

Show it's ok to make mistakes to help break the mould of perfectionism

Don't be afraid to challenge unhelpful behaviours

At first, you might feel guilty because you can't fix things.

Just be yourself. Talk to them and ask what helps, what they need, how do they feel?

There's nothing wrong with being curious about how they feel. Sometimes it's helpful

Build trust and build a relationship to show you care about them and their work

Try to avoid making references to the young person's appearance

Avoid making references to your own size, shape, appearance or any diet you might be on

## Practical Advice for Schools

- **Health is more important than education**
- **Your school will be contacted on admission**
- **For normalisation, a programme of study is usually requested, but reintegration is discussed from the outset.**
- **All ED provisions must provide access to education. We cover most subjects at GCSE and some at A' level.**
- **The young person should be recorded as B – Educated off site or D – dual registered, but not absent, as they remain in education**
- **Exams can often be a trigger and in some cases a crutch to a young person with an ED. We recommend applications for Access Arrangements and Special Consideration are made for all exams**
- **We send the appropriate paperwork to examination officers and provide guidance for these applications to be made**
- **On reintegration, we normally invite a member of staff to attend a reintegration meeting to ensure transitioning back to school is as smooth as possible**

## Queen Mary timetable 2019/20

	9.30 - 10.00	10.00-11.00	15 min Break time	11.15 – 12.00	12.00 – 12.30	Lunchtime	1.30 – 3.00	3.00 – 4.00
Mon	Home Study	Music MS/SS		Music MS/SS Until 11.45	Home Study SS		Science SG	Home Study
Tue	Home Study	Creative Arts/French SA		Creative Arts/French SA	Collective Time JM/SS/MG		Target setting 1.30 to 2.30 JM/SS?MG	Home Study
Wed	Home Study	Maths JH/MG		Maths JH/MG	Home Study SS		English MK/MG	Home Study
Thurs	Science SG			Science SG	Home Study SS		Maths JH/SS    Chess 2.15	Home Study
Fri	Home Study	Music MS/MG		Music MS/SS	Home Study SS		Creative Arts/French SA	Home Study

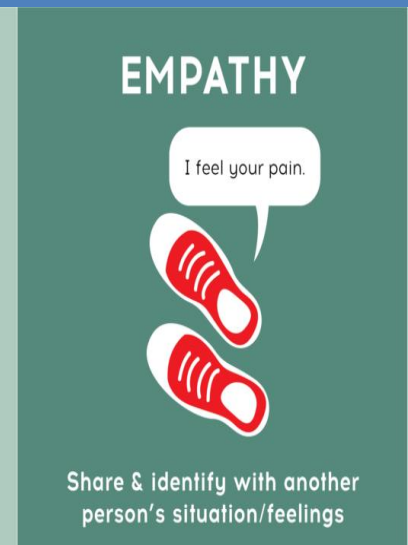
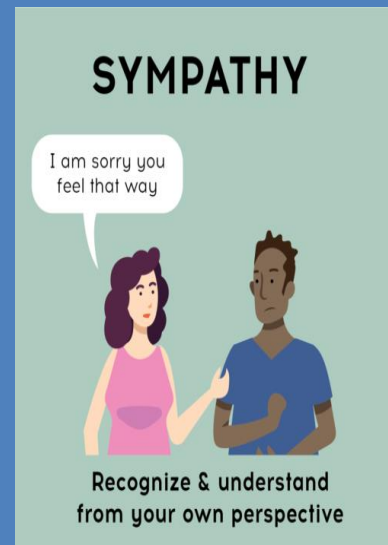
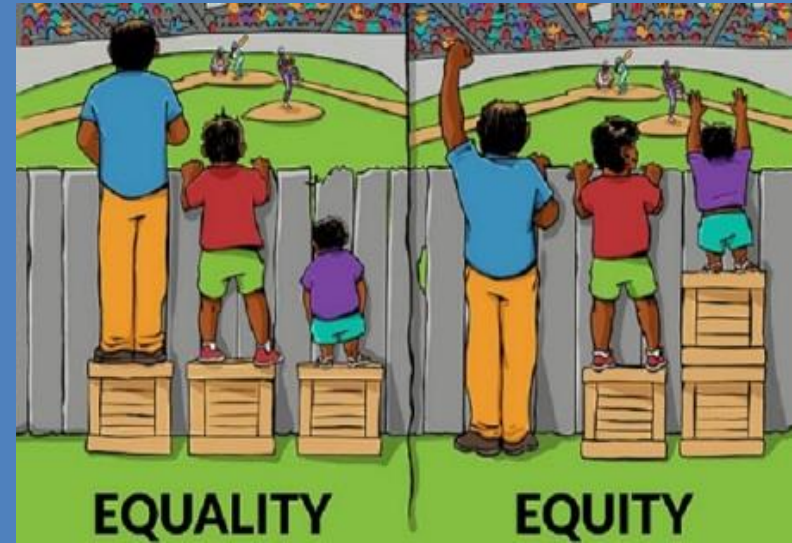
**Breakfast 8.30 – 9.00, Morning Snack 10.30 – 10.50, Lunch 12.30 – 1.00, Afternoon Snack 3.30 to 3.50, Dinner 6.00 – 6.30, Home 7.00**

### How the school works

- The Intensive Service and the RFHSC recognise the importance of avoiding working in isolation when recovering from an eating disorder. Consequently, the timetable has been planned with this in mind. At Ks3 and Ks4, pupils are expected to participate in all lessons as class activities, with the exception of Home Study where options can be studied. In order for staff to appropriately monitor progress and set targets, pupils are expected to follow the timetable as closely as possible.
- At Ks5, this applies to Progress and Target setting, Collective Time, Music, Thinking Skills and My Cognition. There is sufficient time for Ks5 pupils to follow their Home School Programmes of Study and for the provision of respite.
- Progress and Target setting is an opportunity for you to reflect on the previous week's work and prioritize work that might need to be completed from home school's outside the core offer outlined in the above timetable. These are to be filed as hard copies in a folder maintained by the school's TA and can be shared with associated staff and parents if requested.
- All schools working with the RFHCS in the past recognise pupil well-being as the main priority and understand the importance of the structure provided by the RFHSC as an integral part of pupil recovery.
- The school works closely with home schools to ensure that work is requested and stored electronically in individual pupil folders on the pupil shared areas.

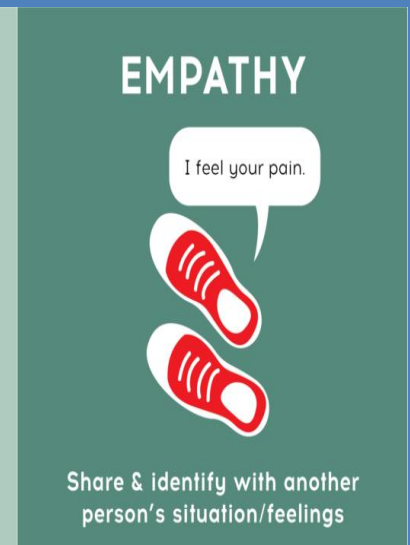
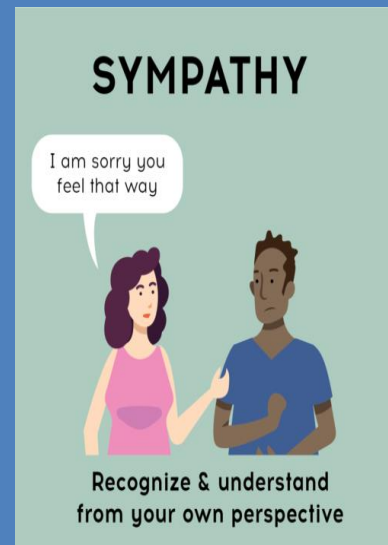
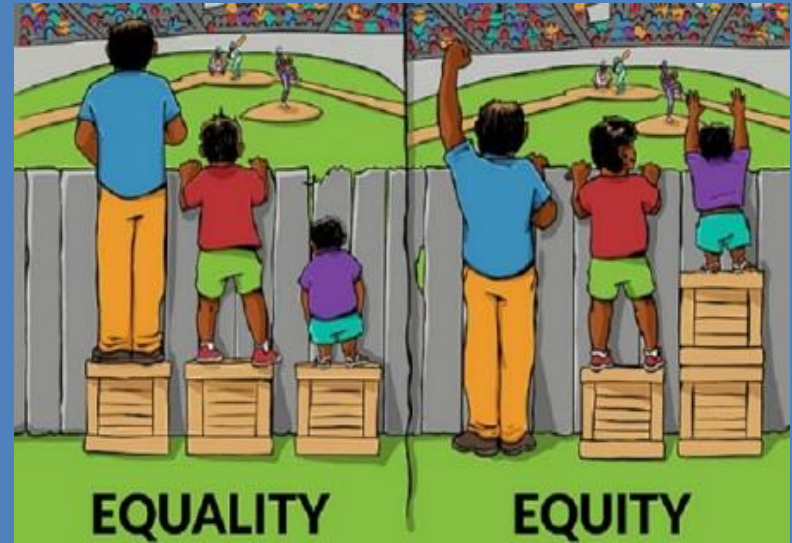
# The Core Beliefs of the Eating Disorders Intensive Service

- We understand equity does not necessarily mean equality - *what works for me may not work for you*
- We avoid making assumptions about where people are on their individual journeys - *everyone has their own struggles*
- We are aware some behaviours may be triggering to others - *not everything is triggering, be mindful*
- We never make assumptions about how someone feels - *it's my journey – no one else's*
- We prefer empathy rather than sympathy - *feel with me rather than feel sorry for me*



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# Encouraging body confidence in schools

1. Avoid discussing or making reference to peoples' weight, people around you or people in the media.
2. Even if intended to be positive, this can reinforce appearance ideals and pressures.
3. Avoid personal stories associated with weight as comments can inadvertently share unintended messages.
4. Avoid speaking negatively about your own appearance. Demonstrate acceptance of all weights and body shapes just as you would with skin colour, race or religion - we are a lot more than just our appearance.
5. Creating connections and awareness with parents and the community.
6. Reviewing the schools anti-bullying policy to ensure there is a zero tolerance policy towards taunting or teasing.
7. Avoiding activities such as measuring heights and weight, recording food diaries and measuring fitness.
8. Displaying posters around the school that demonstrate the wide variety of body shapes and sizes.
9. Provide training to staff to become healthy body image role models. For example, discouraging fad diets and weight control behaviours amongst staff.
10. Provide information to parents so they can become champions too.




# Resources



Our website contains links to the following:

- A template letter and practical advice for schools when young people return to school
- An exemplar consultant's letter to request for Access Arrangements and Special Consideration in Examinations
- Resources to promote the introduction of a whole school approach to improving body confidence
- All the slides you have been shown today
- Links to useful websites and videos

Name

-  single\_session\_-\_student\_activity\_sheets-717942
-  single\_session\_-\_student\_presentation-717944
-  single\_session\_-\_teacher\_guide-717943

<https://www.royalfree.camden.sch.uk/page/default.asp?title=Welcome&pid=1>

[steve.green@royalfree.camden.sch.uk](mailto:steve.green@royalfree.camden.sch.uk)