


<p>They have reached millions of people and begun to improve attitudes and behaviour – since the campaign began 10 years ago, yearly surveys (carried out by King’s College London) of a nationally representative sample show that 5.4 million people have improved attitudes towards mental health. Resources are continually kept up to date, ensuring that correct and relevant information and resources are available to schools.</p>	
<p>Other information</p>	<p>Website: https://www.time-to-change.org.uk/ Social media:</p> <ul style="list-style-type: none"> - Facebook - Twitter - Instagram - YouTube <p>These resources for teachers are published on their website and have been promoted through social media campaigns and sent out to their school mailing list. Available in English.</p>
<p>Contact</p>	<p>info@time-to-change.org.uk</p>

ii. Schools mental health resource pack – United Kingdom

<p>Organisation</p>	<p>High Speed Training</p> 
<p>Location and timing of practice</p>	<p>This resource was developed in the UK and published in July 2019. It is an online resource and freely available to anyone who visits the website.</p>
<p>Title and link to resource</p>	<p>School Mental Health Resource Pack</p>
<p>Objective:</p> <p>This resource pack provides information and advice to school leaders on how to develop and implement a whole school approach to mental health inclusion and awareness. This spans from activities to promote positive mental health with students, to promoting staff wellbeing, to writing a school mental health policy (as well as providing an example of a policy)</p>	
<p>Detailed content:</p> <p>The School Mental Health resource pack is divided into three main sections.</p>	



The first section covers the current statistics relating to the state of mental health in UK schools and the issues that affect young people in 2019. Based on these statistics and findings, a number of activities/attitudes are suggested to help promote positive mental health in schools – examples of this are discussing mental health in PSHE classes, having an open door policy and organising a wellness week. These activities will enable students to learn about the importance of mental health, reassure them that their teachers are there for them and provide some strategies to deal with their own mental health.

The second section relates to staff wellbeing. This includes the pressures that staff face which can lead to mental health decline, signs that members of staff may be suffering from poor mental health and tips to improve the wellbeing of staff in the school. By including this, a whole school approach is created rather than just being student-centred.

The third section is about writing a school mental health policy which includes why a mental health policy is necessary and the elements it should include. It also provides direction as to how to write a school mental health policy and provides an example that can be used as a template.

At the end of the resource pack, there is a short quiz for teachers about student mental health.

Evaluation of results:

In the past year, the resource pack has been viewed over 10,000 times. Feedback has indicated that the most helpful sections have been the activity ideas listed in ‘Promoting positive mental health in schools’ as well as the quiz for teachers about student mental health. Although aimed towards secondary education, this resource pack can be used in any educational context as it refers to staff and students’ wellbeing, activities and attitudes to have towards positive mental health (which can be adapted to age range) as well as policy recommendations. Some of the activities, ideas and policy recommendations could also be used in a work context too.

What makes it a good/best practice?

High speed training is one of the UK’s top training providers and therefore, has a high level of quality in all of their resources. The School Mental Health resource pack was nominated, and received placement as a finalist, in the Teach Secondary Awards 2019. As well as the quality of resources, originality and impact are also assessed, which indicates that this resource is unique in its coverage of mental health inclusion. Although it is the Teach Award’s first year, results were shared with over 100,000 education professionals as well as across Teach Company’s media: three magazines and a website. The resource pack also received media coverage from Education Today, FE News and QA Education which shows that it is a valuable educational resource.


Other information

Website: <https://www.highspeedtraining.co.uk/>
 Social media:
 - [Facebook](#)
 - [Twitter](#)



	<ul style="list-style-type: none"> - LinkedIn <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	support@highspeedtraining.co.uk

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	Eating disorders: a guide for friends and family
<p>Objective:</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>Detailed content:</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>	

