

FOOTBALL BEYOND BORDERS

FBB PROGRAMME: INCLUSION, ATTENDANCE & BEHAVIOURAL SOLUTION

Supporting your most disengaged students to succeed in school

2026 |21



"Football Beyond Borders isn't just life-changing; it's life-saving."

— Headteacher at Oasis Media City

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OUR APPROACH

196 programmes were delivered in 63 schools in 2024/25

98% of young people on FBB finished the year in school, they weren't Permanently Excluded or Managed Moved

2,886 young people attended our sessions in 2024/25

9x young people on FBB programmes are up to 9 times more likely to pass their English and maths GCSEs than peers in their national comparison group

At Football Beyond Borders, we believe that every young person matters and deserves to feel that they belong. Our mission is to ensure that every young person has a trusted adult, who genuinely cares about their future, to support them throughout their secondary school journey.

For over a decade, we've worked alongside schools to make that belief a reality. Our approach is built on a simple principle: relationships change lives.

We embed our practitioners within partner schools, building consistent, long-term relationships with young people who need additional support to thrive. Through a combination of football, a carefully designed social and emotional learning (SEL) curriculum and therapeutically informed 1:1 mentoring, we help young people develop the confidence, skills and behaviours they need to succeed in school and beyond.

Crucially, our work doesn't happen in isolation. We work closely with teachers, school leaders and families to build a joined-up network of support around each young person, helping to improve their engagement with education, strengthen their sense of belonging and support a successful transition beyond secondary school.

But our experience has also taught us something important. We cannot transform young people's lives without also challenging the systems that shape them.

That's why our ambitions now extend beyond our core schools programme. Through research, campaigning and policy work, including our launch of the Lost Boys Taskforce, we're working to influence national policy and champion a more relational approach to education.

At the same time, we're extending our reach through adult learning initiatives like Power Up Pastoral and TAG Coaches, equipping more adults with the skills and tools to become trusted figures in young people's lives.

Our mission remains the same, but our ambition has grown. We want to create a future where every young person has a trusted adult by their side, whether that's in the classroom, on the football pitch or in their wider community.

And it starts with the relationships we build together.



Jack Reynolds
CEO, Football Beyond Borders



Supporting Your Community
(PARENTS/CARERS)

Home Support
2 X RELATABLE +
QUALIFIED STAFF MEMBERS

Supporting 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

Year 10

HABITS + ATTITUDE TO LEARNING
Holiday camps
Work experience
1:1 mentoring

Year 11

ASPIRATION + CAREERS
Work experience
Career insight days

Supporting Your Staff

For your whole school

CPD TRAINING
On engaging the most disengaged students

For your pastoral team

AN FBB STAFF MEMBER
On-hand for 1 full day per week

EXPERT PASTORAL DAY
Experienced FBB practitioner working alongside pastoral teams one day a week, providing additional capacity and specialist relational support.

FBB ADULT LEARNING
Power Up Pastoral is our national CPD programme designed by sector-leading relational experts

For senior leaders

SENIOR SCHOOL LEADERS FORUM
Free event series bringing school leaders together to share best practice, explore emerging challenges and shape the future of education.

For your classroom teachers

In-class support
Support with parental engagement
Target-setting for the most disengaged

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

THE 5 PILLARS *OF OUR SUPPORT*

CLASSROOM

Our social and emotional learning curriculum builds confidence, strengthens relationships and develops positive attitudes towards learning through practical activities and creative projects

PITCH

Football brings classroom learning to life, helping students practise emotional regulation, navigate challenges and build positive relationships with their peers.

THERAPEUTIC MENTORING

Tailored 1:1 support helps students overcome personal challenges, develop coping strategies and work towards improved behaviour and attainment.

TRANSFORMATIONAL OPPORTUNITIES

Inspiring experiences and reward visits celebrate progress, raise aspirations and motivate students to achieve attendance, punctuality and behaviour targets.

ADDITIONAL PASTORAL SUPPORT

Our practitioners provide support throughout the school day, responding to challenges, reinforcing positive behaviours and building strong relationships with staff and families.



OUR IMPACT

At Football Beyond Borders, we're committed to understanding not just whether our programmes work, but how and why they make a difference to young people's lives.

Our evidence consistently points to one thing: relationships change outcomes. When young people have a trusted adult, feel that they belong and know that they matter, they're better equipped to navigate challenges, engage positively with school and fulfil their potential.

In 2024/25, we supported 2,886 young people across 196 programmes in 63 schools. Our evaluation demonstrated improvements in behaviour, wellbeing and access to trusted adults, reinforcing the value of our long-term, relationship-led approach.

We use nationally validated measures and independent evaluation partnerships to rigorously assess our impact, understand where we can improve and continually strengthen the support we provide to schools and young people.



Freya Robson

Senior Impact Manager,
Football Beyond Borders

GCSE ATTAINMENT

9x

to achieve a grade 4 or above in both English and maths GCSEs than peers in their national comparison group.

BENCHMARK:

35% of FBB participants achieved a grade 4 or above in both English and maths GCSEs in 2024/25, despite significant barriers to educational attainment.

49%

of the GCSE cohort had Special Educational Needs (SEN).

22%

had compounded disadvantage, with both SEN and Pupil Premium eligibility.

SCHOOL INCLUSION

98%

of young people finished the year in school, without permanent exclusion or managed move.

BENCHMARK:

This increased from 97% in 2023/24, demonstrating FBB's continued success in supporting young people at risk of exclusion to remain in mainstream education.

SUSPENSIONS

91%

of young people saw a reduction in the number of suspensions they received.

BEHAVIOUR

71%

of young people improved their behaviour in school.

TRUSTED ADULTS

60%

could identify a trusted adult in school, up from 39% at the start of the programme.

BENCHMARK:

FBB increased access to trusted adults in school by more than 50% relative to the starting proportion. This improvement was sustained into Years 9 and 10, with 59% reporting a trusted adult.

SCHOOL BELONGING

7/10

improved or maintained their sense of belonging in school.

SOCIAL & EMOTIONAL LEARNING

6/10

young people improved their social and emotional learning skills.

BENCHMARK:

OECD research shows that SEL skills typically decline during adolescence, while FBB participants demonstrate positive development.

MENTAL WELLBEING

7/10

saw their mental wellbeing improve or stabilise.

Source: FBB 2024/25 Impact Report. Figures refer to the relevant evaluated cohorts, not necessarily all 2,886 participants.

OUR CURRICULUM

Designed by education specialists. Informed by research. Shaped by young people.



Our bespoke social and emotional learning (SEL) curriculum is designed by former teachers and learning specialists to equip young people with the skills they need to thrive in school and beyond.

Grounded in educational research and over a decade of frontline experience, our two-year curriculum combines classroom learning, football and transformational experiences to develop essential life skills and improve behaviour. We keep our curriculum regularly updated with relevant hooks to youth culture to drive engagement. From music and fashion to sport and social action, we use young people's passions to make learning engaging, relevant and meaningful.

Every module is designed around clear learning outcomes and culminates in a public product, giving young people the opportunity to apply their skills, celebrate their achievements and share their work with real audiences.

— Harriet Farnham, Head of Adult Learning

Five Skills For Life

Social and emotional learning skills lead to improved academic attainment, mental well-being, and future employment outcomes. We explicitly teach students the 5 skills in the CASEL framework:

Self-Awareness
Understanding emotions and recognising strengths.

Self-Management
Regulating emotions and navigating challenges.

Social Awareness
Developing empathy and understanding others.

Relationship Skills
Communicating effectively and building positive relationships.

Responsible Decision-Making
Making informed choices and solving problems.

CURRICULUM IN ACTION

Beyond Bars: Finding your voice

Beyond Bars uses music, poetry and spoken word to help young people explore their identities, express their emotions and build confidence in their own voices.

Through creative workshops, young people develop self-awareness, emotional regulation and communication skills, working towards original performances that bring their learning to life. In previous years, we've bought artists and collectives, such as Poetic Unity, into schools to host workshops and taken groups to facilities such as BBC 1Xtra Studios and Crop Radio to experience music production in a professional setting.

The module culminates in Beyond Bars Live, a celebration of young people's creativity that brings together FBB participants from across the country to perform, share their stories and experience the power of being heard in a live performance venue.

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'	• 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'	• Students who are disengaged at school. • Predicted NOT to attain level 4 English & Maths. • Top 30% of behavioural points in Year 7. • Low homework completion rates. • SEN K-Coded.	9
'ROLE MODELS'	• 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 SET UP PROCESS

When a school partners with FBB, they gain an integrated extension of their pastoral team, comprising two dedicated practitioners (one senior and one junior) and a School Programme Manager who oversees delivery and acts as the school's main point of contact. All staff are trained in trauma-informed practice, with specialist diploma-level training.

At the start of the autumn term, our practitioners introduce FBB through a school assembly, giving students the opportunity to meet the team and learn about the programme.

Interested students are then invited to submit a written application. Combining these expressions of interest with recommendations from teaching staff, we select a group of 16 young people based on our selection criteria, ensuring a balanced and engaged group who will benefit from the programme.

OUR PARTNERS



Opening doors. Creating opportunities.

At Football Beyond Borders, we're fortunate to work with some of the world's most exciting brands and organisations, united by a shared ambition to create life-changing opportunities for young people.

Our partnerships are about much more than funding. They bring fresh perspectives into our classrooms, open doors to extraordinary experiences and help young people discover new passions, build confidence and imagine futures they might never have considered possible.

From shaping our curriculum to creating unforgettable moments and opening pathways into careers, our partners help us take learning beyond the classroom and into the wider world.

— Ben Brookes, Head of Corporate Partnerships

CURRICULUM PARTNERSHIPS

We collaborate with leading brands to create engaging, culturally relevant curriculum modules that connect young people's interests with essential social and emotional skills.

Our long-standing partnership with **Gillette** supports *What Makes a Man*, helping boys explore masculinity and positive relationships, and Game Changers, a module all about celebrating Black British culture and history co-designed with Ian Wright. **Nike and the Women's Super League** support *Breaking Lines,* using women's football to inspire confidence and ambition, while **EA SPORTS FC** brings creativity and problem-solving into the classroom through *FC Futures School.*







TRANSFORMATIONAL OPPORTUNITIES

We believe every young person deserves access to exciting experiences that support their aspirations, nurture their interests and help them discover new possibilities, regardless of their background.

Through our partners, FBB young people access at least **three enrichment trips each year**, alongside creative workshops, opportunities to showcase their work and unforgettable experiences that build confidence, reward progress and open doors to new possibilities.





Nike X England: World Cup 2026

Imagine writing a letter to your footballing heroes and knowing they're reading your words on the other side of the world. Through Nike, our young people visited England's training camp, watched the team play at Wembley and sent personal messages to the squad in Miami, ahead of the players wearing the Nike x Palace x FBB warm-up shirt. A reminder that their voices matter, even on football's biggest stages.





Girls Take Over Wembley



For one unforgettable day, over 100 FBB girls made Wembley Stadium their own. Facilitated by Nike and the FA, the girls played on the iconic pitch, took part in workshops and connected with peers. An experience that celebrated their place in football and gave them the chance to create their own memories in one of the country's most iconic stadiums.

Sidemen School Visit

Imagine turning up to your usual FBB session and being surprised by two of your favourite creators. That's exactly what happened when Sidemen stars Ethan and Tobi visited our young people at Urswick School. Beyond the excitement, it was a chance for students to feel celebrated, recognised and reminded that their hard work deserves attention.

Meeting Ballon D'or Winner Rodri

What started as an escape room experience became a moment our young people will never forget when Manchester City star Rodri walked through the door. Thanks to Nike and JD Sports, young people from the North West had the chance to meet one of football's biggest stars, ask him questions and kick a ball around together. An opportunity to connect with someone they admire and see their own ambitions reflected in his journey.



CAREERS AND FUTURE PATHWAYS

With too many young people leaving education without a clear route into employment or training, we're committed to helping them discover what's possible beyond school.

We work with partners to create career experiences shaped around young people's individual interests, talents and ambitions. From group workshops and workplace visits to tailored opportunities for those most at risk of disengagement, we aim to make unfamiliar industries and professional spaces not just accessible, but understandable and welcoming.

And our support doesn't end at graduation. We continue to champion FBB alumni, connecting them with opportunities to speak at major events, contribute to campaigns and take their next steps into education, employment and the wider world.

Programmes Tailored To Your Needs

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.

Sample Timetable

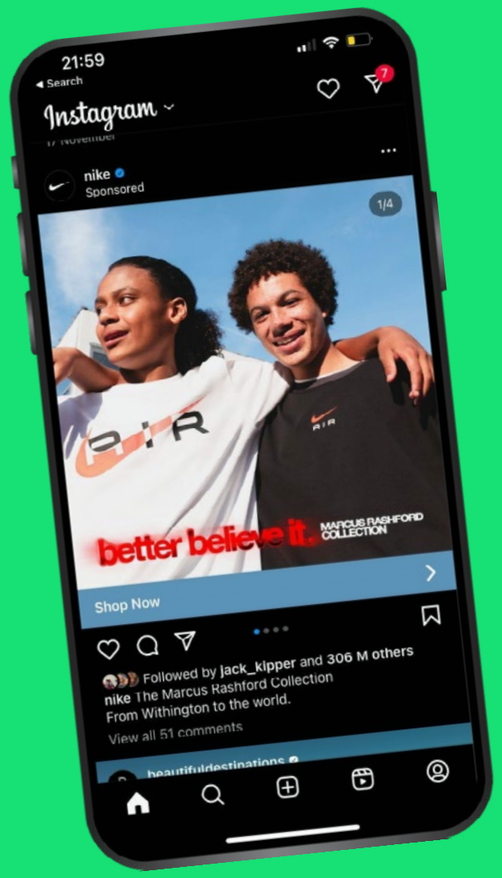
Programme sessions fit around the school timetable to ensure that students don't miss out on their core subject lessons. The rest of the day our practitioners are delivering targeted interventions.

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**

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"



Headteacher at Oasis Media City

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".*

Testimonials

Football Beyond Borders are doing exceptional, relationship-driven work with young people in three schools in The Mercian Trust. What stands out is the strength of the relationships they build with pupils, using football as a powerful platform for mentoring, high expectations and personal development.

Their approach combines clear expectations with positive reinforcement and individualised support, helping young people reflect on their behaviour, recognise their strengths, develop greater self-awareness and make better choices. They celebrate success while providing appropriate challenge when it is needed, demonstrating a deep and genuine understanding of each young person.

Because Football Beyond Borders are embedded for one day a week in the school, the quality of their engagement and communication with the school is outstanding, and the detailed insight they provide into pupils' progress is among the most impressive I have seen from a mentoring organisation.

Football Beyond Borders are making a real and positive difference to the young people they are working with.

— Mark Goodwin, Director of Behaviour and Wellbeing at Mercian Trust

Football Beyond Borders has had a transformative impact on our school. They are doing fantastic work with our boys, creating a space where they can explore masculinity, reflect on what it means to be a young man, and develop a stronger sense of identity and purpose. The programme encourages teamwork, honest self-reflection and accountability, helping students to support one another while taking responsibility for their behaviour. A particular strength of FBB is the quality of its staff, who are exceptional role models and build authentic relationships with young people because they genuinely understand the challenges our students face. It has become a valuable part of our pastoral offer and has had a genuinely positive impact on the young people involved.

— Manny Botwe, Headteacher at Tytherington School and former President at Association of School & College Leaders (ASCL)

At Our Lady & St Chad, Football Beyond Borders uses the power of football to build trusted relationships with young people, combining classroom and pitch-based learning with therapeutic mentoring to help them manage emotions, strengthen relationships and engage more positively with school. Working closely with our pastoral team, their practitioners bring consistent care and specialist expertise that extend our support beyond the classroom, helping young people feel they belong, recognise their potential and develop the skills to succeed in education and beyond.

— Lou Craig, Principal at Our Lady and St Chad Catholic Academy

FBB helps learners form relationships with adults who aren't teachers. That's a huge advantage because sometimes, no matter how experienced a teacher is, a young person will only ever see them as 'just a teacher.' Having trusted adults from outside of school broadens their perspective.

— Paddy Russell, Headteacher at Ladybridge High School

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. Our suspensions decreased by 64% in just one year, and FBB played a major role in that.

— Raj Mann, Headteacher at Arena Academy

Football Beyond Borders' inclusive intervention was valued by schools and learners. By mixing high-need students, passive learners and positive role models, the sports and social skills programme successfully created a supportive, stigma-free environment.

— Cassie Harris, Commissioning Officer - CYP Commissioning & Programmes at Haringey Council

What is really interesting to me about FBB is the approach of a complete, non-sanction, non-blame, structured therapeutic approach. Schools can't always provide that because life gets in the way, exams get in the way. But FBB staff are there solely for those children, and that non-judgmental element is really impactful.

— Dominic Bergin, Headteacher at Elm Green School

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 Carr, Principal at Burlington Danes Academy

Being part of a group creates an identity for students. They feel that they're not just attending Bacon's, but they're representing FBB too. That gives them a sense of purpose. When students feel that people are looking out for them, they feel more empowered to come to school and don't want to let people down.

— Tom Sargeant, Vice Principal at Bacon's College

TRANSFORMATIONAL STORIES



MARYAM

REWRITING HER NARRATIVE

Maryam graduated from FBB in 2025, having joined the programme in 2021. She is a confident leader, a talented footballer and a creative force with a passion for music and fashion. But when she first arrived, she had been labelled by her school as overly emotional, disruptive and immature – labels that never reflected her full story.

From the outset, Maryam's practitioners, Martha and Debra, recognised her natural ability to bring people together. She was often the glue within her group, but she was also navigating a school environment that triggered her daily and made it difficult to regulate her emotions. Through weekly 1:1 mentoring, Maryam found a space to speak freely, reflect on her experiences at school and at home, and develop a stronger sense of self-awareness and belonging.

Football became a powerful outlet for that growth. On the pitch, her confidence flourished, while classroom sessions helped her build stronger relationships and develop her social and emotional skills. Over time, she began stepping into leadership roles in both spaces, finding opportunities to be celebrated and recognised for her strengths within school.

Beyond the classroom, FBB opened up a world of new experiences for Maryam, from stadium visits and workshops to opportunities to speak in front of influential audiences. At a Black History Month event at Wembley Stadium, hosted in partnership with the London FA, she spoke eloquently on a panel about her experience of FBB's Next Ones Up coaching programme. Afterwards, she told Martha and Debra that she "couldn't stop smiling" because of how proud she was of herself.

By the summer of 2025, Maryam had completed Year 11 with flying colours and taken centre stage in FBB's This Is My Pitch campaign. She starred in a short film at the heart of our national Women's Euros campaign and shared her vision for the future of women's football at an exhibition and watch party attended by FBB supporters. Among those present were two senior leaders from the Women's Super League who were so impressed by Maryam and her peers that they invited them to present their pitches directly to the WSL board, an opportunity they went on to seize.

Maryam has rewritten her narrative, proving that the labels once placed on her never defined her.

NICK



From struggling to engage at school to standing in Parliament. Nick is showing what's possible when a young person starts to believe in their potential.

When Nick joined FBB in Year 8, he was an instant bright spark in our sessions. It was clear from the start that he had talents, strengths and a natural ability to lead that went far beyond his years. But outside of FBB, things were difficult. Nick was regularly late to school or absent altogether, missing significant amounts of learning each week. Some of his teachers were aware of the challenges he was facing at home, and it was clear that these were affecting his engagement with school.

For Nick, FBB offered a consistent and safe space where he could be himself, be listened to and begin to make sense of what he was experiencing. Through weekly 1:1 mentoring sessions, he began to build his emotional literacy and understanding of himself. The trust he developed with his practitioners (Nico and Jamar) also helped strengthen connections between Nick and the teachers supporting him in school. Soon he had a network of adults around him who understood him, believed in him and were all pulling in the same direction, towards his success.

As Nick's confidence grew, he began to recognise the influence he could have on others. Within the FBB classroom, he became a natural leader. He was often the first to speak openly about his life experiences and show vulnerability, something the other students respected and began to emulate. We could rely on him to be a positive influence within the group, helping to open up difficult conversations and encourage others to engage with their learning.

By the end of Year 9, a young person who had once struggled to engage with school was being trusted to represent young people on a national stage. Nick was invited to attend the launch of the BELONG framework in Parliament, alongside school leaders, MPs and members of the Lost Boys Taskforce. He was chosen because he would be reliable, engaged and a positive presence at such an important event. As the only young person in the room, Nick felt compelled to share his story. He volunteered to stand on stage alongside his practitioner Nico, and spoke openly about his experiences, including the challenges he had faced and the role FBB had played in helping him through them.

"People might say that they don't need help, even when they do."

Those words capture one of the most important changes in Nick. He has learned that asking for help is not a weakness, but a strength.

For the rest of the day after Parliament, Nick spoke to Nico in an excited state of disbelief. He kept saying that he never thought he would have done something like that, or even imagined himself being there. You could see his mind opening up to new possibilities and his imagination blossoming. Back at school that afternoon, they went around to his teachers in their classrooms and offices, proudly recounting the day's events. Something had changed. Nick had done something he never thought he would, and because of that he was beginning to see himself differently.

Now in Year 10, Nick's progress is visible. His school attendance has risen to above 90%, while his unauthorised absences have fallen. His attitude towards learning has improved, with positive behaviour points now far outweighing negative ones.

Perhaps most importantly, Nick knows that he does not have to navigate challenges alone. He has built a strong network of trusted adults within school and continues to reach out to his FBB practitioners for guidance when he needs it.

INFLUENCING CHANGE

For over a decade, Football Beyond Borders has seen the transformative power of trusted adult relationships. But with an estimated 630,000 young people in England growing up without a trusted adult, we know that delivering our programmes alone will never be enough.

That's why we're expanding our impact beyond direct delivery, combining research, campaigning and adult learning to change how young people are supported across the education system.

Making Trusted Adults a National Priority

We established the **Lost Boys Taskforce**, bringing together influential voices from education, football, policy and the youth sector to address the challenges facing boys and young men.

Together, we campaigned for a **Trusted Adult Guarantee**, calling for every young person to have access to a consistent, supportive adult throughout secondary school.

Our campaigning helped secure a major policy breakthrough, with trusted adult relationships recognised as the **number one priority in the government's National Youth Strategy**.

Now, our focus is on turning that national commitment into lasting change, equipping educators with the knowledge, skills and support to build stronger relationships with young people.

Equipping Educators to Make a Difference

Alongside our national campaigning, we're sharing the expertise developed through more than a decade of working in schools.

Our adult learning programmes give school leaders and pastoral teams practical tools, fresh perspectives and opportunities to learn from others, helping them build environments where every young person feels understood, supported and able to thrive.



Power Up Pastoral

Strengthening the people at the heart of pastoral care.

Power Up Pastoral is the country's leading experiential, evidence-informed and accredited CPD programme for pastoral staff, combining three interactive webinars with three in-person training days.

Drawing on FBB's therapeutically informed approach, the programme equips educators with practical strategies to build stronger relationships, respond to complex student needs and create a more connected, supportive school culture.

Already partnering with **32+ schools and trusts**, Power Up Pastoral is making a tangible difference to pastoral practice.

94% of participants would recommend the programme to a colleague

89% have already applied what they've learned in their roles

Scan the QR code to find out more, or visit:

www.poweruppastoral.com

Trusted by schools and trusted across the country.

School Leaders Forums

A space for school leaders to connect, reflect and lead change.

Our School Leaders Forums bring senior leaders together with experts from education, policy and beyond to explore the most pressing challenges facing young people and schools.

Hosted at iconic football venues such as Wembley and Old trafford, these CPD days combine expert insight, practical learning and peer discussion, giving leaders fresh perspectives and ideas they can take back into their schools.

If you're interested in attending one of our forums you can email our Head of School Partnerships for more information.



MEET THE TEAM

The people behind our programmes.

At FBB, we believe our people are what set us apart. Our expert team combines cultural competency with specialist knowledge and experience across education, mental health, youth work and special educational needs.

We're proud of our record of attracting, developing and retaining talented people who share our commitment to putting young people first, alongside our values of connection, autonomy and mastery.

One Team, Working Together

Our organisation brings together two complementary teams, working collaboratively to deliver the best possible outcomes for young people and our partner schools.

Our Delivery Team is the heart of our work. These are our frontline practitioners, who build trusted relationships with young people and deliver our programmes in schools every week. They bring experience from teaching, youth work, social work and other specialist backgrounds.

Our Support Team provides the expertise and infrastructure behind our programmes. From curriculum design and impact measurement to school partnerships, fundraising, communications, people and operations, these teams ensure our practitioners and partner schools have the resources, guidance and support they need to succeed.

WE SUPPORT OUR TEAM, SO THEY CAN SUPPORT YOUR STUDENTS.

The wellbeing and professional development of our staff is a priority. We invest in our practitioners throughout their time at FBB, ensuring they have the skills, knowledge and support to deliver the highest quality provision.

- **Year One – In-house practitioner training:** All practitioners complete a structured programme of weekly training, developing their expertise in teaching and learning, therapeutic mentoring and multi-agency working.
- **Year Two – Accredited specialist training:** Practitioners undertake an externally accredited diploma in trauma-informed practice, deepening their understanding of young people's needs and strengthening their therapeutic approach.
- **Ongoing professional development:** Staff are encouraged to develop their professional and personal skills through external training, mentoring and coaching opportunities.



READY TO JOIN THE FBB FAMILY?

IMPORTANT

FBB's programmes are extremely popular. We will start confirming programme slots in April 2027 for the 2027/28 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.

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INITIAL CALL/MEETING

Interested to see how FBB can help your school? Contact Pedro Correia, our Head of School Partnerships 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.

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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.



Pedro Correia, Head of School Partnerships

Email: pcorreia@footballbeyondborders.org
Mobile: 07511 219531

Scan the QR code to book a meeting:

Key Dates — Timeline

JAN- APR 2027:
Provisional slots offered

END OF APRIL 2027:
Confirmed your provisional booking

JULY 2027:
Set-up meeting

SEPTEMBER 2027:
Programme start

JANUARY 2028:
1st progress report and sla review meeting

JAN – MAR 2028:
Confirm slots for 2026/7 (existing schools given priority)

APRIL 2028:
2nd progress report and review meeting

JULY 2028:
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 (Year 8 and 9) 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 10s and our Power Up Pastoral Programme for teaching staff.

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 + Power Up Pastoral *Two academic years (Years 8–9) of weekly provision for 16 young people, including two complimentary places on Power Up Pastoral (worth £1,500).*	£24,000 (£12,000 per year)
Power Up Pastoral — Standalone *Our year-long, accredited CPD programme for pastoral staff, with a minimum of two participants per school.**	£1,500
Additional day of expert pastoral support	£8,000

**There is no limit to the number of staff who can attend from your school.*
***Note:** As each package is tailored to the individual school prices will vary depending on the exact package.*



Contact Us

LONDON

Football Beyond Borders
Unit 4, Warwick House
Overton Road
London, SW9 7JP

MANCHESTER

Football Beyond Borders,
2nd Floor Ext,
Parkway House,
Palatine Road,
Northenden, M22 4DB

BIRMINGHAM

Football Beyond Borders,
3a Swallowfield
Courtyard,
Wolverhampton Road,
Oldbury, B69 2JG

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.

pcorreia@footballbeyondborders.org
www.footballbeyondborders.org

TEL: 020 4532 6157
MOB: 07904 740976

@FOOTBALLBEYONDBORDERS
@FBEYONDBORDERS
@FOOTBALLBEYONDBORDER
@FOOTBALLBEYONDBORDERS
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