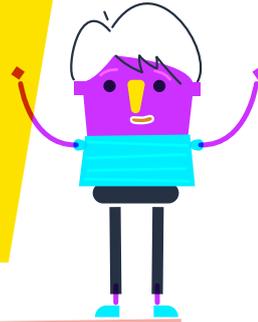


Stormbreak Surge Insight & Impact 2020 - 2025



In the last 3 years the likelihood of children having a mental health problem has **increased by 50%**

One in five children aged 5 -16
(an average of six children in every classroom) are now likely to have mental health problems

42% of children say they now worry about their mental health

Mentally healthy movement every day for every child

The stormbreak approach is to raise awareness of how movement can be used to support and shape mental health. It gives trusted adults the support they need to give children the tools and strategies to recognise, validate, change and regulate emotion and help them to make meaningful, impactful and sustainable change through creating a climate in which they can flourish.



movement improves children's wellbeing and provides vital opportunities for them to develop emotional and physical life skills

stormbreak believes that:

children are happier and healthier when they move more



children and their trusted adults are happier and healthier when they interact together through movement

Our all time reach*

Surge reach in primary schools across England:

*As of April 2025



322
Schools



1,323
School staff



64,119
Children

5 years of stormbreak Surge

Surge is our primary school emotional wellbeing programme which empowers senior leaders, teachers and wider school staff to support children's mental and physical health. Surge aims to equip stormbreak advocates in schools with resources, activities and confidence to support children to recognise their emotions, respond to their feelings and regulate their emotions as they navigate the challenges of growing up.

Stormbreaks are selected by schools based on the needs of children. Between 2020 and 2025, schools delivered the following stormbreaks:



Hope & optimism

18%

259,309
stormbreaks



Relationships

21%

312,692
stormbreaks



Resilience

24%

338,929
stormbreaks



Self-care

17%

267,559
stormbreaks



Self-worth

20%

301,851
stormbreaks

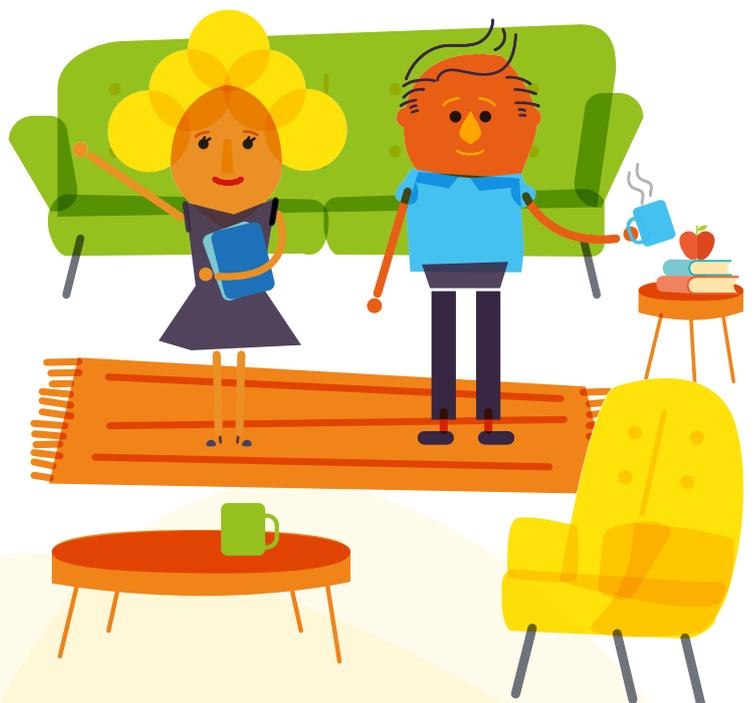
The impact of stormbreak Surge in Primary Schools

Independent research has demonstrated that stormbreak supports...

**Learning and development
of educational professionals**

**Readiness
for learning**

**Children's
mental health
& wellbeing**



Stormbreak supports children's mental health and wellbeing



Hope & optimism
85%
of children are happy and positive



Self-care
82%
of children are more aware of their feelings and can identify their emotions

Self-care
81%
of children can discuss their feelings with others



Resilience
91%
of children find it easier to manage emotionally and socially challenging days



Relationships
89%
of children's connections with staff are stronger

Relationships
74%
agreed that children seemed more sociable and got along well after taking part in stormbreaks



Self-worth
96%
of children feel good about themselves when moving in mentally healthy ways

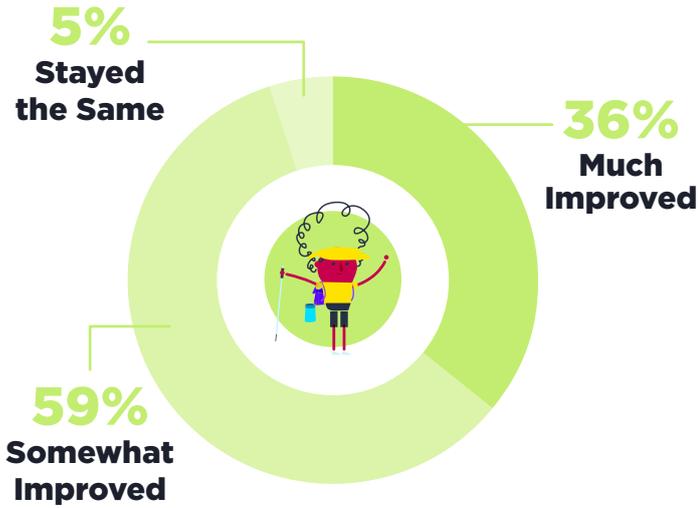
Self-worth
76%
said all/most children used positive self-descriptions and could accept compliments from others

Self-worth
82%
said all/most children seemed to build confidence after taking part in stormbreak

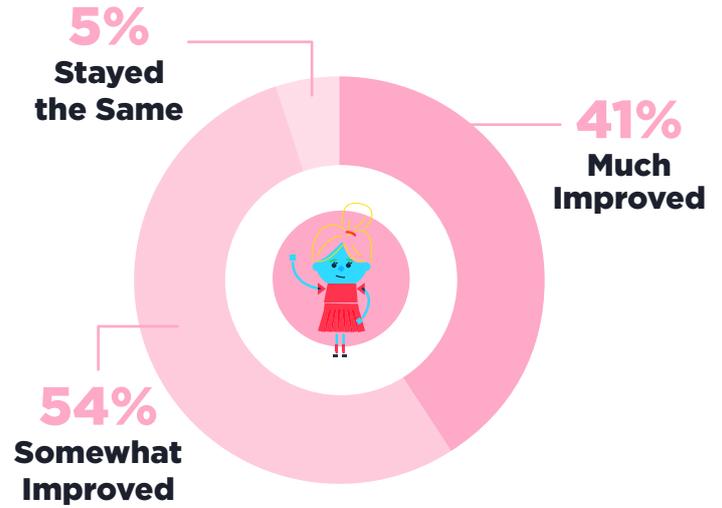
Supporting the mental health concept insight above
99%
of children's responses told us that they had fun whilst taking part in stormbreak and
92%
of children's responses told us that taking part on stormbreak made them feel really happy

For children who have participated in stormbreak activities to what extent have they experienced an impact on:

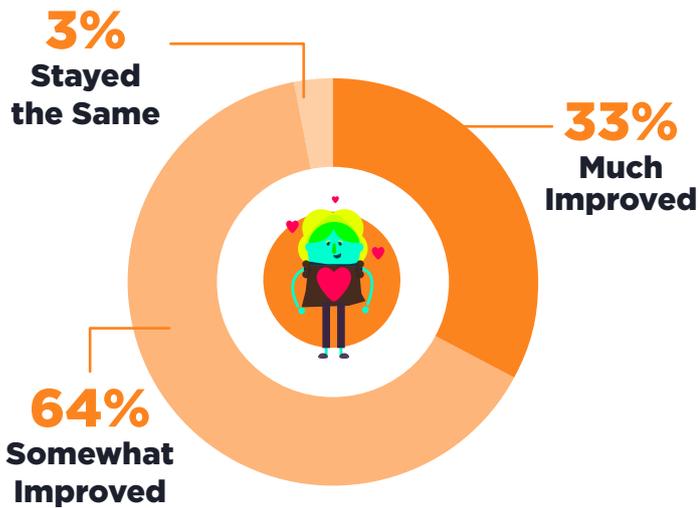
Their resilience



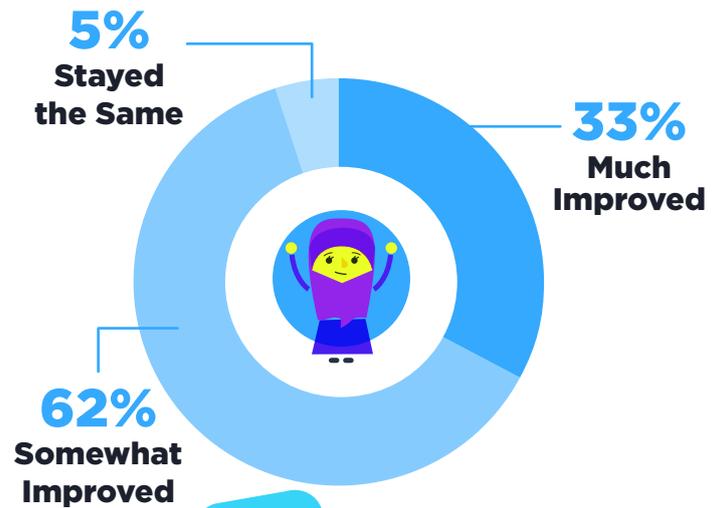
Their relationships



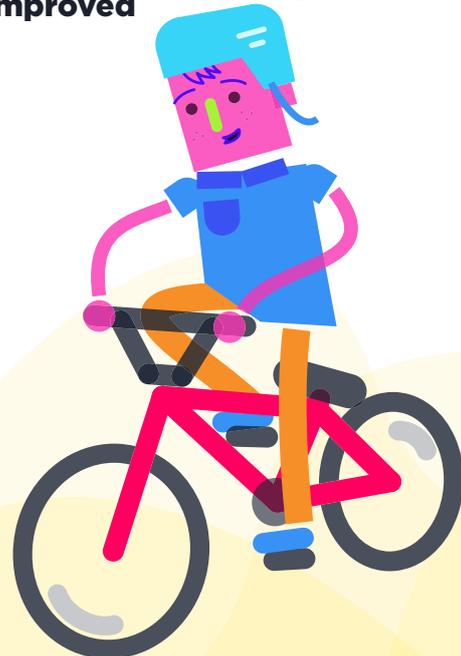
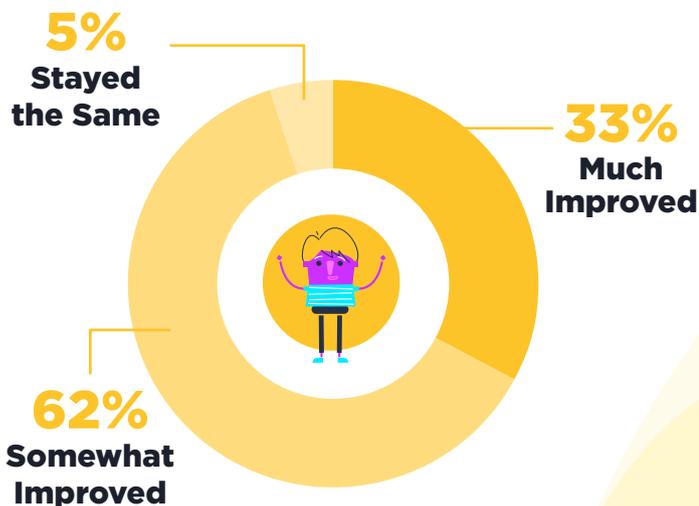
Their self-worth



Their hope & optimism

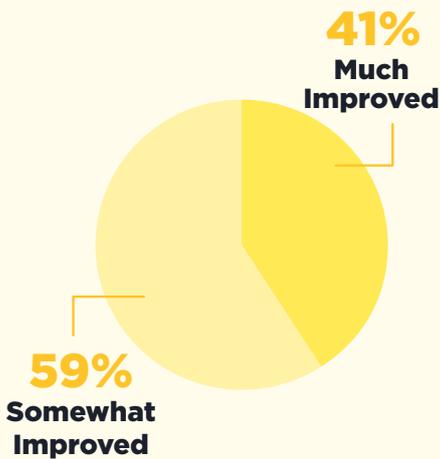


Their self-care

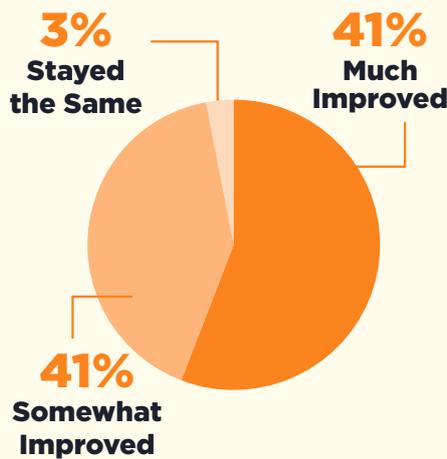


For children who have participated in stormbreak activities to what extent have they experienced an impact on:

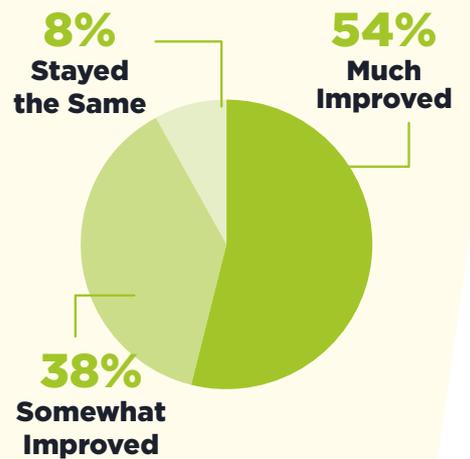
Their emotional wellbeing



Their emotional literacy



Their physical literacy



Teachers in primary schools across the UK have provided important evidence to demonstrate their perspectives that stormbreak:



94%

of children said they were enthusiastic to do more stormbreaks

86%

of children were more positive and happy about their day after taking part in stormbreak

89%

of staff said that stormbreak had supported the relational connection between children and teaching staff

79%

of staff said conversations with children about feelings and their wellbeing was easier since starting stormbreak

82%

of staff said children were more aware and could identify their own emotions after they had started stormbreak

74%

of children seemed more sociable and got along well with each other, after they had taken part in stormbreaks together

Stormbreak supports children's readiness for learning

One term after completing stormbreak Surge training education professionals told us that supporting children in their wellbeing to identify and talk about their emotions and to develop positive coping skills, whilst engaging more in their learning was easier since embedding stormbreak into schools:

91%

of staff said that stormbreak could be useful if children were having a challenging day, socially or emotionally

89%

of staff said embedding stormbreaks into schools had supported the connection between children and adults

68%

of staff said children had developed emotional coping strategies since starting stormbreak

64%

of staff said classrooms were easier to manage when children took part in stormbreak regularly

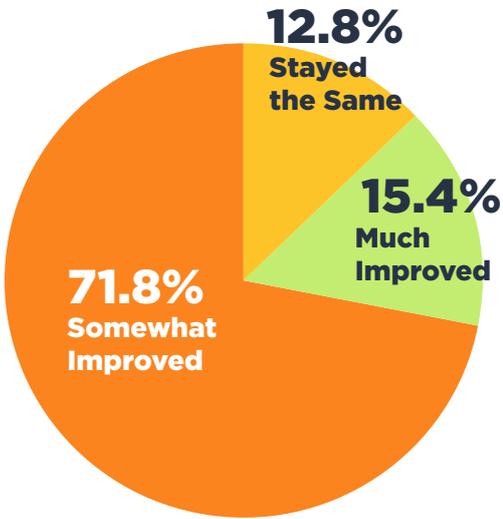
88%

of school staff said stormbreak helps to create a positive learning environment



To what extent do you think stormbreak has contributed to:

Behaviour



“More mutually respectful relationships have developed”

“Children have improved self-regulation skills”

“Children are able to verbalise feelings and improve relationships and resilience”

“Children can talk about their emotions and discuss choices they make”

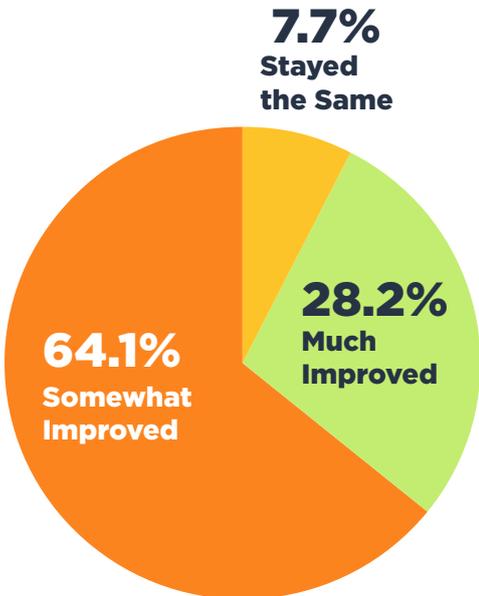
“Stormbreaks have been useful at catching children before their behaviour worsens”

“Stormbreak has helped to calm the children”

“We use stormbreak language across the whole school, which is impacting hugely on behaviour and regulation”

To what extent do you think stormbreak has contributed to:

Readiness for learning



“Moving helps the children to focus”

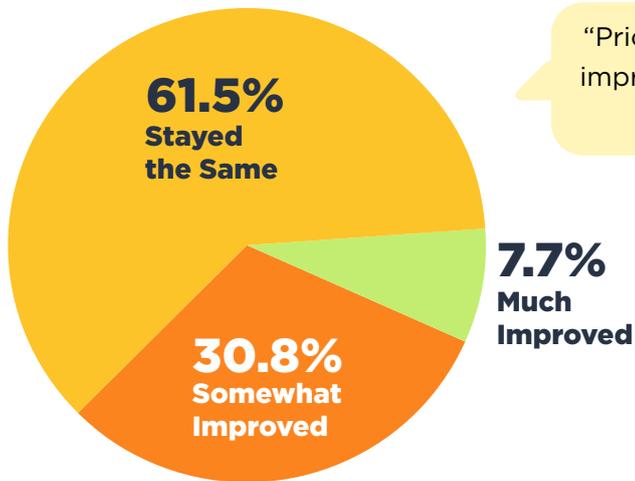
“Those who struggle in mainstream look forward to and rely on the opportunity to stormbreak”

“Children are generally in a good place to start their learning after completing a stormbreak”

“We do a stormbreak after lunch and it helps the mood if lunch has been fractious”

To what extent do you think stormbreak has contributed to:

Attendance

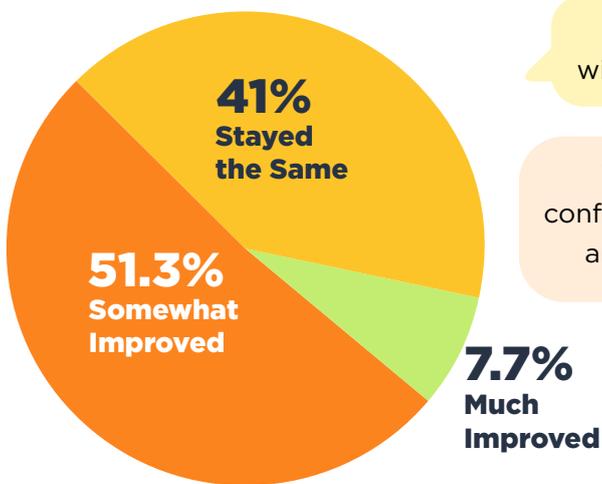


“Prioritising mental health improves all aspects of life for our children”



To what extent do you think stormbreak has contributed to:

Attainment

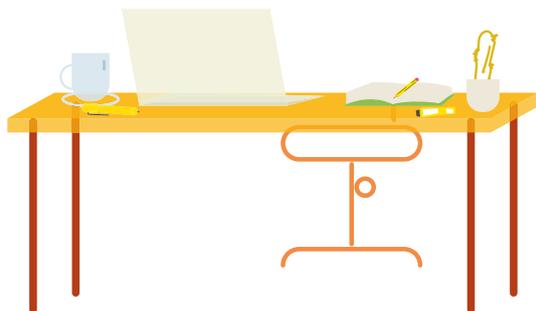


“Stormbreak helps with focus and attention”

“Children are more confident to make mistakes and learn from them”

“When children have positive relationships and feel happy they learn more and remember more”

“I think if teaching staff were consistent in delivering stormbreaks the impact would be greater”



Stormbreak facilitates learning and development for education professionals

Between 2020 and 2025, 296 schools provided evidence around their experiences of stormbreak's Surge training that promotes the principles of Public Health England's (2020) 'Whole School Approaches to Mental Health and Wellbeing' in schools. This includes promoting an ethos of respect and diversity, providing targeted support to children, monitoring the impact of interventions and programmes, supporting staff in their professional development. Training is important and useful for teacher's professional development and to support effective delivery of stormbreak.

98%

of schools said Surge training sessions were accessible and understandable

97%

of schools said stormbreak resources were useful to supporting children's mental health and wellbeing

97%

of schools said Surge training sessions were useful to help education professionals to embed stormbreak into day-to-day practice in schools

97%

of school staff said they felt confident to effectively deliver stormbreak in schools

97%

of schools staff will continue to embed stormbreak into the school day

93%

of school staff felt confident to show colleagues how to use stormbreak

92%

of schools would recommend stormbreak to families as a positive activity

91%

of school staff felt confident that the whole school approach to mental health and wellbeing is enhanced through stormbreak

63%

of school staff said that stormbreak has helped reduce stigma around mental health, through the shared use and mainstreaming of conversations about emotions and wellbeing



Children's and Education Professional Voices



Children have said:

Children have a positive attitude towards taking part in Stormbreak sessions. They are moving more. They are having more conversations about wellbeing and the other Stormbreak concepts (resilience, relationships etc.).

We have noticed that our teachers are more aware of the pupil's emotions across the class and seem enthusiastic about delivering Stormbreaks based on pupils emotional needs.

Children have told us: "We love Stormbreaks!", "I really enjoy doing Stormbreaks at the start of the day because I can feel that they help get me ready to learn!", "With Stormbreak, I feel that I can now talk about my feelings and that I am really listened to as well", "I like doing Stormbreaks because I can work with others and make new friends with other children when we do them".

We have observed an impact where children have become more resilient. They enjoy doing stormbreaks and they share the same language when they identify and discuss their emotions.

Teachers have said:

I teach 4-5 year olds and stormbreaks allow them a space to discuss further how they are feeling whilst relating it to a skill or feeling they are developing in themselves. This emotional development been amazing to hear.

The most significant impact we have seen is in the classroom who are now more engaged in learning.

The children are talking more about emotions and using language about supporting each other's wellbeing, for example "Its okay, it is okay to make mistakes!".

"Children have been able to support each other since starting to do stormbreak(s). They recognise when they need a stormbreak and can choose easily the type of stormbreak concept that they would like to participate in."

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