advice on having a positive interaction with a GP.

The next section talks about supporting someone with an eating disorder from multiple different perspectives depending on the relationship you have with the person. This includes looking after a child, partner, housemate, friend and colleague. This includes some advice on supporting them around meal times as well as general advice based on your relationship – e.g. suggesting going to the GP with them, finding activities to do that aren’t food-centric, getting your children involved in support etc.

The last section is about looking after yourself whilst you are looking after someone with an eating disorder, as well as how to deal with difficult situations and confide in other people.

The final pages of the resource have links and contact information for other relevant charities and support, as well as a poster of the 6 main signs that someone may have an eating disorder.

### Evaluation of results:

The main strength of this resource is that it approaches support from multiple perspectives and relationships as these will all have different roles in the life of a person with an eating disorder. Although not aimed at teachers specifically, the supporting advice from the perspective of a friend, parent, colleague, partner and housemate can be applied to a teacher supporting a student as well as many other relationships.

### What makes it a good/best practice?

Beat is the UK’s first and main eating disorder charity. In 2019, they received nearly 38,000 new visitors to their website and had over 200 mentions in the media. They influence governmental policy and healthcare practice and in 2019, attended 2 lobby days in Westminster and met with 39 MPs/representatives. In 2019, a further 564 school professionals were trained to support students in getting treatment. This booklet is a good practice as it refers to supporting someone with an eating disorder from the perspective of different relationships.

### Other information

Website: <https://www.beateatingdisorders.org.uk/>

Social media:

- [Facebook](#)
- [Twitter](#)
- [Instagram](#)
- [YouTube](#)
- [LinkedIn](#)

Available in English.



Contact	<a href="mailto:media@beateatingdisorders.org.uk">media@beateatingdisorders.org.uk</a>
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#### iv. Well-being in post-primary schools - Ireland

Organisation	These Guidelines were developed by the Department of Education and Skills, the Health Service Executive and the Department of Health.
Location and timing of practice	This resource was developed in Ireland and published in January 2013. The resource is reviewed and kept up to date. It is an online resource and freely available to anyone who visits the website.
Title and link to resource	<a href="#">Well-being in post-primary education. Guidelines for mental health promotion and suicide prevention</a>
<p><b>Objective:</b></p> <p>The guidelines aim to provide practical guidance to schools on how to develop a whole school approach to promote mental health and wellbeing to students. This is because increasing the overall wellbeing of students will help increase student success, both in their academic and personal lives.</p> <p>The guidelines have been written for all members of the school community: school leaders, subject teachers, governors, guidance counsellors, student support teams etc.</p>	
<p><b>Detailed content:</b></p> <p>The guidelines come in the format of an informative and detailed, but clear and concise report which includes advice on policy and developing a whole-school approach, links to organisations and tools, case studies and templates.</p> <p>The guidelines start by explaining mental health itself and the statistical mental health situation of Irish young people as well as the importance and responsibility that schools have in supporting young people.</p> <p>The guidelines then explore the ways that schools can develop a whole-school approach, broken down into three areas:</p> <ul style="list-style-type: none"> <li>● School support for all</li> <li>● School support for some</li> <li>● School support for few</li> </ul> <p>Case studies are provided at the end of each of these sections.</p>	

