



Growth Through Resilience

IMPACT REPORT: RESILIENCE REPS TRAINING



Extend Learning
Academies Network

APRIL 2025

IMPACT MEASUREMENT & EVALUATION: PRIMARY SCHOOLS



180
YOUNG PEOPLE
TRAINED



BANWELL
PRIMARY SCHOOL



LOCKING
PRIMARY SCHOOL



MILTON PARK
PRIMARY SCHOOL



BOURNVILLE
PRIMARY SCHOOL



MEAD VALE
PRIMARY SCHOOL



MENDIP GREEN
PRIMARY SCHOOL



(THE HOST SCHOOL) WINDWHISTLE PRIMARY SCHOOL

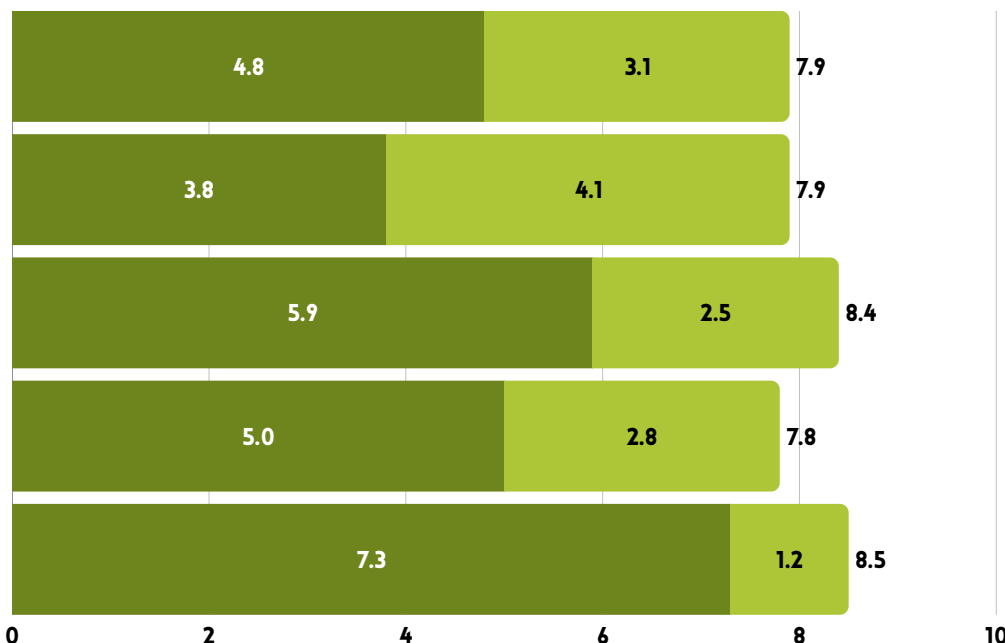


7
SCHOOLS
TRAINED

MENTAL WELLBEING QUESTIONS

● BEFORE TRAINING ● AFTER TRAINING

I can use lots of different feeling words to describe how I feel.



ONLINE SAFETY QUESTIONS

● BEFORE TRAINING ● AFTER TRAINING

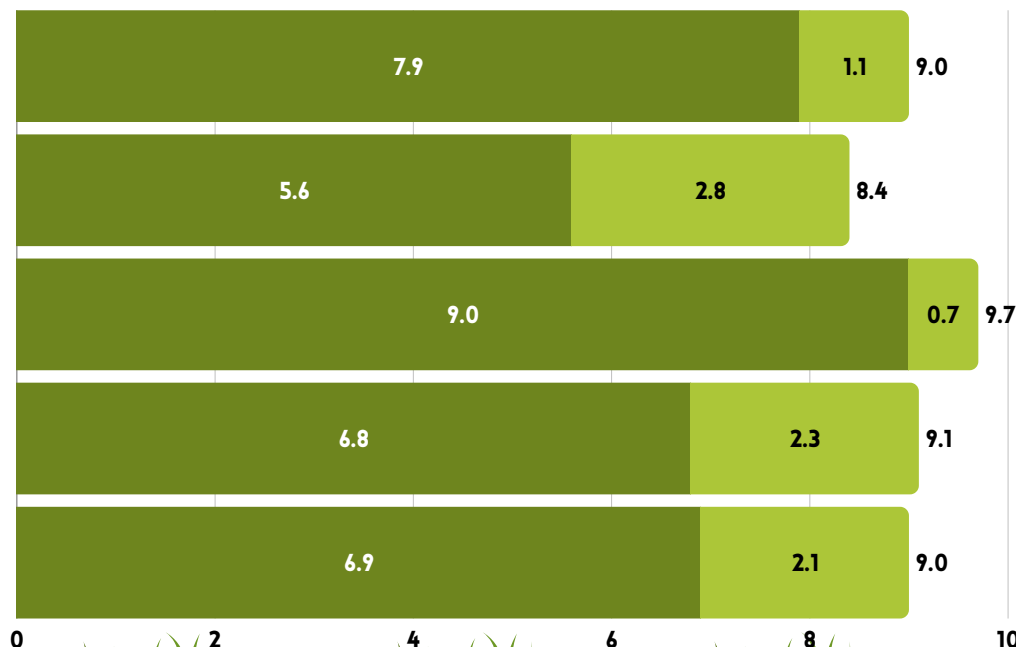
I understand which websites and apps are okay for me to use because of my age.

I know about helpful tools and websites that can keep me safe when I'm using the internet.

I know what information I should and shouldn't be sharing online.

I know what I can do if I am worried about something I experience when I am online.

I understand how to act with kindness and respect when I communicate online.



WHAT YOUNG PEOPLE TOLD US...

Through doing our training, young people are learning how to face poor mental health, find confidence in themselves, and manage the affect of negative influences around them

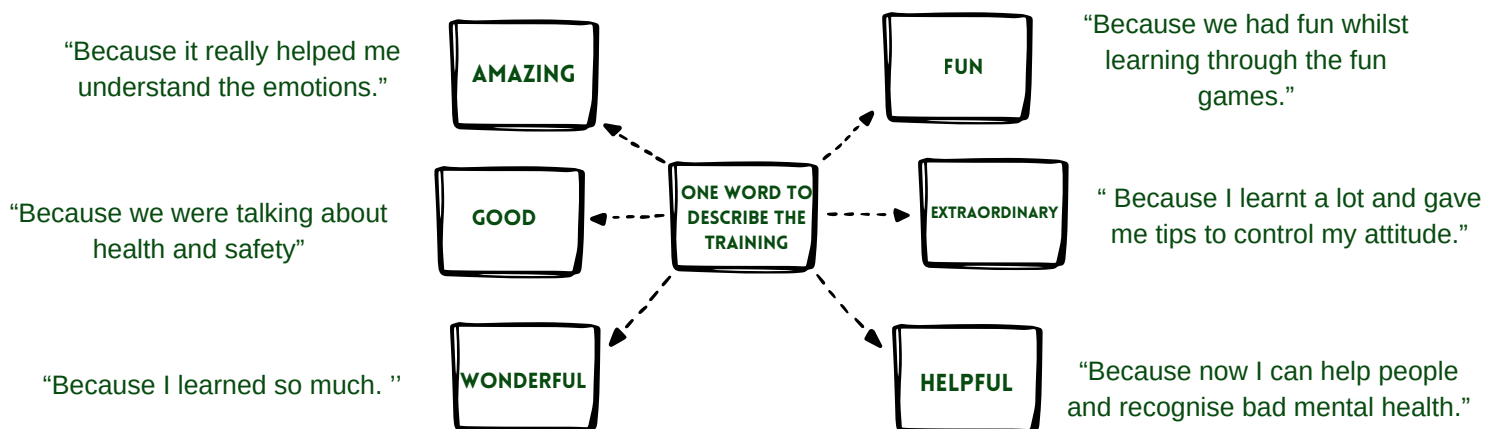
"SOMETHING THAT I HAVE LEARNT MORE ABOUT MYSELF TODAY IS...

- ... "How to bounce back when things are hard."
- ... "I can answer questions even if I get them wrong, it's ok to try."
- ... "Things that I didn't know about myself was all of the positive adjectives about myself."
- ... "To not talk to strangers and to keep ourselves safe."
- ... "I know about mental health wellbeing and I am a good person."
- ... "That it is ok to be worried and talk to someone about it."

The impact of the training is not limited to the young people attending. By inspiring and empowering them to share learnings, participants will go on to educate and support others

"I WILL PROMOTE AWARENESS ON MENTAL WELLBEING TO MY FELLOW STUDENTS BY DOING...

- ... "By telling others about my amazing experience."
- ... "By not sharing it if it's personal but share it if it isn't."
- ... "I'll make a poster to show awareness about how important mental health is."
- ... "By helping others if they are struggling with their health."
- ... "Sharing helpful information and give them tips on what I learnt with youth shoots."
- ... "Giving certificates of kindness to others for good things we see."
- ... "By making posters of how to be kind and positive."
- ... "Do more about wellbeing with children by doing assemblies."



We're always looking for ways to do better & inform our practice

"FOR FUTURE YOUTHSHOOTS SESSIONS, WE SHOULD LEARN MORE ABOUT...

- ... "What to do in harder situations so we can make the right decision."
- ... "Safety when you are on your own and out."
- ... "How we can help others express themselves."
- ... "That being kind and helpful to others makes them happy."
- ... "How to make ourselves calm when we are feeling angry."
- ... "How to know if someone is bad online or how to keep yourself calm online."

**HOW WOULD YOU RATE
YOUR EXPERIENCE WITH
YOUTHSHOOTS TODAY?**

9.3 / 10

EXTEND LEARNING ACADEMIES NETWORK FEEDBACK

Pupils across the Extend Learning Academies Network (ELAN) in Weston-super-Mare, North Somerset, have been spending time thinking about something big: who they are now, and who they want to become.

Through a three-day Resilience Reps programme led by YouthShoots founder Paul Hanmore, Year 4 and 5 pupils took part in open, age-appropriate conversations about mental wellbeing, online life and the choices they make every day. The sessions weren't about lectures — they focused on discussion, reflection and giving pupils space to explore real-life situations together.

Across the programme, pupils looked at everything from managing emotions and building healthy relationships to understanding online pressures and developing self-care habits.

A big focus was on the idea of their “future selves” — encouraging them to think ahead and recognise the small steps that shape who they become.

Staff noticed how seriously pupils engaged with the sessions, even when tackling more complex topics.

“It was a pleasure to visit the training and see the impact being made first hand. Paul’s enthusiasm and energy are inspiring, and the children responded incredibly well to the sessions. Programmes like this are vital in supporting our pupils’ emotional wellbeing and helping them understand their role in shaping a positive future.”

The training reflects ELAN’s wider focus on working together, embracing individuality and doing the right thing. It also gives pupils the tools to support each other, not just themselves — helping to build a culture of wellbeing across their schools.

TRUST LEADERSHIP FEEDBACK

KERRI MCARDLE, INNOVATION & DEVELOPMENT LEAD, EXTEND LEARNING ACADEMIES NETWORK

‘Following on from Youth Shoots’ inspiring work with both pupils and staff at ELAN’s Anti-Bullying Conference earlier this year, training pupils from across our schools to become Resilience Reps was the obvious next step. We recognise the importance of all of us building emotional resilience and having the tools to cope with challenges that may come along, and we could clearly see the value of strengthening peer support within our schools.

Through Paul’s amazing training (which was engaging, interactive and fun!), our pupils have developed a much better understanding of mental health and wellbeing, and have gained the confidence to support each other in a positive, practical way. By building this peer-to-peer element, students now have trusted individuals they can turn to, helping to make support feel more accessible and relatable.

Now that the training has taken place, we’re already seeing — and expect to continue seeing — a strong impact. Pupils are more open to talking, more aware of how to look after themselves and others, and more willing to step up as role models for their peers. We already work hard to create calmer, more supportive school environments where students feel heard and valued, and this has strengthened that further by ensuring pupils know they play an active part in shaping a positive culture around wellbeing.’

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