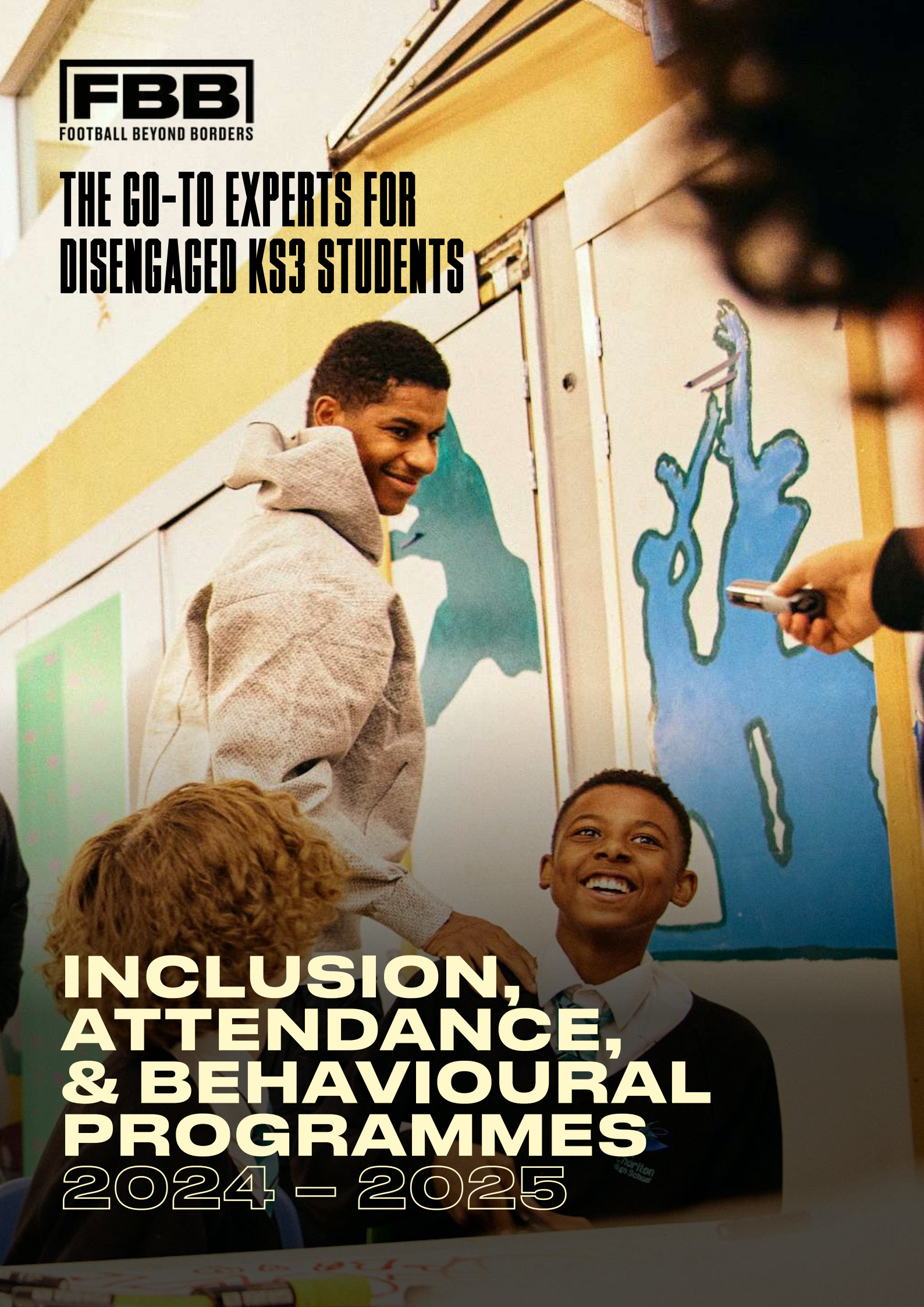




**THE GO-TO EXPERTS FOR
DISENGAGED KS3 STUDENTS**

**INCLUSION,
ATTENDANCE,
& BEHAVIOURAL
PROGRAMMES
2024 - 2025**



CONTENTS



“ FBB’S STAFF MEMBER ACTS AS A MINI HEAD OF YEAR TO THE 16 STUDENTS ON THE PROGRAMME, FREEING ME AND MY TEAM TO FOCUS ON KEY PRIORITIES.

— Assistant Head Teacher

- 04 FBB’S APPROACH**
- 06 THE 4 PILLARS OF OUR SUPPORT**
- 07 STUDENT STORIES**
- 08 IMPACT**
- 10 EXAMPLE PROGRAMME**
- 12 THE SELECTION PROCESS**
- 14 CURRICULUM**
- 20 ENRICHMENT**
- 22 WHOLE SCHOOL PROGRAMME**
- 24 EXPERT PASTORAL SUPPORT**
- 28 COPA FBB**
- 30 REFLECTIVE PRACTICE**
- 34 THE FBB FAMILY**
- 37 OUR PARTNERS**
- 38 PRICING**
- 42 THE NEXT STEPS**

FBB'S APPROACH



95%

of our At-Risk students finished the school year in 2022

148

programmes are being delivered this academic year

2500

students currently of the FBB Programme

58%

of our At-Risk students achieved a +Grade 4 in Maths and English in 2022

Football Beyond Borders (FBB) supports young people from disadvantaged backgrounds who are passionate about football but disengaged at school, in order to help them finish school with the skills & grades to make a successful transition to adulthood. We do this by providing long-term, intensive support built around relationships and young people's passions, in the classroom and beyond.

Football has the potential to provide young people with a sense of belonging, develop positive peer groups, provide a focus and drive, and to live a healthier life.

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 communities 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 text and phone updates.

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 1:1s, engaging with parents and the wider school community.

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, practitioners and teachers.

THE 4 PILLARS OF OUR SUPPORT



CLASSROOM



We deliver a football-themed, social and emotional focused classroom curriculum which works to develop the attitude to learning and the social and emotional competencies of our participants. Students learn to recognise the emotions, thoughts, and values that influence their behaviour alongside developing their academic self-concept.

PITCH



We deliver a constraints-led, pitch curriculum which works to develop the social and emotional competencies of students. Students work to reflect on and learn from positive and negative emotions alongside developing key relationship skills and self-regulation.

REWARDS



We provide target setting and remarkable reward visits which work to develop the behaviour for learning of our students, broadening their horizons and developing positive habits to drive sustained behavioural change.

THERAPEUTIC MENTORING



We deliver therapeutically informed 1:1 mentoring which works to provide our students with a space in the week to understand the emotions and experiences which are influencing their behaviour. Our students learn to identify and share their emotions and to develop effective coping mechanisms.

STUDENT STORIES

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. Just before lockdown, Michael's progress was also rewarded by being featured in the Nike campaign for the England shirt at Euro 2020.

Since lockdown, Michael's work ethic has been fantastic.



IMPACT

In 2022/23 FBB supported over 2,000 young people across 120 projects in London, the West Midlands and the North West. In the current year we have extended our support into the West Midlands, working with over 2,500 young people over 145 projects.

As a registered charity FBB's impact data is scrutinised for accuracy and is transparent. We use nationally validated measures to track mental health and learning to measure impact, and have consistently outperformed control groups by a minimum of 30% every year since 2015.

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

- Re-engage students with learning and wider school life
- Develop emotional regulation skills
- Improve self-confidence
- Raise aspirations and self-awareness

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

58%

of *At-Risk students 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.

23%

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

47%

for young people eligible for Free School Meals (FSM) (2022 GCSE results)

* At-Risk defined as:

1. At-Risk of exclusion
2. Top 10% behaviour points in Y7
3. History of TT/Permanent exclusions
4. SEN K-Coded

EXCLUSIONS

95%

of our *At-Risk young people 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.

* At-Risk defined as:

1. At-Risk of exclusion
2. Top 10% behaviour points in Y7
3. History of TT/Permanent exclusions
4. SEN K-Coded

SOCIAL AND EMOTIONAL LEARNING (SEL)

42%

of young people improved their Social Emotional Learning (SEL) between Year 1 and 2

BENCHMARK:

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

67%

of our At-Risk young people saw their behaviour points decrease over the course of the year in 2021/22

* At-Risk defined as:

1. At-Risk of exclusion
2. Top 10% behaviour points in Y7
3. History of TT/Permanent exclusions
4. SEN K-Coded

EXAMPLE PROGRAMME

AT A GLANCE

PROGRAMME DATES	September 2024 – July 2026
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 well-being mentoring, classroom observations, parental engagement, advocacy 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.

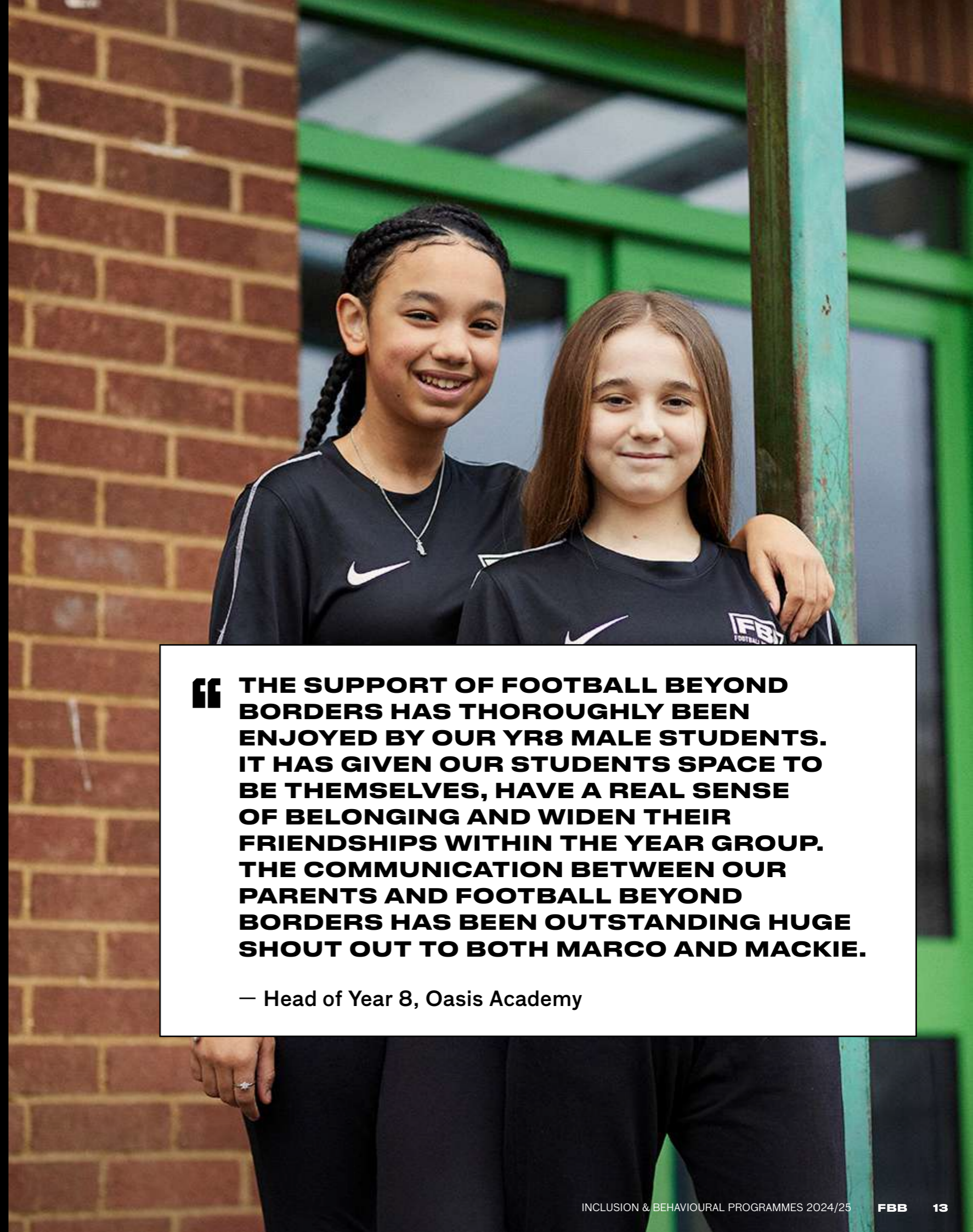
TIME	FBB TEACHER ACTIVITY
09:00 – 10:00	FBB Classroom Session
10:00 – 11:00	FBB Pitch Session
11:00 – 11:30	School Break (FBB team use this time to engage with FBB participants informally outside of class)
11:30 – 12:30	Pastoral Support (Reintegration meetings; 1:1 support; classroom observations; corridor 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

THE SELECTION PROCESS

From experience FBB's provision works best with Year 8s as behavioural challenges are usually identified at this point, giving us time to support students to get back on track towards their GCSE expectations. It is important that the programme is not viewed as a 'naughty club' and our selection criteria builds on the understanding that all young people 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
	<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.

– Head of Year 8, Oasis Academy



FBB's bespoke social and emotional curriculum (SEL) is delivered weekly in school, both in the classroom and on the football pitch.

We develop the key CASEL skills – self management, self awareness, social awareness, relationship skills and responsible decision making. **Sessions are interactive with a focus on improving oracy.**

CASEL skills also have a positive impact on attainment, with students making up to **four months'** progress in their studies.

We teach CASEL skills explicitly in the classroom through schemes of work tailored to our young people's passions, and build on them on the football pitch through reflective questioning.

For each year of the FBB programme delivered in school, there are **five modules lasting 6-8 weeks each**, focusing on developing one of the SEL skills.

A **public showcase** at the end of each module celebrates the individual students' achievements, culminating in an annual showcase event at an iconic venue, attended by key supporters, celebrities and school SLTs.

1. EVERYTHING IS DESIGNED TOWARDS OUTCOMES

We begin every design process by establishing the outcomes young people will develop by the end of the project. These outcomes are drawn from the behavioural indicators for each SEL skill, taken from the Tennessee Department for Education's 2017 report into CASEL skills. Each question, activity, and session is designed from this point backwards.

2. CLASSROOM LEARNING ALWAYS CONNECTS WITH THE PITCH

Experiential learning is a key component of our curriculum. While we can explicitly teach the SEL skills in the classroom, it is on the football pitch where emotions run high and important skills such as self management come into play. Young people are encouraged to reflect on their SEL skills through question cards used during teachable moments.

3. WE ALWAYS START WITH YOUNG PEOPLE'S PASSIONS AND ASSETS

We know that young people have a multitude of talents and interests and we place these at the centre of our curriculum. From music to sport and everything in between, we use contemporary metaphors in youth culture as the 'hook' to channel the learning outcomes.

4. EVERY PROJECT HAS A PUBLIC PRODUCT THAT AIMS TO CONNECT YOUNG PEOPLE WITH A REAL LIFE AUDIENCE

Our curriculum takes inspiration from Ken Robinson's 'Creative Schools,' and borrows from the project-based-learning approach. Public products create a sense of pride for young people in their learning, as their work resonates with an external audience beyond the classroom walls.

5. HOW WE DESIGN IS AS IMPORTANT AS WHAT WE DESIGN

Our curriculum design process is inclusive, representative and iterative. It involves young people as well as FBB staff and is a constantly evolving process. Though our methodology and pedagogy is tried and tested, we are constantly monitoring, learning and improving to ensure the highest quality. The version you see now is the most current curriculum.

CURRICULUM

Our curriculum broadly follows a principle of **'Self – Others – World'**. After an initial group formation project, we start with the CASEL skills most closely related to the self. We then turn to relationships with others, and finish by looking outward at the world around us with social action components built into the social and emotional learning (SEL) modules.

As young people join the programme, we focus on group formation through a mixture of SEL skills (**self-awareness, relationship skills and social awareness**). We encourage the young people to understand and be proud of what they personally bring to the group, whilst also highlighting the importance of the group as a whole. Once they have internalised this sense of group, we move onto exploring them as individuals through **self-management and responsible decision-making** projects.

“ FBB HAS HELPED ME TAKE A MORE POSITIVE APPROACH TOWARDS SCHOOL. IT HAS BROADENED MY HORIZONS AND SUPPORTED ME TO APPROACH NEW SITUATIONS SO I AM ALWAYS THE BEST VERSION OF ME AND CAN STOP GETTING INTO TROUBLE.

— *Daniel ex-participant, Elmgreen*



SELF

We begin with **self-management** in order for our young people to develop techniques that help them stay in classrooms and engage with learning. When these foundational skills are in place that allow young people to regulate their emotions, we turn to **responsible decision making**. By exploring what makes a responsible decision and providing young people with tools to make them, young people are equipped to navigate their individual responses to a variety of situations.

OTHERS

With these tools under their belts, we believe young people are in a position to focus on their relationships with peers, teachers and other adults. They explicitly learn **relationship skills**, beginning with a focus on their peers and later turning to adults.

WORLD

Once young people are able to regulate themselves and form healthy relationships with others, we ignite their underlying passion to make a difference to the world around them – in any way that feels natural to them. By tapping into their interests in youth culture, football, activism and politics, we undertake explicitly social action themed modules on topics such as anti-racism through studying Black British History.

EXAMPLE CURRICULUM



YEAR 1

DATE	PROJECT	SEL OUTCOMES
Half Term 1	Squad Goals	Self Awareness, Relationship Skills, Social Awareness
Half Term 2-3	Perfect Penalty	Self Management
Half Term 3-4	What Makes a Mate?	Relationship Skills
Half Term 4-5	Be Your Best Self	Responsible Decision Making, Self Awareness
Half Term 5-6	Reactive Passions Project	Responsible Decision Making, Self Awareness

YEAR 2

DATE	PROJECT	SEL OUTCOMES
Half Term 1	Ultimate Team	Self Awareness, Social Awareness, Self Management
Half Term 2-3	Beyond Bars	Self Awareness, Social Awareness, Self Management
Half Term 3-4	Gamechangers feat. Ian Wright	Social Awareness
Half Term 4-5	The School We Want to See	Responsible Decision Making, Self Management
Half Term 5-6	International Tournament	Social Awareness

YEAR 3

DATE	PROJECT	SEL OUTCOMES
Half Term 1	Reconnecting & Reflecting	Relationship Skills, Self Awareness
Half Term 2-3	Group Identity & Design Challenge (Part 1 & 2)	Relationship Skills, Self Awareness
Half Term 3-4	Happy Body, Happy Mind	Self Awareness, Self Management
Easter Break	Rest & Recovery – Reward Trip	Responsible Decision Making
Half Term 4-5	Reflecting & Manifesting COPA FBB – The Summer Residential	Self Awareness, Self Management, Relationship Skills

ENRICHMENT

Enrichment opportunities **ignite students' passion for what they are learning, creates engagement and raises aspirations.** Disappointingly, socio-economically disadvantaged students lose out on most 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 coursework 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 election 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.



ALPS TRIP WITH JOHN McAVOY – IRON MAN TRIATHLETE

A group of our Year 4 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 design one of the offices at Nike head office.



WHOLE SCHOOL PROGRAMME

The **FBB Whole School Programme** provides upstream intervention for the most hard-to-reach students across key stage 3, from the moment they start secondary school towards their GCSEs, as well as providing vital support and training to teachers who play key roles in the success of these young people.

Evidence reveals that students are generally excluded in the first weeks of Year 8. Beginning our work during transition in Year 7 allows us to build relationships with the students and identify those who need more support to keep them in school. This maximises FBB's impact outcomes and ultimately benefits the school.

TEACHER SUPPORT

'Supporting the Attainment of Disadvantaged Pupils' (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.

FBB's Reflective Practice and CPD programme builds strong staff teams, providing valuable tools to help teachers deal effectively with conflict situations and a safe space for them to discuss and resolve challenges. This ensures that your teachers are supported and prepared, to achieve the best outcomes for students.

WHOLE PROGRAMME TIMELINE

YEAR 7

YEAR 7 PROGRAMME

12 week social and emotional learning (SEL) course for 60 x students.

YEAR 8-9

CORE PROGRAMME

2 year intensive SEL programme for 16 students.
+ additional targeted pastoral support

YEAR 10-11

COPA FBB

Targeted 1:1 support for those struggling to cope with GCSEs, including holiday provision and an end of year residential trip, followed by industry insight events and wellbeing days during year 11.

TEACHERS

1 x hour of reflective practice for 15 teachers every two weeks during term. CPD for the whole team termly, plus a well-being day off-site.



EXPERT PASTORAL SUPPORT

FBB has a track record of providing expert support for the most disengaged students. We recognise that every school has unique challenges that require a different approach. Our expert pastoral support offer allows our approach to be adapted to support the students that the school are most worried about in a tailored way.

FBB uses a variety of approaches to support students including (see below), the FBB provision can be adapted to the needs of the school by picking from the list below:

- **Self esteem, attitude to school and peer relationships:** Group based intervention with various needs for example self esteem, attitude to school, peer relationships.
- **Mental wellbeing:** Long term 1:1 therapeutic mentoring delivered by our practitioners trained in counselling skills to provide a space for vulnerable young people to process their emotions and work through challenges they are facing at school with a trusted adult.
- **Improving attendance:** Engagement with families to improve the relationship between school and home. FBB through its group interventions can also create a sense of belonging while also developing self-esteem supporting a young person's attendance. For persistent absentees FBB will also complete home visits.
- **Conflict resolution and belonging:** Development of peer relationships and conflict resolution to support general attitude to school through lesson drops ins and support during unstructured time.
- **Aspirations:** Transformational trips and experiences to raise aspiration.

At the heart of our support of young people are the key principles of collaboration, relationships and our FBB approach. While our pastoral support can be tailored to the needs of the school and students these principles remain at the core of any provision that FBB offers.

RELATIONSHIPS

At the core of our practice with young people is the belief that a trusted adult can be the facilitator of change. Our model is built around opportunities to build and deepen relationships that can then support students in navigating school so they feel confident it is a place they belong and can thrive in.

COLLABORATION

FBB believes that the only way to make a difference to the outcomes of students is to work with the key players in their lives including the family and school. FBB practitioners embed themselves within the school community to ensure sharing of expertise and an aligned approach while also working closely with families to support engagement with school.

THE FBB APPROACH

Over the past 10 years FBB have developed an approach to working with young people underpinned by attachment theory, humanistic therapy and adolescent neuroscience. In practice this means putting empathy, congruence, non judgemental acceptance, a young person's assets/interests and ultimately the relationship at the core of our practice.



CASE STUDY 1:

At one partner school there was a significant challenge with persistent absenteeism and school related anxiety amongst year 8 girls. In order to support this FBB came in on two days throughout the week to deliver timetabled therapeutically informed 1:1s and home visits on one of the days while delivering the core FBB programme on the other day with a particular focus small group work to tackle some of the causes of the anxiety the young people were facing.

CASE STUDY 2:

Another partner school was struggling with attitude to learning and peer to peer interactions of the broader year 8 population, not just a small group. FBB delivered its core programme for the most challenging while also having an additional member of staff who focused on the year group as a whole. This involved spending time in lessons with key groups, being present during transitions and supporting break times. The staff member became an extension of the pastoral team providing expert support across the year group on a more ad hoc basis.

YEAR 7 PROGRAMME

TRANSITION SUPPORT

FBB has collaborated with England footballer and iconic public figure Marcus Rashford to create a programme which raises aspirations, develops SEL skills, and improves the physical activity rates of Year 7s.

This four month programme is designed to give Year 7s the space to process the transition from primary school, reflect on who they are as people, integrate, and identify the support available to them.

OUTCOMES

- Empower students to develop new friendships, building self-esteem and confidence.
- Connect them to school and increase their interest in learning.
- Develop their self-awareness skills, enabling them to make responsible decisions.
- Keep them active and healthy.
- Raise their expectations.
- +4 months academic progress through social and emotional learning.

The course enables disengaged and At-Risk students to be identified early. After graduation, participants will be referred to the core FBB Programme, supporting them to achieve a minimum grade 4 in English and Maths GCSE.



AT A GLANCE

COURSE LENGTH

12 WEEKS
run after school

NO. OF COURSES

3 X COURSES
(one course per term)

NO. OF STUDENTS PER COURSE

20
(A total of 60 x Year 7 students supported during the school year)



FOOTBALL CARDS

Bespoke reflective cards are used on the football pitch. These are designed to deepen students' social and emotional thinking during sessions, and make strong links between the learning in the classroom and the learning on the pitch. Each football card will be based on a skill or attribute Marcus Rashford has.

COPA FBB YEAR 10 SUPPORT

By the time they enter Year 10 FBB has become an integral part of the students' lives. They will now be on their journey to achieving their GCSEs. Our half-termly support reinforces the skills learned over the past two years, culminating in an end of year residential to celebrate their time with FBB.

AT A GLANCE

1 X DAY PER HALF-TERM OF IN SCHOOL-TIME DELIVERY (6 DAYS A YEAR) CONSISTING OF:

- 1:1s with our most At-Risk young people.
- An after-school SEL session with the whole group.
- Holiday provision to include:
 - 1 day enrichment trip during half-term holidays with the opportunity to meet students from different schools around the UK. Typical trips include: regional football tournaments; nature walk days out; activity centres.
 - Creative Projects: FBB delivers an exciting syllabus of creative projects in partnership with our corporate sponsors, collaborating with acclaimed artists, musicians and designers .
- **Copa FBB Residential:** A two-day residential at the end of the school year to celebrate graduating from the FBB programme, involving an national inter-school football tournament, SEL activities and an awards ceremony.



COPA FBB RESIDENTIAL

The Copa FBB residential is an annual fixture in the FBB Calendar. The two-day event, staged at a university campus brings together over 200 FBB 'graduates' to celebrate their amazing achievements in a festival of football and fun.

WHAT'S INCLUDED:

- Return coach travel from the school to the venue.
- 1 x night's full-board accommodation on campus.
- Entry to the football tournament (winners receive a trophy and medals).
- Classroom activities to reinforce SEL skills.
- Evening entertainment.
- Awards Ceremony for best achievers.



Important: Students from schools that have opted not to pay for the 3rd year option will be able to attend local holiday programmes but, unfortunately will not receive 1:1 support in school or be able to take part in the Copa FBB residential due to running costs.

REFLECTIVE PRACTICE*

& CPD FOR TEACHERS

TEACHERS NEED SUPPORT TOO!

Many of the young people we work with have a complex range of needs stemming from multiple ACE's and, in some cases, more pronounced trauma. A huge responsibility lies on teachers to support them, both academically and emotionally. Perhaps this is one of the reasons why teachers face an increased risk of burnout and the number of teachers leaving the profession after relatively short tenures continues to grow.

High staff turnover adds more pressure on the rest of the staff team as new recruits arrive requiring training and time to settle in and short term staff shortages increase workload for those who remain.

Work-related stress and its impact on teacher's mental health is frequently reported as one of the primary reasons for leaving the profession. Despite the commitment of many schools to staff wellbeing, time and resources are often so limited that regular and effective support is missing in the school week.

FBB's Reflective Practice and CPD programme for teachers can fill this void with proven impact.



WHAT IS REFLECTIVE PRACTICE?

Reflective Practice is widely used in the social services sector, providing a vital space for counsellors and social workers to reflect on and process their experiences. FBB's sessions provide the same opportunity for teachers.

By coming together to share best practice and offer support to one another in a guided, facilitated space, staff will develop stronger and healthier relationships which can act as a support on a personal and professional level.

THE BENEFITS

TEACHER BENEFITS

Working with a group of colleagues to reflect on professional challenges and share best practice in a supportive and non-judgemental environment helps to develop a practitioner.

Collaboratively reflecting allows teachers to develop an understanding of different approaches to classroom practice and relationship building / conflict resolution. Exploring interpersonal and group dynamics supports the development of greater self-awareness and interpersonal skills.

And importantly, external facilitation from an impartial, independent host creates an atmosphere very different from that of line management/ staff training where this kind of exploration might normally take place, allowing participants to 'open-up' without fear of showing weaknesses.

STUDENT BENEFITS

Creating regular opportunities to reflect on best practice, especially regarding the best ways to support the most At-Risk and vulnerable young people inevitably benefits the young people you interact with on a daily basis.

Developing our awareness of the ways in which we relate to others - including our particular 'triggers' or blind spots, supports us to interact in more skillful and constructive ways with a variety of young people.

SCHOOL BENEFITS

Staff members who are able to reflect on their work together, share their experiences and be vulnerable together are more likely to feel emotionally supported in the workplace. This supports the development of a school which values these practices and puts staff wellbeing at the centre of its culture.

Teachers who feel happier and more supported are more likely to stay in post for longer periods of time thus benefiting the school and, importantly, the young people they teach.



WHAT YOUR COLLEAGUES THINK

In 2021/22 we piloted the Reflective Practice programme in 6 London schools. Here's the feedback from your colleagues:

“ Reflective Practice is honestly the highlight of my week when we have a session and I am disappointed if I cannot attend. The sessions have given us a sense of how everyone is managing and made us even more of a strong unit always ready to help and support each other. I think this is absolutely vital for all staff in these roles and should be mandatory for DSL and Deputy DSL to help us manage the issues we are dealing with day in day out.

“ I really benefited from having a group where I could talk about my approach with students, particularly students that I was struggling to relate to. It was so helpful to be able to feed back into the group about where my approach with a particular student was not working, and then asking the group for support and different approaches. We're all very different teachers and with Stefan too as an experienced professional it really helped to have all their different perspectives.

REFLECTIVE PRACTICE



AT A GLANCE

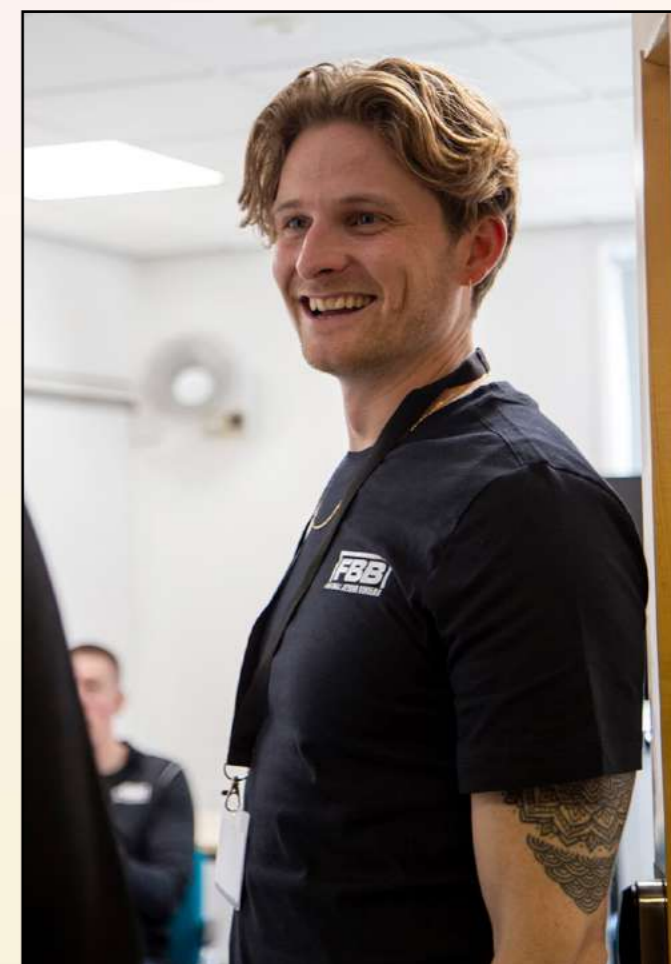
FBB'S REFLECTIVE PRACTICE AND CPD TRAINING INCLUDES:

- Fortnightly Reflective Practice sessions lasting 60 minutes.
 - Termly CPD sessions for the whole staff body.
 - Trauma informed practice with young people.
 - Attachment theory.
- Creating psychologically informed environments.
- Annual well-being day for the whole school team, delivered off-site, where staff can experience and enjoy a wide range of therapeutic practices.

EXPERT PRACTITIONERS

FBB's Reflective Practice Programme has been designed by Stefan Imeson, FBB's lead clinician and is the recipient of the *Fair Education Alliance 2021 Award* for services to education. Stefan is a fully qualified Gestalt psychotherapist and has previously worked as a secondary school teacher for many years. He has extensive experience of planning and facilitating group therapy sessions, as well as reflective practice sessions, for both adults and children.

FBB's Reflective Practice groups are led by UKCP registered group psychotherapists and co-facilitated by qualified counsellors and psychotherapists.



FREE TASTER SESSION

TO FIND OUT MORE ABOUT OUR REFLECTIVE PRACTICE FOR TEACHERS PROGRAMME AND TO BOOK A FREE TRIAL SESSION, OR TO REQUEST MORE INFORMATION ABOUT OUR TERMLY CPD PROGRAMME, CONTACT STEFAN IMESON AT: [SIMESON@FOOTBALLBEYONDBORDERS.ORG](mailto:simeson@footballbeyondborders.org)

THE FBB FAMILY

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 share our three core values, which shape everything we do. **We put young people first. We care. We learn.**

EXPERTISE

- FBB's teacher practitioners have qualified teacher status or a minimum level 3 TA qualification or a degree plus a minimum of three years experience working with students in schools.
- FBB's therapist clinicians hold a BACP/UKCP counselling qualification with practical experience.

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:

- The whole of the FBB takes part in the National Training Programme, receiving weekly internal and external training to build confidence and expand knowledge.

- 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.
- Every FBB teaching practitioner will undergo UKCP validated counselling course to a minimum level 2 by August 2023.





OUR PARTNERS

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; Ian Wright, Raheem Sterling, Chris Smalling, Alex Scott, Eniola Aluko, John McAvoy among others who, unselfishly give up their valuable time for our young people.



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 <i>2 years weekly provision for 16 young people</i>	£17,000 (£8,500 per year)
Year 7 Programme <i>60 young people</i>	£2,500
CPD & Reflective Practice for teachers <i>fortnightly reflective practice & 3 CPD sessions</i>	£5,000
Additional day of expert pastoral support	£6,000

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



THE NEXT STEPS

IMPORTANT

FBB's programmes are extremely popular. We will start confirming programme slots in March 2024 for the 2024/25 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

Interested to see how FBB can help your school? Contact Tom Bateman, our Director of Programme to arrange an informal phone or virtual call. His contact email is: tbateman@footballbeyondborders.org.

INTRODUCTORY MEETING AND SESSION OBSERVATION

FBB's regional manager will meet with you and the SLT to explain our services in detail. We can also arrange for you to observe a live session at a local school or speak with a SLT member from a partner school to find out how the programme operates on the ground.

PROVISIONAL BOOKING

Programme slots are limited. If you are interested in our offering please contact us asap to make a provisional booking. There is no financial obligation at this stage. We will inform you of how long we can hold your provisional programme slot.

BOOKING CONFIRMATION

To confirm your programme slot for the 2024/25 academic year we require you to complete and return our booking form. At this point you are financially committed.

PRE-PROGRAMME LOGISTICS MEETING

At the end of the summer term FBB's regional manager will meet with your school's key stakeholders to discuss set-up logistics, student cohort selection and to agree SLA targets and outcome expectations for the individual students. Following the meeting we will send relevant parental consent forms and our team's own DBS checks. With agreement from the school we can speak with parents/carers about the benefits of the programme.

PROGRAMME START

The programme will start in September 2024, usually towards the end of the month, giving schools time to prepare for the start of term. Remember, that we require classroom space and access to the sports hall/field at the same time each week.



THE SCHOOL YEAR

Your school is paying for our service and you will want to see positive outcomes. FBB's intervention is self-managed with minimal input needed from the school team, however we find that schools see the best results when our team is fully embedded within the school community. Our team is on site for a full day on the day(s) of the programme and outside of the session, can assist your own team, through parental engagement, TAC meetings, classroom support for participants and more.

OFSTED AND TARGETS

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. We will hold a meeting twice a year to review students's progress and FBB's performance against KPIs.

KEY DATES – TIMELINE

JAN – MAR 2024	Provisional slots offered
END MARCH 2024	Confirmed your provisional booking
JULY 2024	Set-up meeting
SEPTEMBER 2024	Programme start
JANUARY 2025	1st progress report and sla review meeting
JAN – MAR 2025	Confirm slots for 2025/6 (existing schools given priority)
APRIL 2025	2nd progress report and review meeting
JULY 2025	End of year report and 2025/6 set-up meeting



CONTACT US

LONDON

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

MANCHESTER

Football Beyond Borders
The Schoolhouse
Manchester
M17 1DZ

BIRMINGHAM






Football Beyond Borders
Apex House
Edgbaston Road
Birmingham, B15 1TR

FOLLOW US

Join our growing band of over 10k followers on Tik Tok to watch our exciting educational and FBB-related content, and engage with us on social media to enhance your school's profile.

info@footballbeyondborders.org
www.footballbeyondborders.org

TEL: 020 4532 6157
MOB: 07904 740976

-  @footballbeyondborders
-  @FBeyondBorders
-  @footballbeyondborders
-  @footballbeyondborders
-  Football Beyond Borders