

Organisation Name		Reference code (for office use only)
Action Youth Boxing Intervention CIC		2026-05-YWG01
Organisation Address		
The Undercraft Studios and Community Hub 181 Mansfield Road Camden London NW3 2HP		
Website Address		
https://www.aybi.org/		
How did you hear about the Triangle Trust		
Previous grantee		
Please describe your organisation's purpose in one to two sentences		
We run early intervention/prevention programs in schools and at our hub around boxing/mentoring. We also have a supplementary education provision, supporting young people with qualifications such as functional skills, employability and life skills.		
Type of Organisation? (tick all that apply and complete relevant details)		
Charity	Registered Charity Number	Date Registered
No	N/A	N/A
Community Interest Company	Registered Companies House Number	Date Registered
Yes	10554564	10
Social Enterprise	Has your organisation been awarded the Social Enterprise Mark?	Year Awarded
No		
Grant Summary		
To support and expand the outreach of our school intervention programs for young girls ages 11-17.		
Please describe your principal beneficiaries.		
We work with young men in contact, or at risk of being involved with the Youth Justice System. We also work with young women aged 16-25, involved with or at risk of involvement with the YJS. We work with young women and girls who are 'NEET' (Not in Education and Employment, linked to involvement in gangs, county lines, those outside of education (or at risk of being) and those who are care experienced. We also run school Boxing/mentoring programs using our accredited 'Real-Talk programs' boosting self-esteem, resilience, physical fitness and self-regulation. For our in-school girls 'Real-Talk' interventions, our beneficiaries are young women aged 11-18.		
Please describe the specific local needs of the young women and girls you work with that this project will address		
<i>Maximum 4000 characters</i> Young women and girls in our local schools face an intersectional crisis encompassing mental health, physical inactivity, and severe social vulnerabilities.		

According to Camden's Annual Public Health Report, an estimated 19% of 11-16-year-olds and 23% of 17-19-year-olds have a mental health disorder. Within the school environment, girls who are care-experienced or have Special Educational Needs (SEN) face significantly elevated risks for these conditions. This is compounded by a drastic gender disparity in physical activity and body confidence. Locally, 37% of Year 8 and Year 10 girls report not completing 60 minutes of physical activity on any day in the previous week.

Although girls make up less than 7% of the youth custodial population in Camden, this figure is rising, and being exacerbated by rising NEET rates amongst young people. Girls dealing with complex trauma or emotional dysregulation often display behaviour that challenges the school system, placing them at high risk of permanent exclusion and relocation to Pupil Referral Units (PRUs). Outside the classroom, these young women are highly susceptible to grooming, domestic or sexual abuse, and child sexual exploitation linked to local gang culture and county lines.

To address these specific school-based challenges, we will deliver one, 12-week targeted intervention programs each per academic year directly within two local girls' schools (La Sainte Union and Parliament Hill) and two 12-week programs The Pavilion PRU. That will total four, 12 week intervention programs in total, across 24 months.

Through our 'Real-Talk' school programs, we bring trauma-informed interventions directly into the educational environment. We engage girls through:

The "Mind-Body Synergy": We use non-contact boxing to help girls physically release tension, anger, and stress, which physiologically places them in a calmer headspace for learning. This directly breaks down barriers to female participation in sport and creates a non-judgmental space to improve physical health.

Once regulated, girls participate in facilitated "circle time" discussions and complete worksheets focusing on emotional resilience, positive behaviour for learning, and challenging the irrational beliefs that hold them back.

By providing these female-focused interventions within the school day, we aim to achieve:

Educational Re-engagement and Accreditations: Participants will develop a positive attitude towards learning, with graduates receiving accreditation from ASDAN and having the opportunity to pursue a Level One Box England award to boost their employment or further education prospects and foster better in-school relationships.

Emotional Regulation: Girls will learn to identify and manage difficult emotions, reducing disruptive behaviour and ultimately avoiding school exclusion. Teachers have explicitly noted that many girls struggle to manage their emotions, and to manage and resolve conflict.

The program acts as a blueprint for success, equipping young women with the tools to speak out and articulate their challenges clearly. Teachers report that following our interventions, students develop greater social and academic confidence, find a supportive community of friends, and significantly improve their relationships with school staff.

It is crucial to support young people to stay in and enjoy school as we understand the connection between being removed from school, going to a PRU and slipping into the net of offending and we act as a early intervention.

What are the key outcomes you will be seeking to achieve for young women and girls either at risk of offending or who are already caught up in the criminal justice system?

(Maximum 3000 characters)

Educational Re-engagement and Attainment: A core aim is to encourage participants to re-engage with school, improve their focus, and develop a positive attitude towards learning. This includes reducing disruptive behaviour and school exclusions, while improving attendance and concentration in lessons. Tangible educational outcomes also include participants earning ASDAN accreditations and working towards their Level One England Boxing Award or Functional Skills qualifications.

Emotional Regulation and Resilience: The interventions are designed to help students identify and manage difficult emotions, understand how the emotional brain functions, and develop strategies to overcome personal challenges. Through Cognitive Behavioural Therapy (CBT) and "circle time" discussions, young people learn to control anger, respond calmly to stressful situations, and replace irrational beliefs with a "growth mindset".

Enhanced Self-Esteem and Social Skills: The programmes aim to significantly improve students' self-confidence, self-awareness, and respect for themselves and others. By providing a safe space to speak out and share their experiences, participants develop better communication skills, increased empathy, and improved relationships with their peers and teachers.

Physical and Mental Wellbeing: By incorporating non-contact boxing and fitness exercises, the interventions aim to improve physical strength, cardiovascular health, and coordination. Crucially, this physical activity acts as a constructive outlet to release stress and tension, putting students in a calmer headspace that directly boosts their overall mental health and psychological wellbeing.

Positive Peer Networks and Mentorship: We aim to help girls break ties with negative influences by fostering a highly supportive, inclusive community of peers. Furthermore, we actively encourage "graduate" members to continue to train at our community boxing sessions, and let them know they could volunteer as mentors at our hub or train to become junior coaches, building a sustainable cycle of support and providing highly relatable, positive female role models for future cohorts.

The schools will choose young girls that fit the criteria and who are facing challenges in school - with many girls fitting the criteria already: girls linked to involvement in gangs, county lines, those at risk of being excluded, and those who are care experienced. An over-arching outcome is protection from exploitation and increased safety: We aim to equip young women with the tools to safely navigate their physical environments. We empower girls to confidently advocate for themselves, establish clear boundaries, build confidence, reducing their susceptibility to exploitation, exclusion or offending.

How will you track the impact you are making?

(Maximum 3000 characters)

Tracking and Measuring Impact in School Interventions

We employ a comprehensive approach specifically tailored to our school-based interventions, underpinned by an independent evaluation framework coproduced with University College London (UCL) and the Health Inequalities Research Network (HERON). Our tracking and measurement strategy includes the following key methods:

Pre- and Post-Programme Assessments: Participants complete validated psychosocial surveys near the beginning (e.g., session 3) and end (e.g., session 11 or 12) of the 12-week programme to quantify progress. We use the Shortened Warwick and Edinburgh Mental Wellbeing Scale (SWEMWBS), the Rosenberg Self-Esteem survey, and the Modified Aggression Scale.

Crucially for our school interventions, we also use the Engagement vs Disaffection with Learning scale to directly measure improvements in a student's attitude towards school and lessons.

Teacher and School Feedback: We actively collect qualitative and verbal feedback from teachers and school staff to observe how changes translate into the classroom. This includes important data around reductions in detentions, exclusions, and disruptive behaviour, alongside improvements in attendance, focus, and relationships with school staff.

Attainment and Educational Tracking: We use secure data management systems like Plinth and Upshot to accurately record daily attendance and engagement. We closely track each student's progress toward earning their ASDAN accreditations which they have the opportunity to achieve upon completion of the school programme.

Qualitative Observations & Case Studies: Our trained mentors monitor behavioural shifts during "circle-time" group discussions and 1-to-1 mentoring. We document individual case studies where possible, and can endeavour to for these interventions, and gather structured feedback from the pupils themselves to capture rich qualitative insights into their growing self-confidence, emotional regulation, and shifting mindsets.

Parental Liaison: We gather feedback from families and caregivers to ensure that the positive behavioural strategies and routines learned in the school intervention are being reinforced and are translating effectively into the young person's home environment. All data and feedback collected are reviewed regularly to continuously refine our curriculum, ensuring our interventions remain highly effective in breaking down barriers to learning and addressing the specific challenges young people face in the school environment.

What are the key activities you will undertake with this funding to achieve these outcomes?

(Maximum 3000 characters)

The interventions are usually up to 12 participants per session.

Physical Training & Non-Contact Boxing: Starting each session with intensive non-contact boxing and fitness exercises to release pent-up stress, improve physical health, and prepare the students for cognitive engagement and learning.

Therapeutic 'Circle-Time' Discussions: Facilitating safe, group-based discussions underpinned by Cognitive Behavioural Therapy (CBT) and Rational Emotive Behaviour Therapy (REBT). These focus on exploring mental health, building resilience, and challenging the irrational beliefs that drive negative behaviour.

Interactive Worksheets & Visuals: Utilising adaptable worksheets and visual aids to help students identify their personal challenges, understand how the emotional brain functions, and map out positive behaviours for learning.

One-to-One Mentoring: Providing dedicated, individualised mentoring during the sessions for students who may find group sharing difficult, giving them a private space to discuss challenges and set goals.

Goal Setting & Accreditation: Working with the students to establish personal development plans and guiding them to successfully achieve their ASDAN accreditations upon completion of the 12-week programme, alongside the opportunity to pursue their Level One England Boxing awards if they wish to.

One activity within the program is a section on the power of the mind. We show a video about Harry Houdini, who could escape from any locked prison, except the only one he could not escape from, was one that was open all along. We use this to discuss how powerful the mind is and how it can be the biggest barrier.

We also do great exercises around positive affirmations.

This is key for us as our overall aim to keep the girl's in education. Throughout our programs we are receptive to the cohort of girls we are with, we also develop it with the girl's input, they tell us what they need more of and we be flexible in the moment. This co-development strategy is very effective as it allows us to give them what they need most, for

example one week may be more boxing if the girls have had a particularly stressful week or are keen to do it.

How many girls will you be working over the course of the grant?

60

Does your proposed project already exist or is this a new piece of work?

If this project is already operating, please describe how you will build on what you have achieved to date.

If this is a new piece of work, please explain what this funding will enable you to do differently.

(Maximum 3000 characters)

This project is already operating, but this funding will enable a targeted expansion specifically focused on highly vulnerable young girls. We have proven track record, we have worked within these schools but will be new a cohorts of young girls, per intervention; all new sets of interventions within these schools.

What we have achieved to date: We have successfully delivered our 'Real-Talk' intervention across mainstream schools and Pupil Referral Units (PRUs). Backed by an independent evaluation coproduced with University College London (UCL), our model is proven to work. To date, we have achieved a 150% improvement in emotional wellbeing, an 85% program retention rate, and an 84% reduction in school discipline problems among our participants.

How we will build on this: We will build on this highly successful framework by scaling our delivery to four 12-week programs per academic year (over 24 months), dedicated exclusively to high-risk girls in Camden and Barnet schools.

This funding will allow us to:

Expand our reach: Support more girls who are care-experienced, at risk of exclusion, or vulnerable to gang exploitation and county lines.

Deepen gender-specific support: Expand our trauma-informed curriculum to address the unique social vulnerabilities young women face, such as grooming and domestic abuse.

Boost qualifications: Support a larger cohort of young women in achieving their ASDAN accreditations and Level One England Boxing awards, creating tangible pathways to further education and employment.

Provide high-quality coaches, who are trauma-informed and trained, to deliver structured and effective sessions.

What expertise and track record do you have to be able to deliver this work successfully? Please specifically mention your expertise linked to gender and trauma informed approaches.

(Maximum 3000 characters)

We recognise that disruptive or challenging behaviour in schools frequently stems from underlying trauma and adverse childhood experiences.

A key part of our work is that our staff are trained on trauma-informed practice, as well as in boxing and fitness. Also Up to 90% of our staff share the lived experiences of our participants-having navigated poverty, discrimination, or social exclusion themselves. This shared background instantly dismantles barriers of mistrust, giving our staff the unique credibility to reach vulnerable young people that traditional school systems often struggle to engage. Our staff are understanding and empathetic; and coaches are trained mental health champions holding Level 3 and 5 qualifications in Education and Training, counselling, and safeguarding.

While we do support all genders, we have a track record of working specifically with young women and girls. We actively address the unique, gender-specific traumas and social

vulnerabilities that girls face, including grooming, child sexual exploitation (CSE) linked to gang culture, misogyny, and domestic abuse.

Our specific expertise includes:

'Stand Up and Stand Out' Programme: A specialised 12-week empowerment workshop delivered to young women. This curriculum combines physical training with life coaching to help girls navigate the transition to womanhood, understand how femininity impacts their worldview, confidently advocate for themselves, establish boundaries, and safely manage their online profiles.

Culturally Sensitive Safe Spaces: We have are starting up new female-only boxing classes, including culturally sensitive sessions specifically for the Muslim community in Somers Town to combat victimisation and misogyny.

Intergenerational Healing: We facilitate mother-and-daughter classes that provide a secure, inclusive space for female bonding, improving family relationships and fostering a supportive community network.

Does your organisation have existing knowledge and expertise working across the criminal justice system?

(Maximum 3000 characters)

Yes, we are a expert organisation delivering school interventions and employability and SEN education at our provision for young people within the Youth Justice system, and those at risk of entering. Since our inception, our rehabilitation, mentoring, and support programme have effectively steered numerous young individuals away from criminal affiliations. They've reengaged with education, training, or employment, embracing a more positive trajectory, bolstered by a sense of support and empowerment. The mentoring component plays a pivotal role in their mental well-being, providing a crucial outlet for them to navigate personal challenges, thereby preventing isolation and steering clear of past negative behaviours or criminal activity. Our intervention work in schools acts as an early catch to support young people whilst they are still in school, to change their trajectories.

Our organisation has extensive, existing expertise working across the criminal justice system. We are an established re-probation provider and receive direct referrals from Camden and Islington Youth Offending Teams (YOT), the Youth Justice Service (YJS), and local probation services.

How this relates to our school interventions: We bring this specialised criminal justice expertise directly into the school environment through our 'Real-Talk'. This allows us to effectively identify and support students who are on the edge of the criminal justice system-such as girls linked to gangs, county lines, or those displaying challenging behaviours that put them at high risk of permanent exclusion.

Mainstream schools often lack the targeted resources to support these complex needs. However, because our staff possess both lived experience and professional therapeutic training (CBT/REBT), we can effectively engage these hard-to-reach students. By applying our criminal justice knowledge to early school interventions, we tackle the root causes of anti-social and aggressive behaviour before it escalates into the pupil-referral-unit-to-prison pipeline.

Key figures demonstrating our impact:

-We maintain an 85% success rate in preventing reoffending among the serious young offenders we support.

-In the school setting, our interventions directly prevent exclusion by achieving an 84% reduction in discipline problems (as reported by teachers and professionals).

-95% of participants report positive improvements in controlling and regulating their aggression after our intervention.
 -Despite working with highly vulnerable and disengaged cohorts, we maintain an 85% programme retention rate.

Please explain how the grant will be spent and include a topline budget with brief explanations

(Maximum 3000 characters)

Item	(Per 12 Week Project)	Cost
Coaches & Facilitator salaries		£7,800
Staff Transport		£600
Training & CPD		£600
Programme Evaluation		£1400
TOTAL		£10,400

TOTAL FOR FOUR, 12 - WEEK PROGRAMS ACROSS ONE YEAR: £39,8000

This total includes four times the costs laid out above, except for Training and CPD, which has only been included once in the total, as £600 would cover staff training for the academic year.

We provide all necessary equipment for the sessions.

Who will be responsible for overseeing and delivering this work?

(Maximum 3000 characters)

1. Role: 2 Coaches per intervention

Expertise: All are qualified fitness & boxing coaches also trained in youth mentoring, CBT/REBT, championing mental health

Responsibilities: Delivering, fitness and discussion sessions, mentoring

2. Role: 1 Programme Coordinator & Development

Expertise: Programme development, educational development, drama teacher, youth mentoring, CBT/REBT facilitator, mental health champion

Responsibilities: Co-designing the programme curriculum, adapting and developing course content, facilitation fitness and discussion sessions, mentoring

3. Role: 1 Programme Manager

Expertise: Business management, qualified fitness & boxing trainer, youth mentoring, CBT/REBT facilitator, mental health champion

Responsibilities: Project lead, responsible for overall running of the programme, managing other team members, delivering fitness and discussion sessions, mentoring

4. Role: 1 Programme Evaluator

Expertise: Research, evaluation, analytics

Responsibilities: Monitoring and recording the progress of the programme and its participants, recording KPIs, gathering data for the evaluation of the programme's success, liaising with Triangle Trust's own evaluators

How do you plan to continue this work once the grant ends?

(Maximum 3000 characters)

We have thought ahead to how this programme will continue to deliver once the funding is exhausted as this is something we have had to consider with previous grants that we've been awarded.

We understand the importance of making sure that the goals of the project continue to be met through activities that are consistent with the current conditions and available resources.

Our strategy for continuity includes the following:

-Applying for additional funding from other sources before the existing programme funding is depleted. We actively seek out financial support that allows us to continue our core activities and this is what we would do towards the end of this funding.

Armed with the results achieved from Triangle Trust's support, we would use this as evidence of the programme's effectiveness and necessity, which would add support to any future funding applications that we make.

- Honing in on the specific components of the initiative that are necessary for sustainability. Recognising that if funds are exhausted, not all elements of our programme may be able to continue but prioritising those that are essential to achieving the desired outcomes of the project.
- Continuing to network and market ourselves and this initiative to raise/maintain awareness and credibility. We've had prior experience of donors reaching out to us directly because of marketing and promotional information they have seen about us online or within our community. We have an active social media presence and continually share our successes and, with their permission, anonymised case studies about our participants' experiences
- Knowledge sharing and collaboration with other organisations that align with our ethos and mission. This could include joining forces to apply for a grant as partners or sharing resources such as equipment, staff or a venue to hold the programme
- Becoming a line item in another organisation's existing budget. We already receive numerous referrals from public bodies for our education provision (e.g. social services, YOTs, PRUs) seeking our help for individuals who require our support to help them disassociate from crime.

Once we have gathered enough evidence of the success of this programme, we can build our case and approach such organisations to discuss the inclusion of our initiative as an official line item within their budget. This would mean us then working as an official partner/supplier to support the organisation's service users through this programme.

Will you be receiving funding from any other sources for this project?

(Maximum 3000 characters)

No, but we will try to secure some match funding from schools to support the cost of the program, as well as from other funds and grants.

Do all staff have enhanced Disclosure and Barring Service (DBS) checks? If no please state why.

Yes

Reason why not all staff have DBS checks.

Total funding requested in this application (£30,000 to £100,000 with a maximum of £50,000 in one year)

£79600

Proposed grant start date	Proposed grant duration in months
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1/4/2026

24

How much funding is required each year?

Year 1	Year 2	Year 3
£39800	£39800	£

What was your organisation's expenditure in the most recent financial year?

What was your organisation's annual income in the most recent financial year?

£150049

£226049

What value of unrestricted reserves did your organisation have at the end of the most recent financial year?

£1111331