

# Inclusion Centre Management

We partner with schools to provide a fully managed internal Inclusion Centre; preventing permanent exclusion, external alternative provision and facilitating high quality learning outcomes for the most disengaged students



Belief

Courage

Growth



# About Us

**Think for the Future** is a social enterprise that partners with schools to deliver structured provisions which are proven to have a positive and measurable impact on engagement with learning.

We work with over **180+ schools and multi-academy trusts** across the UK and are expanding into new areas every day.

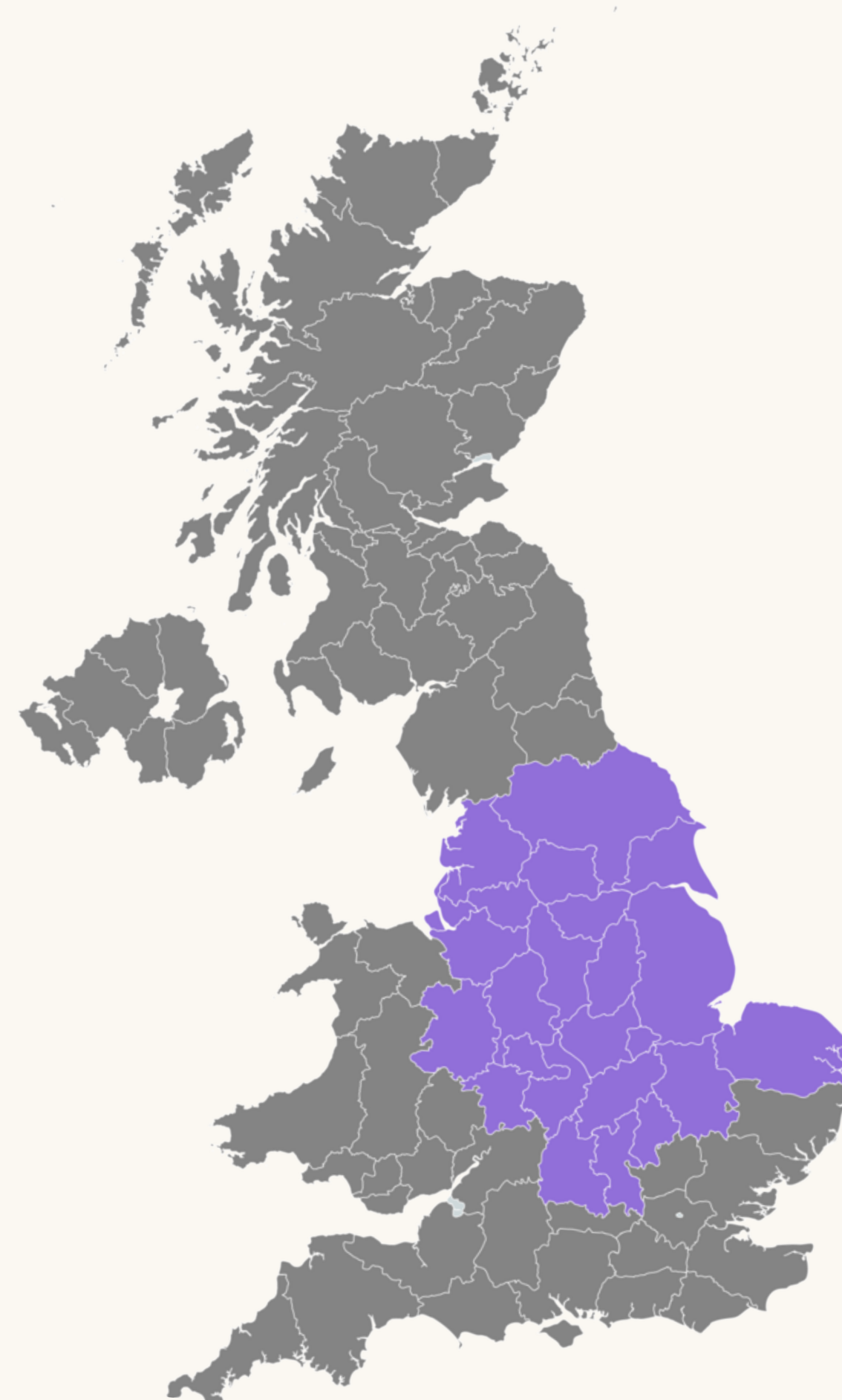
We operate four core services:

Behaviour &  
Resilience  
Mentoring

Inclusion  
Centre  
Provision

Integrated  
Behaviour  
Hubs

purple





# Our Services



## Behaviour & Resilience Mentoring

Tackling disengagement from education by positioning Behaviour & Resilience Mentors into schools, providing a structured social and emotional learning curriculum



## Integrated Behaviour Hubs

Providing intensive daily support to students who struggle to access the full time mainstream offer and require a dedicated person to support daily to improve behaviour and school engagement



## Inclusion Centre Management

Providing a fully managed, integrated Inclusion Centre to prevent exclusions and facilitate high-quality learning outcomes for the most disengaged students



# Inclusion Centre Management Provision

## Overview:

Our Inclusion Centre Management Provision provides a fully-managed, adjusted learning environment within a mainstream partner school. We work with high-risk young people to prevent the use of permanent exclusion and alternative provision placements.

## Our objective:

To ensure the students receive a highly successful educational experience leading to high quality outcomes for each individual, saving significant time and cost for our schools.

Dedicated  
and skilled  
Inclusion  
Centre staff

Comprehensive  
Inclusion  
Centre  
blueprint

Tailored  
support for  
teaching and  
learning

Generating  
high quality  
outcomes for  
your pupils and  
your school





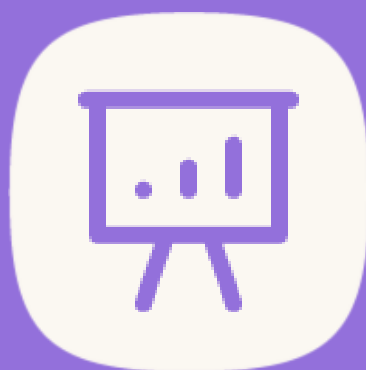


# Why partner with us?

We recognise that every school has unique needs and we collaborate closely with your team to understand your specific context. We partner with a wide range of schools who work with us to achieve a number of different outcomes including:



**Preventing exclusions, alternative provision placements and associated costs**



**Establishing a high quality inclusive learning environment for your most challenging students**



**Reducing pressures of negative behaviour across your school**



**Saving your SLT and staff time by benefitting from a fully-managed service**



# The TFTF Service



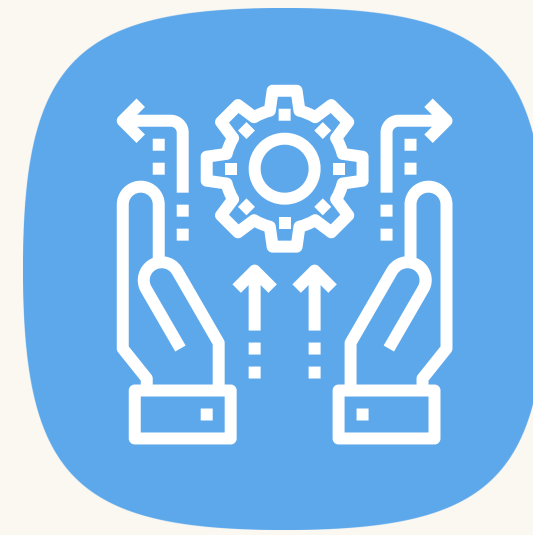
## Staff Management

- Staff allocation & recruitment
- Staff line management
- Staff training and CPD
- Comprehensive staff quality assurance and development
- Welfare support



## Ongoing Centre Management

- Ongoing centre daily management and oversight
- Daily centre reports
- Weekly meetings with the team
- KPI management
- Comprehensive quality assurance visits
- Problem solving



## Centre Strategy

- Termly Leadership Reports
- Strategic leadership
- KPI setting
- Monitoring behaviour & attendance
- Working with teaching staff to deliver adapted learning
- Continuous development
- Solution finding and implementation



## Impact Monitoring & Reporting

- Impact monitoring & reporting
- Cost benefit analysis
- KPI tracking
- Data analysis
- Detailed and insightful reporting





# Testimonials

"Our Think for the Future provision is incredibly important to us because inclusion is at the heart of everything we do. We are serving the needs of every student and in some cases these needs cannot be met without additional support, often additional pastoral support, as a significant proportion have challenges in their own lives for which organisations like TFTF can help us to overcome."

**Richard Scott**

Executive Principal, Thomas Clarkson Academy

"From day one of our daughter going into a TFTF Centre there was an immediate positive change. It was amazing what a different environment can do and it caters for what she needs perfectly for learning and personally. A smaller, calm atmosphere away from a mainstream classroom that she found overwhelming. We really appreciate everything you've done!"

**Student's Parent**

A TFTF Centre



# Dedicated & Skilled Inclusion Centre Staff



We position a fully managed TFTF team in your school and we provide comprehensive training and on-going line management

## TFTF Inclusion Centre Manager

Responsibilities include:

Day-to-day management of centre operations

Oversight of staff and students

Close collaboration with school staff team

Effective communication with parents

**TFTF  
Deputy  
Manager**



## TFTF Inclusion Centre Mentors

Responsibilities include:

Cultivating a positive culture

Addressing behaviour concerns

Classroom support

Delivering exceptional student mentoring



# Provision Structures

Our Centres operate on a 1:5 ratio

1

10 - 15  
Students

Operations Manager\*

TFTF  
Manager

TFTF  
Deputy  
Manager

TFTF  
Mentor

2

15 - 20  
Students

Operations Manager\*

TFTF  
Manager

TFTF  
Deputy  
Manager

TFTF  
Mentor

TFTF  
Mentor

3

20-25  
Students

Operations Manager\*

TFTF  
Manager

TFTF  
Deputy  
Manager

TFTF  
Mentor

TFTF  
Mentor

TFTF  
Mentor

\*Our Inclusion Centre Operations Managers oversee 3-4 Inclusion Centres and will be your dedicated lead contact



# Our Staff

The TFTF Inclusion Centre staff are highly trained professionals dedicated to supporting students with diverse needs. They work closely with school staff to create inclusive environments that foster academic and social success. The team includes specialists in behaviour management, special education and mental health, ensuring that students receive comprehensive support tailored to their individual needs.

All our staff undergo extensive training and are carefully managed by Think for the Future, with regular quality assurance observations conducted throughout the year to maintain the highest delivery standards.



Previous to TFTF I have worked in schools for most of my career. I then joined Think for the Future as a Behaviour & Resilience Mentor working with young people across many schools in Yorkshire. As my first year as a TFTF mentor came to a close, I felt a significant improvement in my role, thanks to the constructive support from my manager. During my second year, I continued to thrive, receiving brilliant advice and having impactful conversations about my career progression at Think for the Future.

I eagerly joined the Inclusion Centre Provision team, feeling well-prepared by my previous experiences working across schools with young people at TFTF. The company's supportive network and progressive nature, combined with high-quality training, gave me the confidence to excel in my new role as an Inclusion Centre Manager.

Working as a Centre Manager, I have had the privilege of supporting young people to transform their behaviour and re-engage with their education. Seeing the positive changes in their attitudes and school engagement has been incredibly rewarding. I lead my Centre

Since taking on this role, I have embraced the challenges and can proudly say that I love my job and the company I work for. TFTF's commitment to employee growth and success has made my journey truly rewarding.

**Nicky - Centre Manager**

Leeds





I have been working with children and young people for over 10 years in many different capacities, including Early Years, Alternative Provisions, Residential Care and Family Support.

Working in a TFTF Inclusion Centre is like coming to work with your family. You get to develop strong relationships with your team and the most challenging of young people, and in the process, create an educational space that suits the learning needs of young people who would otherwise not manage in school. The most rewarding part of my job is seeing young people's attitudes towards adults and learning improve, and seeing them develop skills such as resilience, accountability and responsibility just from having more positive relationships with adults where they can make mistakes while experiencing unconditional positive regard.

My role as Deputy Manager means I am generally very operational, spending most of my days supporting the manager and mentors, dealing with behaviour, helping in lessons and being a main contact for the school. My role requires me to be a real team player, as well as strategic, solution focused, creative and adaptive.

**Jade - Centre Deputy Manager**  
Coventry



I was born in Wolverhampton but moved to Birmingham shortly after. It was here in Birmingham that I signed for Birmingham City Football Club, where I progressed through the entire youth system up to the U21s level. Football has always been a major part of my life, both as a child and as an adult. Even now, coaching football is a key focus of my life after I finish work at TFTF.

I joined TFTF to make a positive difference in the lives of young people throughout their school day. I believe my positive approach creates a relaxed and welcoming environment for the students, helping them feel calm and at ease when they enter the centre.

**Khaellem - Centre Mentor**  
Birmingham



# Tailored Support for Teaching & Learning

**We believe in giving students the best opportunity for academic success**



## KS3 & KS4

Our Inclusion Centres accommodate both KS3 and KS4 cohorts who attend the Centre together, but are taught in separate classes.



## 5-13 Students

Each key stage cohort could include between 5 and 13 students, depending on overall provision size.



## Combined Year Groups

Key stages will combine year groups into single classes. TFTF can offer support for teachers to adapt to this structure and provide a network between our centre teachers.



## TFTF Team Support

The TFTF Team are positioned to support all lessons through managing behaviour, regulating students or deployed within the classroom to support teaching.



# Teaching & Learning

The teaching within our centres is provided by the school, with subject specialists teaching 80% of the student's timetable. Please see below an example timetable within our centres. The TFTF lessons are our mentoring sessions delivered by the TFTF Inclusion Centre Mentors.



KS3					
	Mon	Tues	Weds	Thurs	Fri
Form Time					
Period 1	TFTF Mentoring	Science Core Lesson	Maths Core Lesson	Maths Core Lesson	Science Core Lesson
Reset & Reflect					
Period 2	English Core Lesson	Maths Core Lesson	Science Core Lesson	English Core Lesson	English Core Lesson
Reset & Reflect					
Break					
Reset & Reflect					
Period 3	Geography	PSHE	History	Music	PE
Reset & Reflect					
Period 4	DT	History	DT	Drama	RE
Lunch					
Reset & Reflect					
Period 5	PE	TFTF Mentoring	TFTF Mentoring	TFTF Mentoring	TFTF Mentoring

KS4					
	Mon	Tues	Weds	Thurs	Fri
Form Time					
Period 1	TFTF Mentoring	Science Core Lesson	English Core Lesson	Maths Core Lesson	Science Core Lesson
Reset & Reflect					
Period 2	Science Core Lesson	Maths Core Lesson	Maths Core Lesson	English Core Lesson	English Core Lesson
Reset & Reflect					
Break					
Reset & Reflect					
Period 3	Business Option 2	PE	Geography Option 3	Geography Option 3	DT Option 1
Reset & Reflect					
Period 4	Geography Option 3	Citizenship	Business Option 2	Citizenship	PE
Lunch					
Reset & Reflect					
Period 5	DT Option 1	TFTF Mentoring	TFTF Mentoring	TFTF Mentoring	TFTF Mentoring



# Centre Placement Pathways

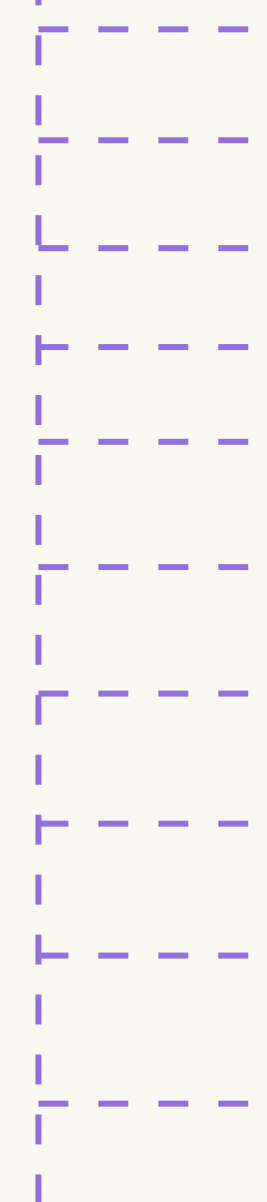
We will pre-agree the student placement pathways at the start of each year in line with the centre's KPI's

Reintegration Placements



Student Placements

Fixed Placements



School Refuser Placement





# Target Outcomes

We target specific outcomes of our provision, which we will agree as a partnership at the start of implementation and review frequently. The core outcomes are as follows:

**Reduce PX**

**Reduce  
Off-site AP**

**Reduce  
Suspensions**

**Increase  
Attendance**

**Improve  
School  
Behaviour**

**Improved  
Academic  
Outcomes**

**Increase  
Positive  
Behaviours**

**Create  
Positive  
Parent/Carer  
Partnerships**

**Reintegration  
for Select  
Students**





# TFTF Inclusion Centre Blueprint

**We operate a comprehensive TFTF Centre Blueprint that comprises of many policies and processes that are mirrored across all of our centres**





# Policies & Processes

**We create a structured approach to managing our TFTF Inclusion Centres, focusing on mutual behaviour expectations, fostering respect and promoting a positive learning environment. All whilst maintaining high expectations throughout.**

Mentoring  
Provision &  
Curriculum

Approach to  
Behaviour

Behaviour  
Policy &  
Process

Removal  
Room Process

R&R Periods

Uniform &  
Phone Policy

Responses to  
Behaviour

Recognition  
Policy

Parent &  
Carer  
Engagement

TFTF Student  
Planners

Attendance  
Process &  
Policy

Induction  
Process



# School Integration

Our TFTF Inclusion Centre operates like a 'school within a school' where we are heavily integrated into our partner school's daily life, from our leadership partnership right through to the daily routines and key staff relationships.



Relationships with key staff



Safeguarding



Referral process



Reintegration process



Reporting structures



Meeting structures



Communication with external agencies



Accessing the wider school community





# Centre Building & Physical Space

We will visit your site to conduct a comprehensive site review of your existing space to understand its suitability and make recommendations.

Below is a list of criteria we look for when setting up a centre within a partner school:

**Two  
Medium  
Size  
Classrooms**

**Separate  
Entrance**

**Small  
Staff  
Office**

**Social  
Space**

**Reset  
Space**

**A Small  
Removal  
Room**



# Routines & Structure

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Staff

**Our TFTF Centre routines and structures are mirrored across our centres to ensure they follow our evidence based blueprint**



Start and end of day routines



Reset and reflect between lessons



Structured social times



TFTF recognition assemblies



Goal setting



Toilet and transition routines



Attendance strategies



Reintegration pathways



# Student Progress Tracking

Our team support in the tracking of student progress surrounding the below areas:

**Student  
Self-  
assessment**

**Goal Setting**

**Monitoring  
Student  
Personal  
Progress**

**One Page  
Profiles**

**Post-16  
Transition**

**Monitoring  
Student  
Academic  
Progress**





# Behaviour Strategy

The intention of our behaviour process is to give every student the best possible chance to meet expectations with targeted interventions from specially trained staff. The staff work consistently with students every day to a planned behaviour system whilst also having regular 1:1s and group sessions to support their social and emotional development.

High support  
& High  
Expectation

Tried and  
Tested  
Behaviour  
Process

Goal Setting &  
Recognition

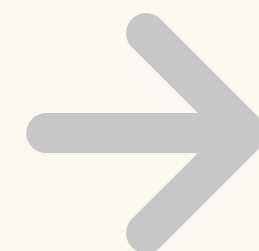
Consistent  
Role Models





# Behaviour Process

The behaviour process is designed to give young people the opportunities to make the right choices and correct behaviours, in particular it's there to stop poor lessons from escalating into poor days.



The first stage of the formal process given by teacher or mentor inside the classroom. Can be used more than once where appropriate/necessary.

If remind hasn't been successful then a formal warning would need to be issued either by mentor or teacher as the next stage of the formal process.

If warn hasn't been successful then a reset will be initiated. Reset provides a quiet and calming environment where students can take a break, reflect and reset before returning to their activities.

The student would be taken to the removal room where a 6 step process is followed to calm, reflect, regain compliance, complete work and then return to learning.



# High Quality Social & Emotional Learning Curriculum

Following the introductory weeks, the mentoring curriculum will work through the following curriculum blocks, the order of which will be determined by the Centre Team. Each block contains 8 themes which can be selected from:

Developing  
Communication  
& Social Skills

Improving  
Behaviours &  
Attitudes

Thinking about  
Aspirations,  
Motivations &  
the Future

Building  
Confidence,  
Resilience &  
Self-Esteem

Dealing with  
Emotions

Having  
Tolerance &  
Respect



# Curriculum Layout

Each theme in the 8-week programme has 3 pre-planned mentoring sessions to learn, develop and apply the learning surrounding the theme that week. The week will be book ended by a goal setting session on Monday to outline the week for students and a review session on Friday where students can be recognised for their successes and achieved goals.

**Learning  
for  
Understanding**

**Developing  
Understanding**

**Applied  
Understanding**







## Your Data, Made Simple.

Purple is a powerful analytics platform that helps you track and understand key school data, including behaviour, attendance, suspensions and more. Easily explore whole-school trends, monitor specific groups or dive into an individual student's profiles.

One of Purple's standout features is its ability to measure the impact and cost-effectiveness of any interventions, whether it's an after-school club or an external programme like our Inclusion Centre Provision. Are students actually making progress? Purple helps you answer this questions with confidence.

By turning complex data into clear, visual dashboards, Purple saves you time and makes analysis simple, so you can make informed, data-driven decisions every day.







## Our Mission:

Empowering educators to make **data-driven** decisions which maximise student impact.



“

**A valuable tool for Ofsted inspections, as I was able to use data to show the impact of the provision.**

”

Assistant Headteacher  
Secondary School (Birmingham)



# Pricing

We work alongside our partner schools to provide a full cost benefit analysis, including calculating the teaching cost, in order to provide a full Inclusion Centre cost break down. This allows us to structure KPIs related to the reduction of AP placement and PX spend, to ensure the provision is budget friendly, and in some case creating an overall cost saving for your school and/or trust.

1

10 - 15  
Students

TFTF  
Manager

TFTF  
Deputy  
Manager

TFTF  
Mentor

**£165,000 per AY**

**1st Year Price: £172,000\***

2

15 - 20  
Students

TFTF  
Manager

TFTF  
Deputy  
Manager

TFTF  
Mentor

TFTF  
Mentor

**£215,000 per AY**

**1st Year Price: £222,000\***

3

20-25  
Students

TFTF  
Manager

TFTF  
Deputy  
Manager

TFTF  
Mentor

TFTF  
Mentor

TFTF  
Mentor

**£267,000 per AY**

**1st Year Price: £274,000\***



# Cost Benefit Analysis

Average annual cost saving

**£206,200**

Average cost saving over 5 years

**£1,031,000**

## Pre-TFTF Contract Cost

AP Placement Spend Av 15 students on AP	£291,000
Transportation & Online Learning Costs	£80,000
Staffing Costs of Current Provision	£80,000
PX Costs Av 5 students on PX	£25,000
<b>Total</b>	<b>£476,000</b>

## TFTF Full Centre Cost

AP Placement Spend Av 2 students on AP	£38,800
TFTF Contract Cost & Extras	£165,000
Teaching Time Cost	£56,000
PX Costs Av 2 students on PX	£10,000
<b>Total</b>	<b>£269,800</b>

THINK FOR THE FUTURE  
Staff





# Get in Touch

Interested in learning more about how our Inclusion Centre Provision can support your school?

Get in touch with our Inclusion Centre Team using the details below:

We are happy to:

- Arrange a virtual/in-person meeting to discuss your school's requirements in more depth
- Arrange a 30 minute summary presentation to SLT
- Share case studies from partner schools, including impact achieved
- Work with you to design a proposal for our work with your school



**0115 718 0399**



**[contact@thinkforthefuture.co.uk](mailto:contact@thinkforthefuture.co.uk)**





@TFTFuture



0115 718 0399



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