

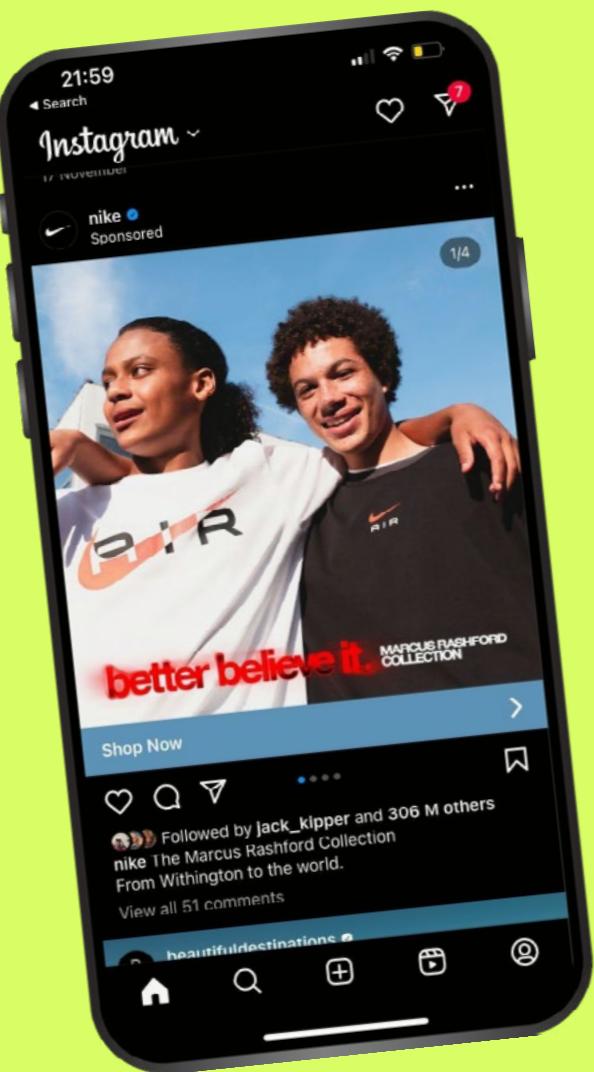
FBB PROGRAMME: *INCLUSION, ATTENDANCE & BEHAVIOURAL SOLUTION*

Supporting your most disengaged
students to succeed in school

2025 | 26

CHRISTIAN'S TESTIMONIAL

Dante and Kade
Chorlton School, Year 8



Dante (right) and Kade (left), Nike 'Better Believe It' Marcus Rashford Collection campaign, Year 11

"IF YOU GIVE FBB A CHANCE IT WILL CHANGE THE LIVES OF YOUNG PEOPLE"



Christian Harris, Deputy Headteacher,
Chorlton High School

Christian has over 20 years of experience in education, with a career dedicated to working in 'tough' schools to support young people facing significant challenges. Growing up on a council estate in Manchester, Christian is passionate about creating opportunities for students who might otherwise be overlooked, fostering a culture of recognition, resilience, and hope within his school community.

Chorlton High School in Manchester is no ordinary school. With over 50 languages spoken and students from diverse backgrounds, its culture is built on celebrating success, fostering resilience, and recognising the unique potential in every child. As Christian explains, "We spend a lot of time re-marketing and re-framing how adults see children. Our ethos is about seeing the good first, recognising the amazing stuff."

Christian recalls meeting Jack Reynolds, FBB's CEO, during his first visit to the school. "When I first met Jack, he came round the school, and he loved it. But I loved him. I loved his passion. He was the right person at the right time for our school." This alignment has allowed the partnership to thrive, with FBB becoming a seamless extension of the school's commitment to its students.

To Christian, the programme's value extends far beyond the financial costs of exclusions. Christian explains: "If FBB can come in and charge us for a programme and they work with 16 students and they stop one of them from getting permanently excluded and they make one of them feel like they're worth something, then they're

priceless." He also notes the intangible impact: "You've got your basic metrics—increased attendance, reduced behaviour points—but you've got the ones you can't measure. You've got the smiles in the corridor, wanting to be part of the school community, feeling like they belong, manners, courtesy the softer skills they're learning, the relationships they're building."

Christian highlights a powerful example: "The first group with Sam [Schools Programme Manager] were tough boys, key role models in prison, some with really tough lives. But their journey—from Year 7 naive, quick to answer back, cheeky, without the charming side yet to Year 11 'world wide' role models on the Nike website with Marcus Rashford—was just spectacular. Staff were in tears, and it was a real hearts-and-minds story."

For Christian, the key to FBB's success lies in its people. "They've got moral purpose. They've got moral fibre. They've got integrity. You find the right people for our children, the people they need. Kids see that instantly—they understand it, they believe it, and they trust it. That trust is what changes lives."

Christian's message to other headteachers is straightforward: "FBB doesn't just change lives—it saves them. If you give it a chance, you'll change the lives of those young people for the better. FBB shows them a different way, it shows them a way out of the difficulties, shows a way into the future, it gives them a path of support and structure and shows them that somebody cares".

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“FOOTBALL BEYOND BORDERS ISN’T JUST LIFE-CHANGING; IT’S LIFE-SAVING.”

– Christian Harris, Deputy Headteacher at Chorlton School, Manchester

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FBB'S APPROACH



97%

of young people on FBB finished the year in school, they weren't Permanently Excluded or Managed Moved

132

programmes were delivered in 59 schools in 2023/24

2,644

young people attended our sessions in 2023/34

10x

young people on FBB programmes are ten times more likely to pass their English and maths GCSEs than peers in their national comparison group

Football Beyond Borders (FBB) believes that every young person in the UK, particularly the most vulnerable, should have a trusted adult relationship throughout their secondary school years in order to help them finish school with the skills and GCSE grades to make a successful post 16 transition. We do this by providing long-term, intensive intervention built around relationships and embedding our staff within school.

At FBB, we believe real change can only be sustained through an embedded and holistic approach to our young people's development. We work to become deeply embedded in the lives of our participants and in the schools we are based in, through supporting students both in their schools and through our community-based programmes. This integrated approach is supported through intensive parental and teacher engagement achieved through parents' evenings, teacher showcases and weekly updates to teachers and parents.

We deliver a social and emotional (SEL) focused curriculum which works to develop a strong attitude and behaviour for learning. These learnings are reinforced through therapeutically informed 1:1 mentoring, these provide a space for more tailored and intensive support for the most disengaged students.

Why SEL?

Social and emotional skills benefit all aspects of a young person's life. Developing SEL skills not only has positive effects on attainment, making up to *four months'* progress in a student's studies, but also provides young people with the tools to be able to form positive relationships with peers and teachers.

(EDUCATION ENDOWMENT FOUNDATION 2021)

THE 5 PILLARS OF OUR SUPPORT

CLASSROOM



We have built a curriculum designed to develop and emotional skills while also positively shifting the attitude to learning in classroom spaces of our participants. Each half term is focussed on a different social and emotional skill ending in a final project which supports students to build their confidence in classroom spaces.

PITCH



We take the learnings from the classroom and put them into practice on the pitch. Students use the football sessions to reflect on challenges they have socially and emotionally, while building these skills. We particularly focus on their ability to regulate emotions, manage challenging situations and build positive relationships with peers.

THERAPEUTIC MENTORING



We deliver therapeutically informed 1:1 mentoring which provides the opportunity to offer tailored support for challenges students are facing at school. Through working with them closely in this space we can help the students to develop effective coping mechanisms and set targets related to school behaviour and attainment.

REWARDS: TRANSFORMATIONAL OPPORTUNITIES



Throughout the programme we set targets for students related to their school data including attendance, behaviour points and punctuality. One way we incentivise these targets is through remarkable reward visits which also help in building aspiration and developing the habits for sustained behaviour change.

ADDITIONAL PASTORAL SUPPORT



Our staff are also present for the full school day which allows them to be present around school to deal with incidents and ensure strong behaviour for learning throughout the day. They will be present in corridors, break times and drop into lessons when students are struggling. They will also use this time to engage with parents, particularly of students who are disengaging from school.

Supporting Your Community

(PARENTS/CARERS)

Supporting Students



Year 7

TRANSITION

12 weeks with our Marcus Rashford designed programme. Building confidence and friendships

Supporting Your Staff



For your whole school

CPD TRAINING

On engaging the most disengaged students

Year 8 + Year 9

BEHAVIOUR + ENGAGEMENT FOR LEARNING

Weekly 2 hour sessions
1:1 therapeutic mentoring
Target setting
Enrichment trips
In-class support
Break + lunch duty

For your pastoral team

AN FBB STAFF MEMBER

On-hand for 1 full day per week for your most disengaged students

Home Support

2 X RELATABLE + QUALIFIED STAFF MEMBERS

Year 10

HABITS + ATTITUDE TO LEARNING

Holiday camps
Work experience
1:1 mentoring

For your classroom teachers

In-class support

Support with parental engagement
Target-setting for the most disengaged

Year 11

ASPIRATION + CAREERS

Work experience
Career insight days

YOUR PREVIOUSLY MOST DISENGAGED STUDENTS ARE COMING TO SCHOOL, HAPPY AND ACHIEVE THEIR GCSES IN ENGLISH AND MATHS

WHAT SCHOOLS ARE SAYING ABOUT FBB

**"FBB STAFF RELE MODEL
WHAT WE WANT FROM
ADULTS IN OUR SCHOOL."**

David Carr, Principal at Burlington Danes Academy, London

David is the principal at Burlington Danes Academy, where he has been leading the school for two years during a period of rapid improvement. He began his teaching career through Teach First in Grimsby before moving to London seven years ago. David is deeply committed to ensuring that students from disadvantaged backgrounds have access to the same life opportunities as their more privileged peers, stating: “*The piece of data that correlates student outcomes with their postcode is a really unfair piece of data, and actually, the reason I do the job is to try and address that.*”

Burlington Danes Academy’s partnership with FBB is rooted in trust, consistency, and a shared vision for supporting young people. David recalls the early days of working with FBB: “*We were part of another intervention where the staff would change regularly, and there were issues with absence—it just wasn’t working. But the FBB staff members were very consistent, and the quality of follow-up stood out.*”

The consistency and quality of FBB’s staff are what David considers their greatest strength. “*The quality of the person is the consistent thing across any support for young people, and that’s something we’ve experienced with FBB. Pedro and Rhea have been great role models for what we want from adults in our school—both in their relationships with students and with the school as a whole.*”

David highlights the positive changes in students participating in the program: “*The role models have seen their confidence improve across the school and really buy into [the programme]. For those students in the middle—not the hardest to*

reach, but not role models either—there’s been a noticeable improvement in their day-to-day conduct, relationships with staff, and engagement with school.” He also notes improvements in attendance and a reduction in lesson removals among these groups.

The synergy between FBB and Burlington Danes is another factor that has contributed to the partnership’s success. “*FBB’s approach and our school’s direction are aligned. We’re both on a journey—us improving the school, and FBB growing as an organisation. That shared culture and vision make it feel like a natural fit.*”

David’s advice to other schools considering FBB is clear: “*It is a low-cost, high-impact provision. Compared to other provisions, it’s quite significantly cheaper, but it delivers real benefits for young people. FBB staff are happy to adapt and grow with your context, making it a great opportunity for students to develop as individuals, improve their relationships with adults and peers, and better engage with school and learning.*”



Burlington Dane’s Squad Goals photoshoot with practitioner Aaqil

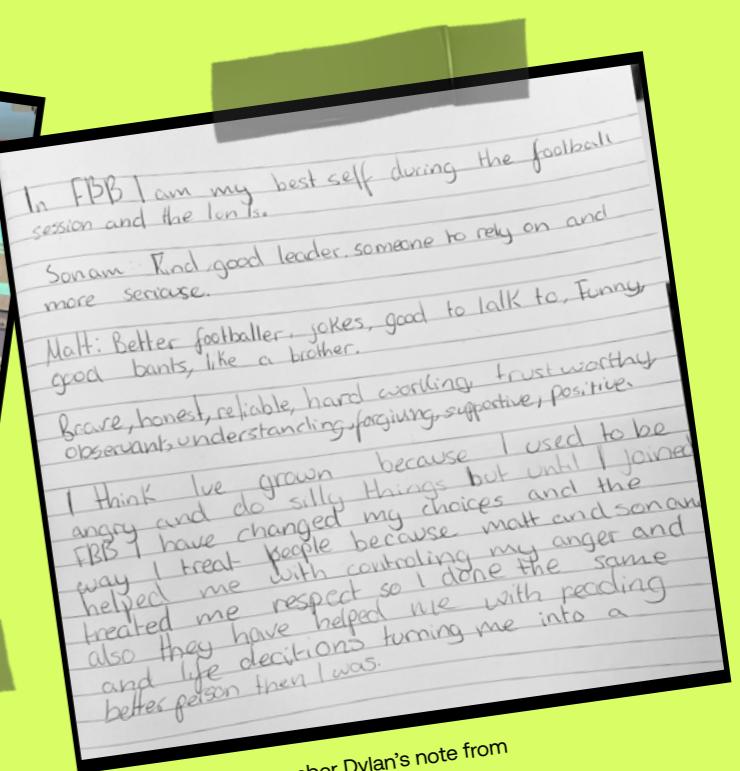
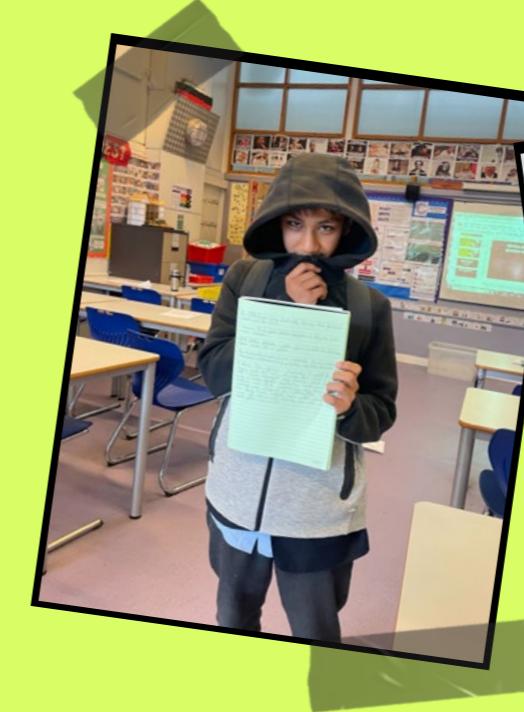
WHAT SCHOOLS ARE SAYING ABOUT FBB

Raj Mann, Headteacher at Arena Academy, Birmingham

Raj has been headteacher at Arena Academy for nearly five years, leading the school through a period of rapid improvement. Having grown up in a low-income household, he understands the barriers that many young people face and is committed to breaking those cycles through education. His leadership philosophy is built on strong relationships, community engagement, and high expectations for every student. Outside of education, Raj is also a professional DJ, a passion that helped him support his family from a young age. He brings that same energy and creativity into his work as a headteacher, ensuring that school is a place where young people feel empowered to dream big and achieve more.



"LAST YEAR, WE HAD SEEN A 64% REDUCTION IN OUR SUSPENSION DATA AND FBB HAD A HUGE PART TO PLAY IN THAT."



Year 8 boys group member Dylan's note from the Be Your Best Self module

Arena Academy's journey with FBB has been one of deep integration and measurable impact. When Raj took on the role of headteacher, the school was rated *Inadequate* by Ofsted. Five years later, in November 2024, the school achieved a *Good* rating across all areas, with *Outstanding* features in leadership and management, as well as behaviour and attitudes. Raj says that FBB was an integral part of that transformation.

Raj was introduced to FBB while searching for an intervention that combined mentoring with an engaging, innovative approach. From his first conversation with FBB's leadership team, it was clear that their values aligned with his vision for the school. "The passion of FBB's staff stood out immediately. I knew they genuinely cared about the students, and that was exactly the kind of culture we were building at Arena."

The impact has been striking. FBB has helped re-engage some of Arena's most challenging students, significantly improving behaviour, confidence, and school engagement. "Before FBB, some of our students were lost—disruptive in lessons, refusing to follow instructions, and disconnected from the school community. Now, these same students are making eye contact, saying good morning, and building positive relationships. That shift is huge."

From a data perspective, the results are just as compelling. "Our suspensions decreased by 64% in just one year, and FBB played a major role in that." By strategically enrolling 'repeat offenders' in FBB's programme, the school was able to identify and address the root causes of behavioural issues, from anger management challenges to struggles with literacy and confidence.

During Arena's most recent Ofsted inspection, FBB's impact was a point of discussion. The lead inspector asked about external interventions, and Raj highlighted FBB's role in shaping school culture and student development. "She even spoke directly to one of our FBB students, who reinforced everything we had said about its positive influence."

For headteachers considering FBB, Raj's message is clear: "FBB is not just a programme that's a one-off or off-the-shelf intervention. They fully integrate into the fabric of your school. They have a real impact—not just on behaviour, but within the classroom as well. When behaviour and attitudes improve, academic outcomes follow. Students gain their GCSEs, opening doors to university, apprenticeships, and employment."



REAL STORIES: TRANSFORMATIONS FROM THE PITCH TO THE CLASSROOM

MICHAEL



Michael finished his third year with FBB in 2020/21. He's a fantastic leader and speaker, who can count Arsenal legend, Ian Wright, among his friends.

In his first year with FBB, Michael was confident and outspoken, but it was sometimes a challenge for him to channel this confidence effectively into his learning and he would act up in front of teachers and his peers. In summer 2019, he attended an FBB summer school with some older participants, where he learned that he could not always be a leader within a group and quickly developed an ability to collaborate with his teammates. This supportive side has shone through in Year 2 of the programme and now he is often seen encouraging his peers. He is willing to engage in difficult conversations with them and uses his decision making skills very effectively in social situations.

His skills as an orator are remarkable for his age, which led to his appearance on a panel with Ian Wright at FBB's annual showcase, Football For All. The event saw Michael talk about his experience on the What Makes a Man project, which focused on masculinity and was run in partnership with Gillette. Michael spoke openly and honestly about the challenges he faces with his own emotions, an area that he wants to improve on. Michael's progress was also rewarded by being featured in the Nike campaign for the England shirt at Euro 2020.

REAL STORIES: TRANSFORMATIONS FROM THE PITCH TO THE CLASSROOM

Mekhai (14) is a cheeky and charming character with whom our practitioner, Sonam, has built a solid connection. Now in his second year of the FBB programme, Mekhai is an intelligent young man with immense potential, and Sonam has advocated strongly for him with his teachers. Although Mekhai has faced challenges in managing relationships with staff, FBB is incredibly proud of his progress; this term, he even received a headteacher's award in recognition of his hard work.

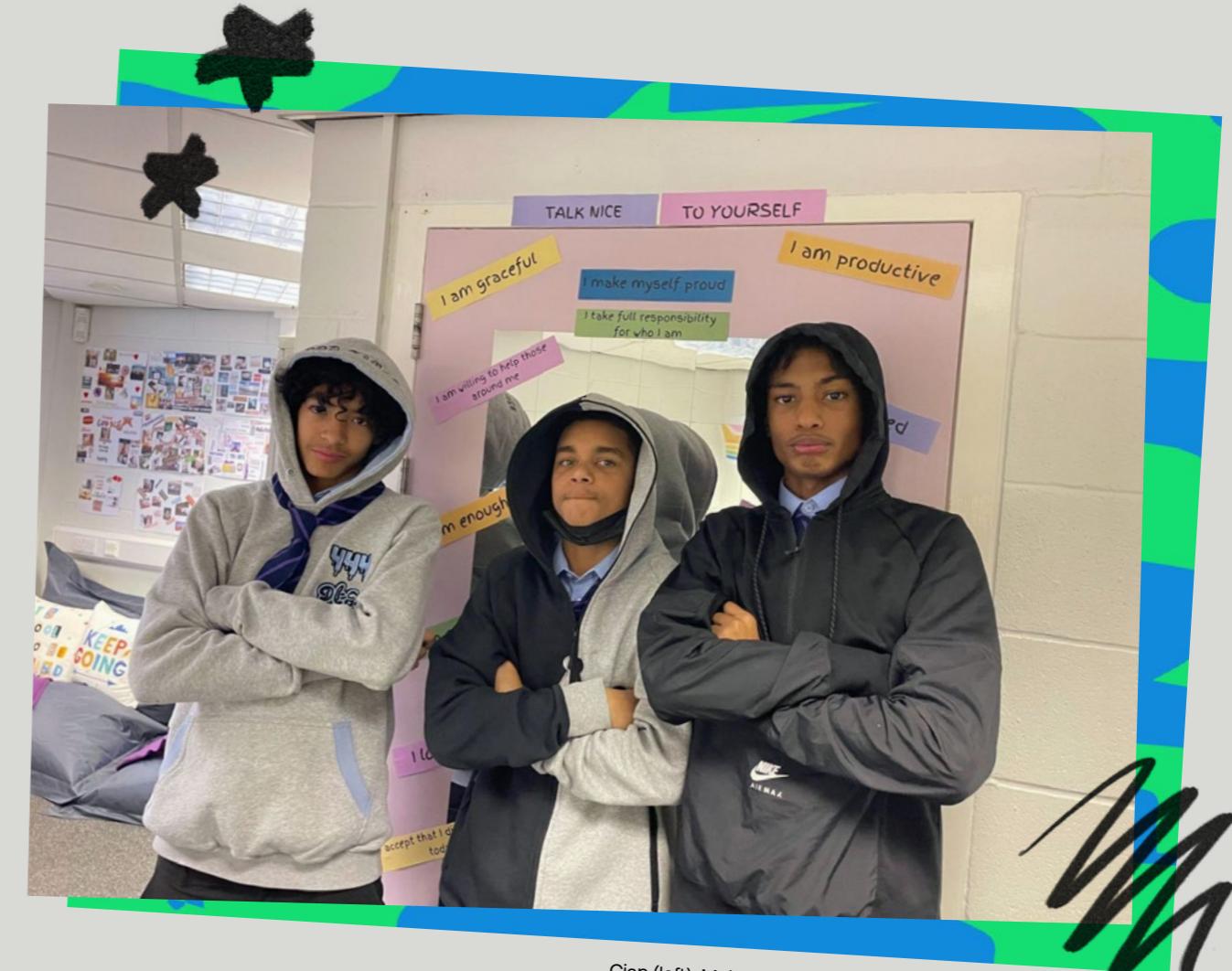
Sonam and Mekhai share a special bond, strengthened by their shared Indian heritage. Understanding his desire to connect with his culture and identity, Sonam arranged a dhol lesson for him, knowing how much it means to him. While there is still work to be done, Mekhai has already made remarkable strides in his journey, and we look forward to seeing how far he will continue to go.

“FBB has really helped me with my behaviour drastically and they have given me tips and tricks to help me. They take me out to play football so I can get my mind off things. With FBB I can talk to them about anything and get things off my chest.” – Mekhai

Cian (13) was an unforgettable presence in the FBB group—a natural leader who immediately took charge, often helping to regulate the room and stepping in as a supportive “third staff member” for practitioners like Sonam. Known for his charisma and insight, Cian coined his own quote for the “What Makes a Man?” module: “A good man looks at business, but a real man stands on business.”

Though Cian faced a challenge toward the end of the academic year, leading to a managed move, his transition to the new school has been a success. His growth has impressed everyone around him, and he’s now set to stay at the new school, where he has support from his sister, who also works there. Sonam has visited Cian twice at his new school and looks forward to visiting him again soon to see his continued progress.

“FBB has made a big difference as since I have started FBB my behaviour has constantly got better as I used to get 6 detentions a week to 1 or 0. FBB has taught me things such as the prefrontal cortex for decision making. They have also made a good relationship with me and the rest of the students which is good to see in case I have a job working with kids or teaching.” – Cian



Cian (left), Mekhai (middle), Shia (right), Arena Academy - Year 9

Shia (13) is a lively and energetic student who has shown remarkable growth during his time with FBB. Once a young person who frequently found himself in conflicts and struggled with self-regulation, Shia has made impressive strides through regular one-to-one sessions with practitioners like Sonam. These sessions have helped him develop emotional regulation skills, and he now manages his behaviour with much more control and maturity.

By the end of the summer term, Shia’s progress was recognised with an award from his Year Group Coordinator. Now in his second year of FBB, he has returned with a positive outlook, an eagerness to learn, and an outstanding

number of positive points on ClassCharts. Shia’s transformation has been inspiring, and Sonam looks forward to seeing him continue to thrive in the programme.

“FBB has made such a big difference to me this year because it has helped me express my emotions and speak on how I feel. I have also made new friends and made connections with people I thought I never would. Sonam and Matt taught me all of this and I don’t know if I would have been in the school if it weren’t for them.” – Shia

IMPACT IN NUMBERS

In 2023/24 FBB supported 2,664 students across 132 programmes in 59 schools in London, the West Midlands and the North West. Over the next three years, we're aiming to extend our reach, providing a trusted adult to 7,000.

In short, our impact evaluation evidences that FBB's programme is proven to:

- Reduce behaviour points
- Develop young people's emotional regulation skills
- Reduce suspensions and exclusions
- Improve young people's mental wellbeing
- Improve young people's GCSE English and maths results

As a registered charity FBB's impact data is scrutinised for accuracy and is transparent. We use nationally validated measures to track mental health outcomes and we have partnered with ImpactEd to evaluate our students' school outcomes. Where possible we compare FBB participants' outcomes to control group outcomes to understand our true impact.

Most importantly, FBB's impact shows that it is possible to change the trajectories of young people who are At-Risk of exclusion from school and our intervention aligns with schools' key Pupil Premium strategy objectives.

ENGLISH AND MATHS GCSE ATTAINMENT

51%

of students deemed at risk of exclusion achieved a grade 4 or above in Maths and English

BENCHMARK:

This is considerably higher than the national comparison groups as follows:

5%

for young people in Alternative Provision and Pupil Referral Units.

17%

for young people eligible for FSM and who have Special Educational Needs (SEN)

43%

for young people eligible for Free School Meals (FSM) (2024 GCSE results)

PERMANENT EXCLUSIONS

97%

of students deemed at risk of exclusion weren't excluded

BENCHMARK:

The issue of school exclusion aged between 11 and 14 is a national level problem and it is becoming more acute each year. Official statistics show that there has been a 40% increase in permanent exclusions over the past 3 years. Data on the number of students on the student roll at schools for excluded students suggests the actual figure may be 5 times higher than this.

SUSPENSIONS AND BEHAVIOUR POINTS

75%

of students deemed at risk of exclusion saw a reduction in the number of suspensions they received over the course of the year

3/5

of students recognised as being at risk of exclusion improved their behaviour in school over the course of the year.

SOCIAL AND EMOTIONAL LEARNING (SEL)

7/10

of young people improved their SEL skills between Year 8 and Year 10.

BENCHMARK:

Globally, young people's SEL skills decline as they get older (OECD), whereas skills improve the longer they are with FBB

67%

of young people saw their mental well being improve or stabilize.

PROGRAMMES TAILORED TO YOUR NEEDS

SAMPLE TIMETABLE

Programme sessions fit around the school timetable to ensure that students don't miss out on their core subject lessons. The rest of the day our practitioners are delivering targeted interventions.

AT A GLANCE	
PROGRAMME DATES	September 2025 - July 2027
DURATION	Two years starting in Year 8
LOCATION	On the school site (dedicated classroom and pitch required).
CURRICULUM	Bespoke, *gender-specific, football-themed, with a social and emotional focus.
SESSION	One hour of classroom learning and one hour of beginner-friendly football activities per week during term.
Reward Trips	A minimum of three enrichment trips per year.
ADDITIONAL SUPPORT	1:1 therapeutic mentoring, classroom observations, parental engagement, support in restorative meetings.

On the day of the programme, FBB's team will be on site for a full day to provide additional support for programme participants and the school's own staff.

*Non-Binary and Gender Queer Inclusion – IMPORTANT NOTE

FBB's programme is designed to meet the needs of young people in secondary school and aims to create space for them to share and explore their lived experiences in a safe environment. We know that the categories "boys" and "girls" are not representative of all our young people and therefore we are intentional with the language and examples we use, to ensure NBGQ representation in all of our projects. We support NBGQ young people to choose the programme that feels best for them and we understand that their identities and preferences might change over time.

TIME	FBB TEACHER ACTIVITY
8:30 – 9:00	Welcoming Students (The FBB team are there from the start of the school day)
9:00 – 10:00	FBB Classroom Session
10:00 – 11:00	FBB Pitch Session
11:00 – 11:30	School Break (FBB team use this time to engage with FBB participants informally outside of class)
11:30 – 12:30	Pastoral Support (Reintegration meetings; 1:1 support; classroom observations; corridor behavioural support; restorative meetings; teacher meetings; parental engagement)
12:30 – 13:30	Pastoral Support
13:30 – 14:00	School Break (FBB team use this time to engage with FBB participants informally outside of class)
14:00 – 15:00	Pastoral Support
15:00 – 17:00	Parent/Carer engagement

PROGRAMMES TAILORED TO YOUR NEEDS

Our FBB curriculum is developed by a team of former teachers and teaching and learning specialists. The two-year curriculum journey is designed to improve young people's behaviour in school through explicitly teaching social and emotional learning skills (SEL). Our curriculum modules drive engagement through:

- Project-based learning
- Relevant hooks in youth culture
- Transformational opportunities outside of the classroom



SEL Skills:

Social and emotional learning skills lead to improved academic attainment, mental wellbeing, and future employment outcomes. We explicitly teach students the 5 skills in the CASEL framework: self-awareness, social awareness, responsible decision making, relationship skills and self-management. We know that these skills unlock learning and improve key relationships in school.

Example Module

Perfect Penalty:

- In this 6-week module, we use the metaphor of taking a penalty to teach young people tools for regulating their emotions in school.
- Young people learn some basic adolescent neuroscience to understand what happens in their brain when they feel stressed or anxious.
- They then practice a range of regulation tools in the classroom and on the pitch and reflect on the coping strategies that work best for them.
- At the end of the scheme of learning, young people showcase what they have learnt by creating a tutorial video about how to take the perfect penalty under pressure.

Our Curriculum Partners

We work with relatable brands and role models to bring our schemes of learning to life. For example, "Gamechangers" is an anti-racist module we designed with Ian Wright, which teaches students about Black British history, power and allyship.

Gillette

EA SPORTS

Nike

Gillette Venus



Through our curriculum partners, we are able to provide exciting enrichment opportunities for students and schools. Each year, for example, Marcus Rashford visits several of the partner schools in which we deliver Play Forward, a module design to drive students' future aspirations.



Annual Breakdown

PLAY FORWARD - YEAR 7

We are proud to deliver Marcus Rashford's **Play Forward** legacy programme in select schools. This 12-week initiative is specifically designed to support Year 7 students as they transition into secondary school, providing them with essential skills and guidance during this crucial period.

This programme plays a key role in strengthening students' relationships between each other and with school, ensuring they build a strong foundation for their secondary school journey.

Your school's involvement in Play Forward is an opportunity to shape the experiences of young people during a pivotal moment in their educational journey.

YEAR 8

In the early stages of Year 8, we prioritise **self-awareness** and **relationship-building**, laying the groundwork for students' long-term success. Our practitioners dedicate significant effort to cultivating a strong sense of community and creating a "squad" mentality within the group. This approach helps students see their practitioners as trusted, reliable adults who genuinely care about their wellbeing and support them to understand their behaviour at school.

Following this, we focus on **self-management**, empowering students with the tools to regulate their emotions effectively. This critical skill directly supports positive behavioural outcomes and fosters an environment where students can thrive academically and socially.

YEAR 9

In Year 9, we build on the foundation laid in Year 8, with a dedicated focus on social awareness and responsible decision-making. At this stage, students are navigating the complexities of Year 9, a time when they are discovering who they are and how they fit into the world around them.

With the group now well-established, we create a safe and supportive environment for engaging in meaningful conversations about identity, their community, their own behaviour in school and their wider aspirations. These conversations are pivotal in helping students develop a deeper understanding of themselves and the world.

Our emphasis is also on fostering intrinsic motivation, empowering young people to take ownership of their decisions and actions, setting them on a path to personal and academic success.

YEAR 10

In Year 10, the programme evolves to meet the growing demands of GCSEs, while continuing to support our young people in developing their **SEL skills** independently. This phase encourages students to apply what they've learned in a more self-directed manner, preparing them for the challenges ahead.

During each holiday and half-term, the young people reunite with their group – alongside peers from other schools – to reflect on their personal growth, share challenges, and offer mutual support. These sessions provide an invaluable opportunity for them to stay connected, reinforce their progress, and continue supporting one another as they navigate their academic and personal journeys.

YEAR 11

As the programme transitions in Year 11, our focus shifts to ensuring that young people continue to feel deeply connected to the **FBB community**, even as the structure of support tapers.

At this stage, we prioritise **transformational opportunities**, helping students shape their **career aspirations** and reinforcing their sense of being valued and cared for during key **FBB touchpoints**.

We celebrate pivotal milestones with them, such as **graduation**, **GCSE results day**, and their **transition to Youth Beyond Borders (YBB)**, ensuring they leave with a sense of accomplishment and confidence in their future.

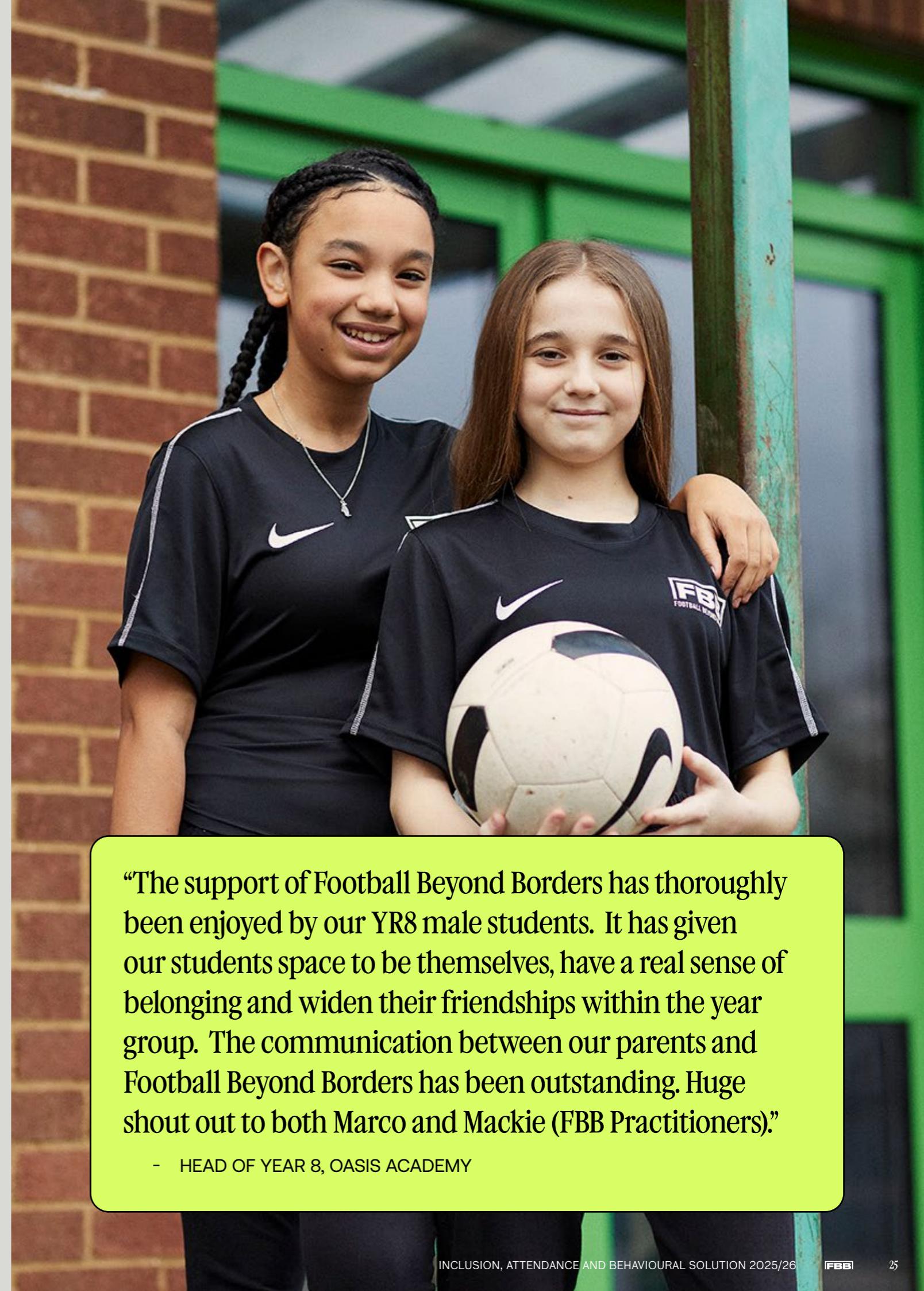


THE SELECTION PROCESS

From experience FBB's provision works best when starting with students in year 7 or 8 as behavioural challenges can be identified early enough to ensure that adjustment can be made before they begin their GCSEs. It is important that the programme is not viewed as a 'naughty club' and our selection criteria builds on the understanding that all students can thrive with additional support.

TYPE	DESCRIPTION	NO. IN GROUP
'AT-RISK'	<ul style="list-style-type: none"> Students who the school deem to be 'At-Risk' of exclusion over the next 3 years. Top 10% behaviour points in Year 7. History of FT or permanent exclusions. SEN K-Coded. 	5
'PASSIVE LEARNERS'	<ul style="list-style-type: none"> Students who are disengaged at school. Predicted NOT to attain level 4 English and Maths. Top 30% of behavioural points in Year 7. Low homework completion rates. SEN K-Coded. 	9
'ROLE MODELS'	<ul style="list-style-type: none"> Students who are doing well at school and have an interest in football. Top 20% achievers in Year 7. Predicted to achieve a level 5 or above in English and Maths. 	2

NB. This is an example group size, depending of the needs of the school the size of the group that we work with is flexible.



"The support of Football Beyond Borders has thoroughly been enjoyed by our YR8 male students. It has given our students space to be themselves, have a real sense of belonging and widen their friendships within the year group. The communication between our parents and Football Beyond Borders has been outstanding. Huge shout out to both Marco and Mackie (FBB Practitioners)."

- HEAD OF YEAR 8, OASIS ACADEMY

PROGRAMMES TAILORED TO YOUR NEEDS

Transformational Experiences

Enrichment opportunities **ignite students' passion for what they are learning, creates engagement and raises aspirations**. Disappointingly, socio-economically disadvantaged students lose out on trips and extra-curricular activities due to financial costs.

At FBB we are committed to providing our student participants with a plethora of unforgettable, life-changing experiences, which, in turn will develop their skills and inspire them to be the best they can. During the length of the programme students:

- Will attend at least 3 x day trips a year.
- Take part in creative projects in partnership with our partners at Nike, Gillette and the FA.
- Showcase their amazing FBB course work to a huge audience (inc. celebrities), staged at an iconic venue.
- Attend the end of programme Copa FBB residential in Year 10 (valid for schools who take the Y3 package).
- Attend career development workshops run by FBB and our partners.

Here is a small selection of FBB's exciting projects.

England Team World Cup Send Off

200 FBB students attended an exclusive event at St George's Park (England's HQ) to meet the England players and take part in activities. in schools.



Alps Trip with John Mcavoy – Iron Man Triathlete

A group of our Year 11 students had the adventure of a lifetime, exploring the Alps with iron man athlete and Nike ambassador, John McAvoy.



Phil Foden & Ella Toone

FBB and Nike hosted a Community Youth Festival in Moss Side, Manchester with two surprise guests.



Nike Insight Day

Over 50 FBB young people got the opportunity to take part in design workshops at Nike's HQ with the designs then being used to decorate one of the offices at Nike head office.



SUPPORTING TEACHERS, STRENGTHENING SCHOOLS:

FBB CPD for Schools 2024/25

Teachers and support staff are crucial in ensuring vulnerable young people thrive in mainstream education. Through our programme of Continuing Professional Development (CPD) we aim to develop a community of best practice where staff hone their relational skills. This will help them support their most vulnerable students to make teaching easier.

Our CPD is an exploration of the core skills and principles needed to support your most vulnerable students. This includes attachment theory, adolescent neuroscience and trauma informed practice. Teachers will leave this session feeling energised, empowered and more connected. We pride ourselves on delivering exciting, engaging and memorable sessions that feel different to your traditional CPD by encouraging lots of connection between staff, use of real life examples and time for reflection. We always ensure we combine theory with practical skills that teachers can take into the classroom as well as moments to connect with colleagues over the work.

Our CPD offer can be delivered as a standalone session or as a series of 3 sessions run across an academic year.

(While we have described our core offering, we have delivered a range of other CPD sessions and can tailor to a schools needs this has also included away days for leadership-teams.)

98%

of school staff felt the CPD was useful for their team

Pricing

STANDALONE SESSION:

£500

4 SESSIONS
ACROSS ACADEMIC YEAR:

£1500

TAILORED SESSIONS:
VARIABLE DEPENDING
ON PACKAGE



“The FBB team really got it right, we sit in a lot of CPD and there has to be balance between information, discussion and activities. A lot of the time we get stuck in sessions where we've already heard a lot of the same information, or we get told things that aren't really relevant to us. Your session cherry picked the key bits that were super useful and gave us real time to practice and discuss it properly.”

- HEAD OF DEPARTMENT

“Fantastic delivery and engaging content! 5*!! It was very helpful! I would highly recommend!”

- ASSISTANT PRINCIPAL

“I thought it was a wonderful session and one that is absolutely needed in the current climate of education. Students have so many barriers and obstacles to overcome and we were able to attack them head on. I would love to have some more sessions with FBB.”

- SCIENCE TEACHER

“I loved the delivery. Really useful tips, facts and reflective practice. Brilliant, compassionate and knowledgeable professionals!”

- SENCO AND DSL

WHO WE ARE: MEET THE TEAM

At FBB we believe that we stand out from other interventions. Our expert team combines cultural competency with advanced qualifications across the fields of teaching, mental health and SEN.

We have a proud record of attracting, developing and retaining talent. Those who work for FBB are recruited based on their competencies in our core values: putting young people first, mastery, autonomy and connection.

Expertise:

All FBB practitioners have at least 2 years experience working with young people. They come from a range of backgrounds with many having worked in schools either as teachers or support staff. If not from a schools background they come from social work or youth work.

We support our team, so they can support your students.

The wellbeing and personal development of every one of our team is a priority. Here's how we support our team:

- All practitioners take part in FBB's practitioner training programme. This takes place on a weekly basis and follows a curriculum to build skills in teaching and learning, therapeutic mentoring and multi agency working.
- Team individuals are actively encouraged to develop different workplace and personal skills through external training programmes.
- Every staff member receives a well-being grant to use towards their hobbies and lifestyle interests.
- FBB provides external mentoring and coaching opportunities for all its staff.



Amani - Lead Practitioner & Programme Design Lead, London

Amani's passion for education is deeply rooted in his upbringing—both of his parents were teachers, shaping his belief in the power of learning and strong relationships. His own journey led him from working as a SEN LSA to teaching English and becoming a Pastoral Officer, where he built trust with young people through behaviour management and mentorship. At FBB, he has been able to refine his skills, growing as an educator while integrating his creative passions into his work.

Music and self-expression are central to Amani's approach. His involvement in FBB's Beyond Bars scheme was particularly impactful, as it allowed him to take young people to Merky Studios to create their own music—an experience that transformed their confidence and outlook. FBB has embraced his talents, providing opportunities for him to rap and perform poetry at staff training events and integrate music into his work with young people. Now, in his Programme Design Lead role, he brings a fresh perspective to the curriculum, ensuring it resonates with the young people FBB supports.

As a practitioner, Amani prioritises patience, empathy, and consistency. He believes young people need someone who listens without judgment but also provides strong boundaries to help them navigate life's challenges. Whether in sessions, school corridors, or 1:1s, he ensures every young

person feels seen and heard. His ability to connect, challenge, and uplift makes him an invaluable part of FBB's mission to provide meaningful relationships and life-changing experiences for young people.



Sonam - Lead Practitioner, West Midland

With a deep-rooted passion for teaching, coaching, and community work, Sonam brings a wealth of experience and dedication to her role at FBB. Her journey began with Taekwondo at the age of five, a discipline she pursued for over 15 years, laying the foundation for a career built on resilience.

Armed with three degrees in Media, Sport Management, and a PGCE from Loughborough University, Sonam's expertise spans education, fitness, and youth engagement. Beyond her work at FBB, she has led impactful community initiatives, including FitFest and Cypher School—events designed to raise awareness for social causes and create opportunities for young people. Her dedication to giving back has been recognised through awards like Derby City Council's "Outstanding Contribution to the Community" and the BBC Make a Difference Award.

At FBB, Sonam's calm and compassionate approach fosters trust and transformation among the young people she works with. Her impact is evident in the success stories of students like Demarion, Cian, Mekhai, and Antonia—each of whom has undergone significant behavioural and personal growth under her guidance. Her commitment extends beyond the classroom, ensuring consistent communication with schools and families to create lasting change.

Sonam's drive to go above and beyond is what makes her an invaluable asset to FBB and the

schools she supports. By fostering strong relationships and championing new ideas, she not only empowers students but also strengthens the communities around them.



Ezekiel - Lead Practitioner, West Midlands

Ezekiel is a dedicated mentor and youth practitioner with a strong background in education and coaching. With over three years of experience working with young people, he began his career as a sports coach before transitioning into school-based mentoring. His passion for supporting young people and helping them thrive led him to FBB, where he plays a key role in fostering positive change.

At FBB, Ezekiel builds trust through consistency—regular check-ins and genuine care help him form meaningful connections with students. By being a reliable presence, Ezekiel ensures young people feel heard, valued, and supported.

Bringing positivity into every school he works in, Ezekiel creates a safe and respectful environment where students can grow. His impact is particularly evident in students like Jamiah, who has made significant progress in his behaviour and attitude towards others. Once disruptive in lessons and struggling with respect towards women, Jamiah now advocates for gender equality and has one of the best behaviour records in his class—an achievement made possible through Ezekiel's guidance and the ongoing support of Jamiah's mother. FBB's mission is to

provide young people with a trusted adult, and Ezekiel embodies this every day.

FBB's mission is to provide young people with a trusted adult, and Ezekiel embodies this every day. His ability to create safe, positive spaces and his commitment to mentoring make him an invaluable asset to FBB and the schools he supports.

Yolanda - Specialist Practitioner & Training and Development Lead, North West

With a background in sports coaching, youth mentorship, and international community work, Yolanda has worked across schools, volunteered in Zambia, and supported young people through initiatives like NCS and secondary school mentoring. Her passion has always been for those students who don't fit the conventional mold—those who need a bit more understanding, patience, and belief from the adults around them.

Yolanda's ability to build trust comes from her presence—not as an authority figure, but as someone who listens without judgment. She knows that young people are often spoken to rather than truly heard, and she works to change that dynamic. Her calm and measured style sets high expectations while encouraging self-reflection, helping students understand their own decisions and growth.

One of the most striking examples of her impact is Luca, a Year 10 student at Chorlton. In Year 8, he had the highest behaviour points in the school and was at serious risk of exclusion. Now, thanks to the right support and belief in his potential, Luca has transformed, his behaviour has dramatically improved, and he has taken up a part-time job as a barber—building a future he once couldn't see for himself.

Beyond her direct work with young people, Yolanda plays a key role in FBB's training and development, ensuring staff voices are heard and shaping professional growth.



Logan – Lead Practitioner, London

Logan has been working with young people since the age of 18, building a deep understanding of community dynamics, local challenges, and youth culture. Growing up between Peckham and Brixton, he navigated complex social landscapes shaped by rivalry and gang culture, giving him a firsthand perspective on the realities many young people face. His journey with FBB started in its early days as part of one of the first community projects (2012-2014), and he's remained connected ever since—drawn to the organisation's resilience, relationships, and impact.

In his role, Logan prioritises authenticity. He brings his full self into every space, reinforcing the importance of being true to who you are while learning how to navigate different communities and social settings. His presence allows young people to feel comfortable and supported, helping them understand how they are perceived and how to move through the world with confidence.

What makes FBB special for Logan is the depth of knowledge and passion across the team, reflected in conversations, data, presentations, and, most importantly, the young people themselves. The organisation offers multiple pathways for growth, allowing staff to explore and shape their own development. In schools, Logan brings positive energy—offering fresh perspectives, strengthening relationships with staff, and ensuring that even small interactions help boost the productivity and morale of the school day.



Jeremie – Specialist Practitioner, London

Jeremie is a dynamic and dedicated practitioner with a decade of experience in coaching, mentoring, and youth development. With an academic background in Sports Science and Coaching, as well as a Master's in Physical Education and Sports Pedagogy, his expertise spans both performance and personal growth. His career has taken him across borders—from coaching in France to working with global brands like Nike and Youth Sport Trust International. Alongside his work at FBB, he is a fitness coach, content creator, and BoohooMAN ambassador, using his platform to inspire and engage young people beyond the classroom.

At FBB, Jeremie builds trust by creating spaces where young people feel valued, heard, and supported. Whether through one-to-one sessions or group discussions, he ensures they have the time to explore their ambitions, challenges, and interests. This connection is evident at COLA (Southwark), where students eagerly spend their breaks in the FBB classroom—not just for structured support, but to build genuine relationships, watch football highlights, and share moments of joy.

Jeremie values FBB's commitment to personal and professional development, with opportunities for training, career growth, and collaboration. His ability to bring energy, encouragement, and a sense of belonging makes him a vital part of the FBB team, ensuring young people feel supported both inside and outside the classroom.

Matt – Lead Practitioner, West Midlands

From his very first job, Matt has worked with young people, bringing energy, playfulness, and a deep commitment to their growth. Before joining FBB, he spent years working predominantly with primary school children, including at the West Bromwich Albion FC Foundation. His own journey of self-development from 18 to 27 has shaped his approach, making FBB the perfect fit—allowing him to combine his experience with young people and his personal growth to create meaningful impact.

For Matt, building trust starts with play. He believes that when young people feel safe to express joy and have fun, genuine relationships begin to form. This philosophy has been key in his work with students, who have thrived through their FBB sessions. Beyond play, Matt ensures that every student he works with has a safe space—a foundation that enables vulnerable conversations and, ultimately, real progress.



What makes FBB special for Matt is the culture. He values the freedom practitioners have to shape the curriculum, the care given to staff well-being, and the team environment that doubles energy, ideas, and support. Regular CPD Wednesdays, mid-year reviews, and classroom observations help him grow, ensuring he can deliver the programme to the highest standard. His positivity, teamwork, and ability to create safe spaces make him an invaluable presence in schools, ensuring young people feel heard, supported, and empowered.



Amy – Trainee Practitioner London

Amy's journey into youth work has been shaped by her lived experiences, growing up in Croydon before moving to rural Ireland. Studying Youth and Family Studies with Public Policy, she gained a deep understanding of the challenges young people face, particularly those struggling with mental health or societal expectations. After university, she worked in youth centres and volunteered with charities, using creativity, sports, and the arts as tools for engagement.

Her own teenage experiences—stepping away from football due to self-consciousness and societal pressures—fuel her passion for helping young people, especially girls, feel empowered to express themselves. She understands what it's like to hide parts of yourself and is determined to create environments where young people feel encouraged to be their true selves. FBB's mission aligns perfectly with this, making it the ideal place for her to grow and support others.

In her role, Amy builds trust through consistency, empathy, and encouragement. She ensures young people feel seen and valued, whether in FBB sessions, 1:1s, or simple check-ins. She embraces creativity and playfulness, showing young people it's okay to be themselves. Her approach is reflected in students like Wayne, who struggled to express his emotions but now sees FBB as a safe space.

Amy values FBB's culture of support and development, learning from experienced practitioners while being encouraged to try new approaches.



IN GOOD COMPANY

Our Partners, Your Opportunities

Our work with young people attracts a great deal of media attention. FBB is regularly featured on National and Local TV, radio and press, giving us a platform to advocate on behalf of our young people and school partners.

We are indebted to our incredible sponsors, without whom we would not be able to deliver our work to so many schools and provide life-changing experiences for young people.



We would also like to offer a huge thanks to our individual supporters whose donations have helped to support the essential work we do with thousands of young people across the UK and of course our high-profile supporters; Rodri, Ian Wright, Raheem Sterling, Chris Smalling, Alex Scott, Lotte Wubben-Moy, John McAvoy among others who, unselfishly give up their valuable time for our young people.

Sidemen School Visit

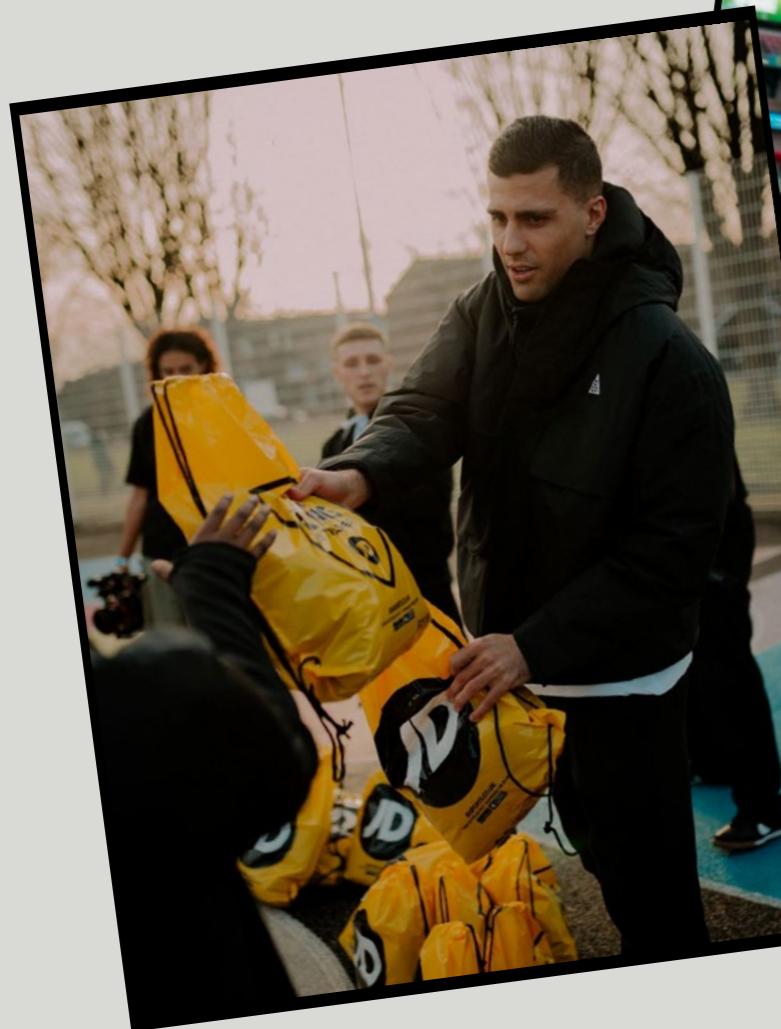
With the support of our partner the Brightside charity (official charity of the Sidemen), FBB provided a transformative experience for Year 8 and 9 students at Urswick School. Students were surprised by a visit from two members of the Sidemen, Ethan and Tobi, offering them a unique and memorable learning opportunity.

The session, delivered by FBB practitioners Jeremie and Stefan, focused on personal growth, teamwork, and celebrating the progress students had made throughout the year. The impact was immediate—one teacher noted that this was “the most excited they had ever seen the boys”, highlighting the potential for FBB interventions to re-energize students and strengthen their connection to school.

This visit was part of a wider initiative, capturing content for a VT that would later be played at Wembley Stadium during the Sidemen Charity Match. Beyond the excitement of meeting high-profile guests, the session helped students reflect on their personal development, reinforcing core values such as resilience, collaboration, and aspiration.

FBB's Debra Nelson described this as “the most notable transformational experience” she had witnessed, with the impact felt across students, teachers, and staff alike. By bringing high-quality enrichment experiences into the school, FBB creates moments that enhance student motivation and engagement—opportunities that go beyond the traditional curriculum and contribute to a vibrant, aspirational school culture.





Rodri School Visit

In the North West, FBB practitioners facilitated a unique experience for a group of young people, taking them to an exclusive escape room event in partnership with Nike and JD Sports.

The event provided an exciting team-building challenge, but the real surprise came in the final room, where students were met by none other than the Ballon D'Or winner Rodri. This once-in-a-lifetime opportunity gave them the chance to ask questions about his life and career, play football with him, and gain invaluable insights into the mindset and dedication required to succeed at the highest level.

Beyond the immediate excitement, the experience connected students with major brands such as JD and Nike, expanding their awareness of career pathways and opportunities within the sports and creative industries. Each young person left not only with an unforgettable memory but also with two full tracksuits, merchandise, and football boots—reinforcing their sense of value and belonging.

By partnering with FBB, schools can offer their students direct access to inspiring role models, aspirational industry networks, and experiences that strengthen their personal development, motivation, and engagement with school life.

Nike Wembley Pitch Day

FBB provided an unforgettable experience for 110 girls, taking them onto the pitch at Wembley Stadium—an opportunity made possible through our partnership with Nike Football and the support of The Football Association. For schools, this event demonstrated the kind of high-impact enrichment opportunities that FBB brings to young people, blending sport, teamwork, and personal development in a truly inspirational setting.

On the day, students participated in a mini-tournament and skill-building drills, playing on the same pitch where footballing legends have made history. In the press room, they took part in post-match press conferences, stepping into the shoes of players and journalists to develop their communication skills, confidence, and ability to present themselves in a professional setting.

Beyond the excitement of being in such an iconic stadium, the experience reinforced the importance of connection, bringing together school groups from across FBB programmes and allowing students to put their social and emotional learning into practice, fostering new friendships and strengthening their sense of belonging.

For schools looking to expand opportunities for their students—particularly in increasing girls' engagement in sport—FBB offers unique, tailored interventions that empower young people, boost confidence, and inspire them to see a future filled with possibilities. Experiences like this don't just change the way students feel about football; they transform their confidence, ambition, and engagement with school life.



READY TO JOIN THE FBB FAMILY?

Important

FBB's programmes are extremely popular. We will start confirming programme slots in March 2025 for the 2025/26 academic year. Existing schools receive priority and new schools are offered places on a first come first served basis. We recommend that you confirm before the Easter break to avoid disappointment.

Initial Call/Meeting

Interested to see how FBB can help your school? Contact Pedro Correia, our School Relationships Lead to arrange a call or meeting at: pcorreia@footballbeyondborders.org

Confirming A Programme

If you wish to proceed with an FBB programme, we will organise for a contract to be sent to the SLT link at the school. There will then be a meeting towards the end of the summer term to discuss student selection for the intervention and agree expected outcomes for the cohort. At this point we will also begin parental engagement, with agreement from the school.

Programme Start

The programme will start in September 2025, usually towards the end of the month, giving schools time to prepare for the start of term.

Reviews And Ofsted

FBB will present the school with a comprehensive termly progress report, highlighting performance against the school's target expectations for each of the students. School partners find these reports useful when evidencing their commitments to achieving Ofsted's targets around inclusion for their socio-economically disadvantaged and SEN students.

KEY DATES - TIMELINE

JAN- APR 2025	PROVISIONAL SLOTS OFFERED
END OF APRIL 2025	CONFIRMED YOUR PROVISIONAL BOOKING
JULY 2025	SET-UP MEETING
SEPTEMBER 2025	PROGRAMME START
JANUARY 2026	1ST PROGRESS REPORT AND SLA REVIEW MEETING
JAN – MAR 2026	CONFIRM SLOTS FOR 2026/7 (EXISTING SCHOOLS GIVEN PRIORITY)
APRIL 2026	2ND PROGRESS REPORT AND REVIEW MEETING
JULY 2026	END OF YEAR REPORT AND 2026/7 SET-UP MEETING



PRICING

Football Beyond Borders is a not-for-profit organisation (UK Charity 1158046). The generosity of our corporate and individual sponsors allows us to deliver our award-winning programmes at a much reduced cost to school partners, providing excellent results and great value when compared to the alternative provision and managed exclusions route.

Schools have the option of purchasing the main 2 year programme as stand alone or to opt for a more tailored provision through our expert pastoral support model. There are various 'bolt-ons' such as support for Year 7s, Year 10s and teachers, depending on budget and needs.

Payment Options

We understand that school budgets are tight and funding pots are allocated at different stages of the school year. To help, we can work with your school on a payment plan that works around your fiscal calendar.

Early Cancellation

At FBB, we are 100% confident that we'll have a significant impact on improving your disengaged students' barriers to learning. We adhere to a service level agreement, with KPIs aligned to the school's expectations. However, if at any stage the school wants to cancel the programme a term's notice is required. All we ask is that the school considers the longer term impact on their individual students if cancelling on budgetary grounds only.

Exemplar Costings

COMPONENT	PRICE
FBB Core Programme 2 years weekly provision for 16 young people	£20,000 (£10,000 per year)
Year 7 Programme 60 young people	£4,000
CPD for teachers 4 whole staff CPD sessions	£3,000
Additional day of expert pastoral support	£8,000

Note: As each package is tailored to the individual school prices will vary depending on the exact package.





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Follow Us

Join our growing band of over 40k followers on TikTok for candid and entertaining moments with our young people and or follow us on Instagram for inspirational storytelling, impact data and updates about our work.

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