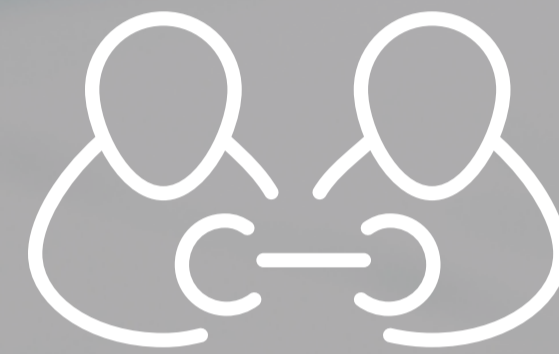


Belief

Courage

Growth



Behaviour & Resilience Mentoring

Secondary School Provision

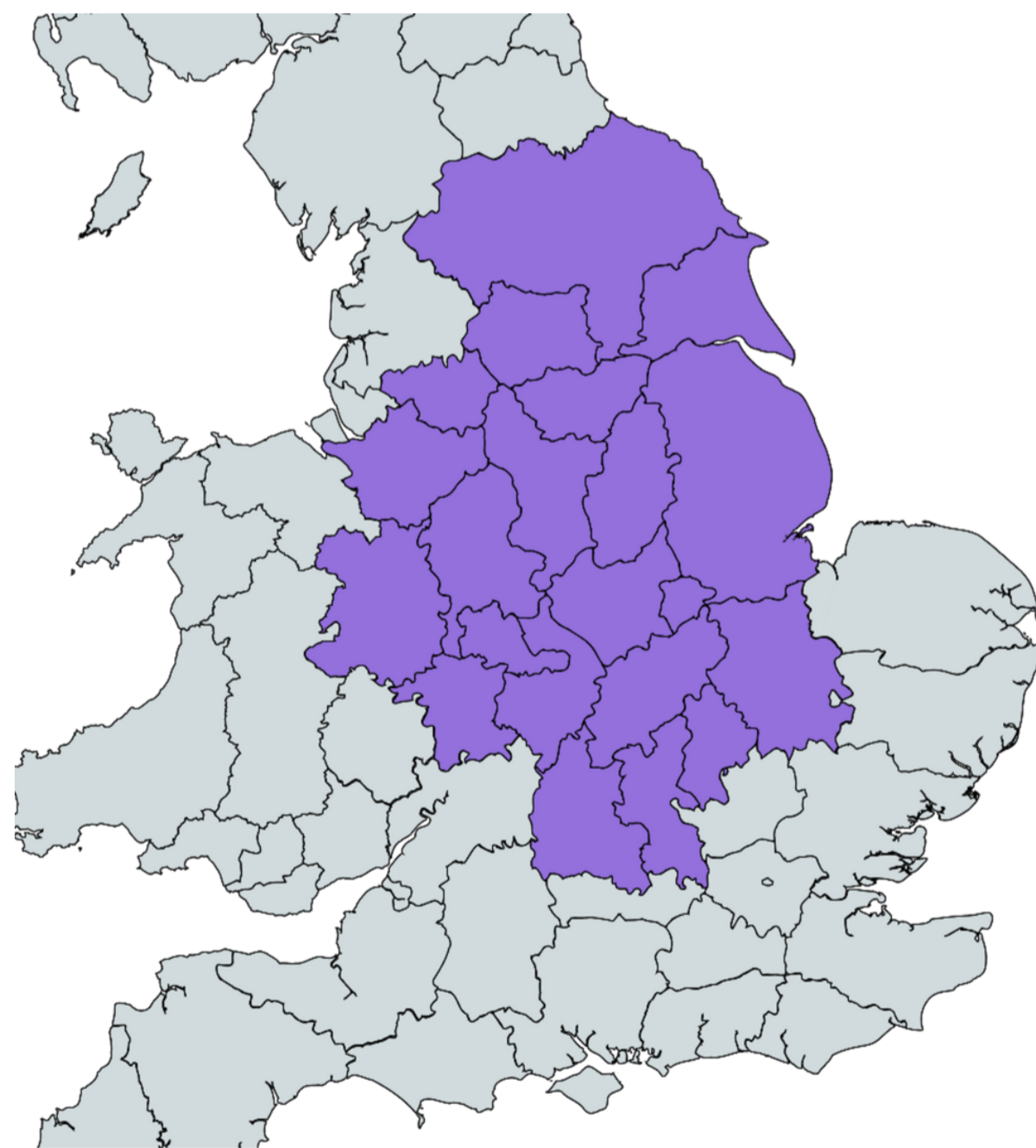
We partner with schools to provide a structured Behaviour and Resilience Mentoring provision which is proven to have a positive impact on engagement in learning

About Us:

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

We work with over 170+ schools and multi-academy across the UK and are expanding into new areas every day.

We operate three core services:



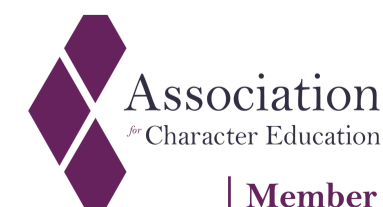
Behaviour & Resilience Mentoring



Inclusion Centres



purple. Impact

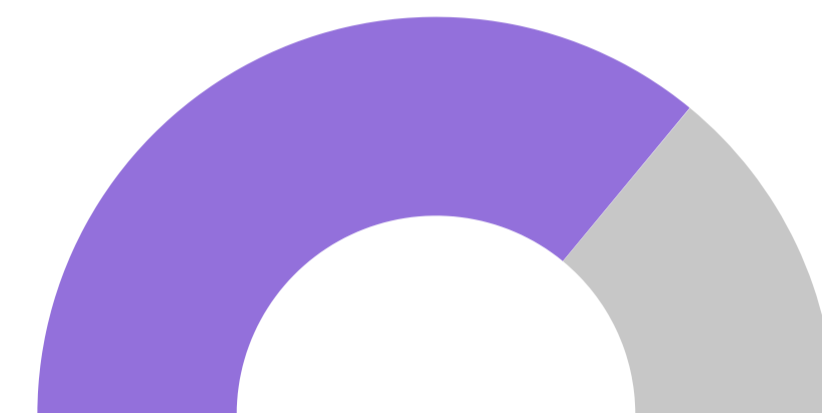


Behaviour & Resilience Mentoring Provision

Provision Aim: to tackle disengagement from education using a combination of relatable role-models and structured social and emotional learning.

How do we know it works?

Improved Classroom Behaviour



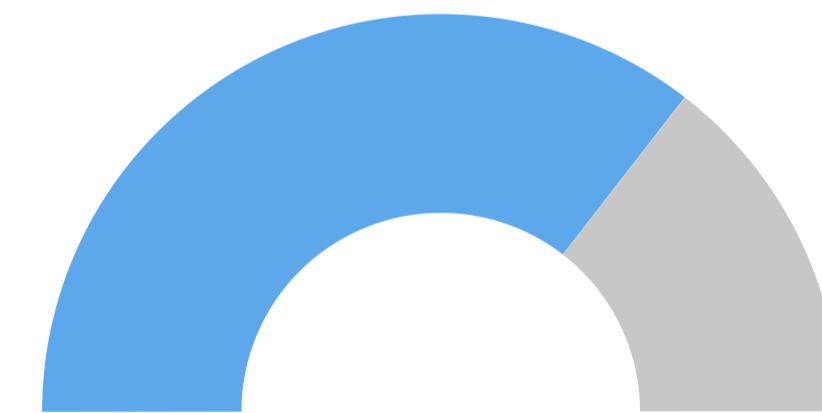
72% of the students we work with show a **52%** reduction in their negative behaviour points. Saving your staff valuable time.

Reduced Exclusions



85% of the students we work with show a **15%** reduction in Fixed Term Exclusions. Reducing time away from learning.

Increased Attendance

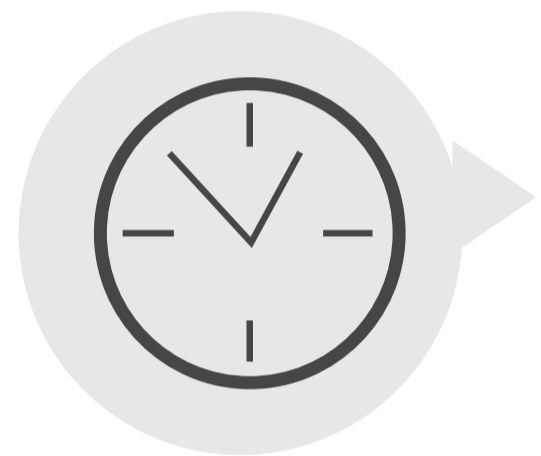


71% of the students we work with show a **10%** increase in their attendance.



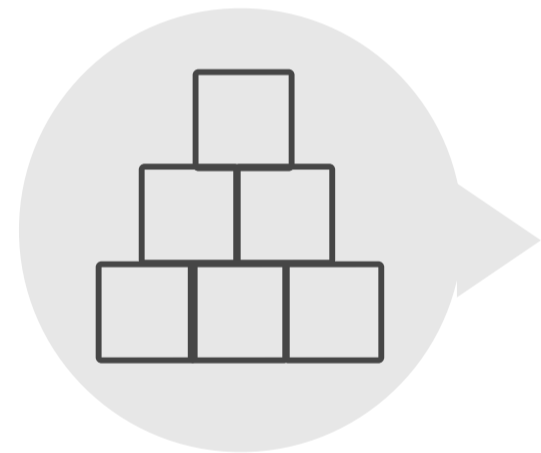
Why partner with us?

We understand that every school has different requirements and we work closely with your school to understand your needs and context so that we can tailor our provision to your strategic priorities.



Reduce disruption to learning and save your staff time

Proven to have a measurable impact on pupils outcomes

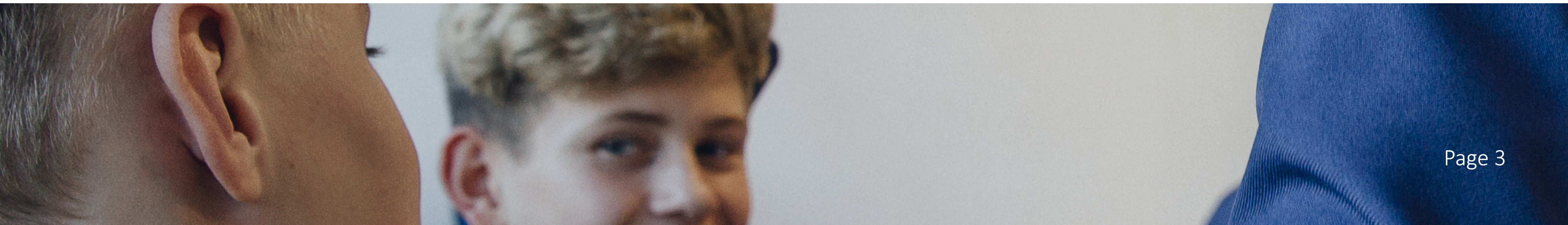
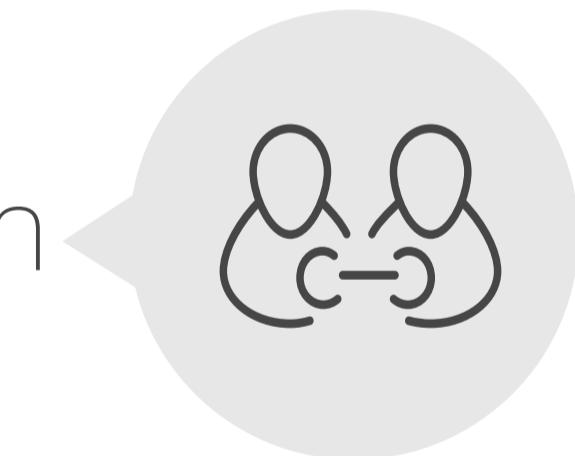
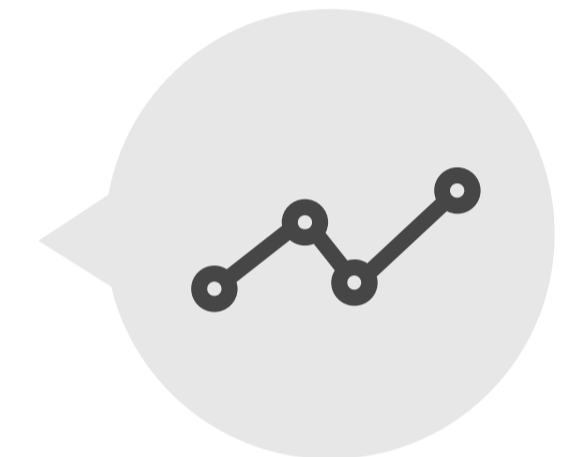


Build emotional resilience and character in your students

Exceptional provision and long-term partner you can rely on



Prevent and reduce exclusions and save costs





School Testimonials

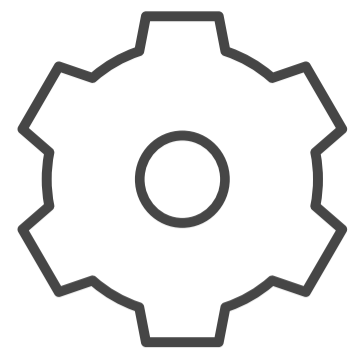
'Our Think for the Future provision is incredibly important to us because inclusion is at the heart of everything we do. We are serving the needs of every student and in some cases these needs cannot be met without additional support, often additional pastoral support, as a significant proportion have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

Richard Scott, Principal, Thomas Clarkson Academy

"I work with TFTF daily and I see them being an integral link and support within the school in dealing with some of the most vulnerable students. They are not just good role models, but they are incredibly personable and great to work with and are proactive on the ground within the school. They have been exceptional and have been an very important part of the working day."

Jon Siracusano, Assistant Principal, Thomas Clarkson Academy





How it Works

Target Pupils



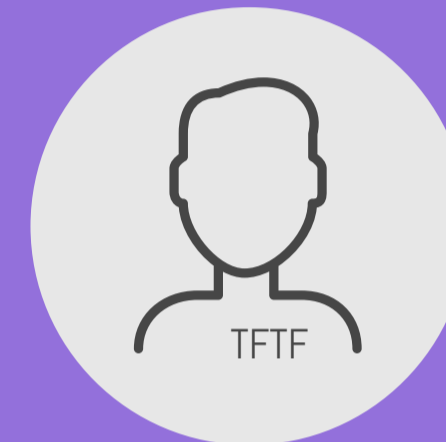
We target different groups of pupils who are disengaged from education. Pupils who: demonstrate low-level disruption to learning, have low attendance, low emotional resilience, or may be at risk of exclusion

Target Outcomes



We work with you to identify target outcomes such as: reduced negative behaviour points, reduced number of exclusions, increased positive behaviours and improved attendance

Your Mentor



Your TFTF Mentor is a brilliant role model for your students and we work closely with you to match an appropriate Mentor to your school who has a relatable background for your students

The Programme



The programme is designed to fit your school timetable. Your TFTF Mentor is onsite between 8am and 4pm running group-based mentoring sessions (8-15 per class). They typically run 5 or 6 x1 hour sessions per day



Curriculum



Your TFTF Mentor tailors the curriculum to tackle key issues that the pupils in your school are facing. This means each group of students follow curriculum journeys tailored to their specific needs

Impact & Reporting



Purple. is included as part of the service and includes advanced impact reporting for your school. You have live access to valuable data insights for both your mentoring programme and other interventions across your school

End-to-End Provision Management



We manage everything to do with the provision which saves your staff valuable time and capacity.



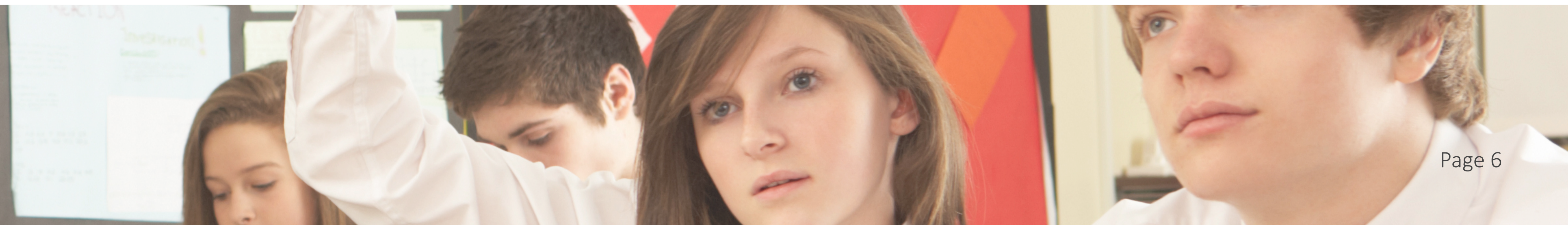
Bespoke Training: we invest heavily in ongoing training which is bespoke to the role

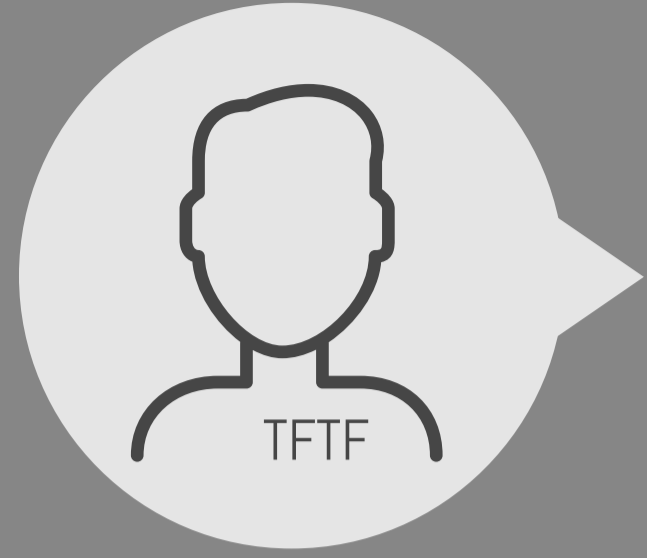
QA

Quality Assurance Process: ensuring the highest quality service for your school



School Support: Your staff have access to expert support from your School Services Manager





Target Pupils

Our mission is to equip young people with the skills they need to overcome social and emotional barriers to learning and transform their engagement at school. This provision is aimed at a wide range of students: from low emotional resilience and low self-esteem, to students that are disruptive with their behaviour and may be at risk of exclusion. We ask you to group students with similar needs which allows us to tailor the provision towards specific target outcomes and is proven to have higher impact than working with students on an individual basis.

How might this work for you?

Students of the same or adjacent year groups are placed in groups of 8-15 students based on target outcomes. For long-term, sustained impact, these groups should be in place for at least one full term, with as minimal changes as possible.



GROUP 1
Low-Level Disruption

Yr 7 and Yr 8
10 Students



GROUP 2
Low Self-Esteem

Yr 9
13 Students



GROUP 3
At Risk of Exclusion

Yr 10
8 Students



GROUP 4
Low Aspirations

Yr 10 and 11
15 Students



GROUP 5
Low Attendance

Yr 4 and Yr 5
14 Students



How to use the Provision

We use our years of experience managing the provision across our partner schools to help you find the programme that generates the biggest impact at your school. Please see below an example timetable. The provision is designed for group based mentoring sessions as this is where the impact is the strongest. Your mentor is on site 8am till 4pm and their day should follow your school's timetable which makes it nice and easy to organise.

Group-based Mentoring

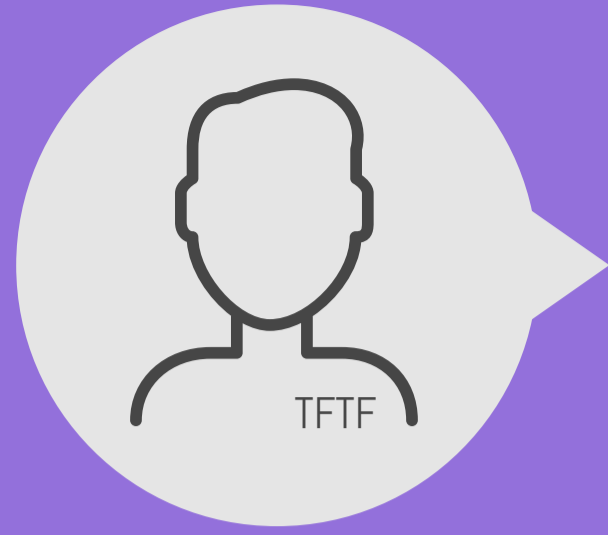
Morning	Session prep and Pastoral Team meeting
Form	1to1 check-ins with key students
P1	Group 1 - low self esteem
P2	Group 2 - high level behaviour
P3	Group 3 - low level disruption
LUNCH	30 minute lunch break / engaging key students at social times
P4	Group 4 - high level behaviour
P5	Group 5 - low aspirations
After School	End of Day Report and safeguarding debrief

Essential:

- Your Mentor completes an End of Day Report and any Safeguarding disclosures at the end of the school day
- Safeguarding - It is important your mentor is aware of your schools safeguarding processes, as well as have time to follow these up with your Designated Safeguarding Lead (DSL). All Safeguarding disclosures are also securely reported to TFTF's DSL to enable us to support our mentors appropriately

Other creative ideas:

- Your mentor can be a positive presence at social times
- Parental Engagement - phone calls home



Our Mentors

Our mentors are brilliant people who we know will excel in this role for your school. The rapport your mentor builds with your students is essential to our programme and through our partnership we work with you to understand your school's needs and requirements to match you with the most appropriate mentor. All of our staff are extensively trained and managed by Think for the Future with quality assurance session observations occurring throughout the year to ensure our delivery remains of the highest standard.

Meet Ciaran...



Huddersfield

"I moved to Huddersfield from Milton Keynes when I was very young. Secondary school was a turbulent time for me and one where I realised some harsh realities. I struggled to concentrate and separate what was going on at home from my school work. However I also found out that I loved History which then played a huge role in my life. I studied social sciences at college and found college hard; balancing the increased workload with also working a part-time job. I then went on to study History and Politics at Aberystwyth University, where I ran a football team, organised our sponsorships as well as training and game days. After university I trained as a History teacher and currently hold QTS, however I decided my real passion was to go into a career more focussed around behaviour. I have since worked in a therapeutic care home for girls aged 9-16 where I learnt so much about the different challenges young people face, and how to deliver high-impact sessions."

Meet Rhiannon...



Nottingham

"I grew up in Nottingham and have been deeply enthusiastic about sports, actively engaging in various roles within the sports community. My journey of supporting young individuals commenced with a youth football team, and since then, I have dedicated considerable time to assisting young people in educational settings. My approach is adaptable, ensuring that young people can attain desired academic and social outcomes. I strive to create an open environment where students feel encouraged to share their ideas and explore new concepts. My ultimate objective is to collaborate with students, providing comprehensive support across different aspects to help them overcome challenges and achieve their aspirations."

About Me:

I grew up in Smethwich, Birmingham. An area at the time that was neglected in terms of funding with minimal youth centres that we had access to. I was raised in a single-parent household and grew up feeling frustrated which impacted my behaviour towards learning at school. I had to really work on myself throughout school to overcome barriers and a key moment that changed my life at school was having a positive external mentor. I knew I wanted to be that role model to young people which is why I work with young people now, being that role model to someone who is going through what I went through at a younger age to show that you can overcome your barriers.

Meet Kane..



Birmingham



Curriculum

The programme has a highly-structured curriculum of over 250 interactive sessions. The curriculum is designed to challenge your students, build their social and emotional resilience and give them the skills they need to transform their engagement at school. Each group of TFTF Mentees receives a tailored curriculum journey based on their needs and we make sure this aligns closely with the target outcomes of your school.

- ✓ **Interactive**
- ✓ **Tailored Curriculum Journey**
- ✓ **Aligned to Ofsted Framework**

The curriculum can be divided into 9 core themes:

Developing Communication and Social Skills	Dealing with Emotions	Improving Behaviours and Attitudes
Understanding Responsibility	Building Confidence, Resilience and Self-Esteem	Coping with the Social Environment
Having Respect & Tolerance	Self-Reflection	Thinking about Aspirations, Motivations & the Future



Student Voice

"I feel happy being part of the TFTF programme because when I started in school I was very nervous and I used to get in a lot of fights but when I started going to TFTF sessions I learnt new skills and ways to cope and I stopped being in trouble as much. I thank TFTF because if I didn't go to TFTF I would not have been behaving well and I'm thankful for what they taught me"

- Yr 8 student, Sheffield

"My mentor has helped me to understand other people's perspectives and it has also taught me to keep going to achieve things like goals and to not give up when school is tough because it will pay off in the future. It has also taught me how much doing well in school can have an impact on later life with future jobs and your life. Overall the mentoring has made me realise a lot more about myself."

- Yr 10 student, Northampton

"The TFTF programme has helped me set little goals that will help me in the future. TFTF has taught me skills for school life and also things that I can use later on in life. I feel like the programme gives students like me that push they need to succeed"

- Yr 9 student, Birmingham



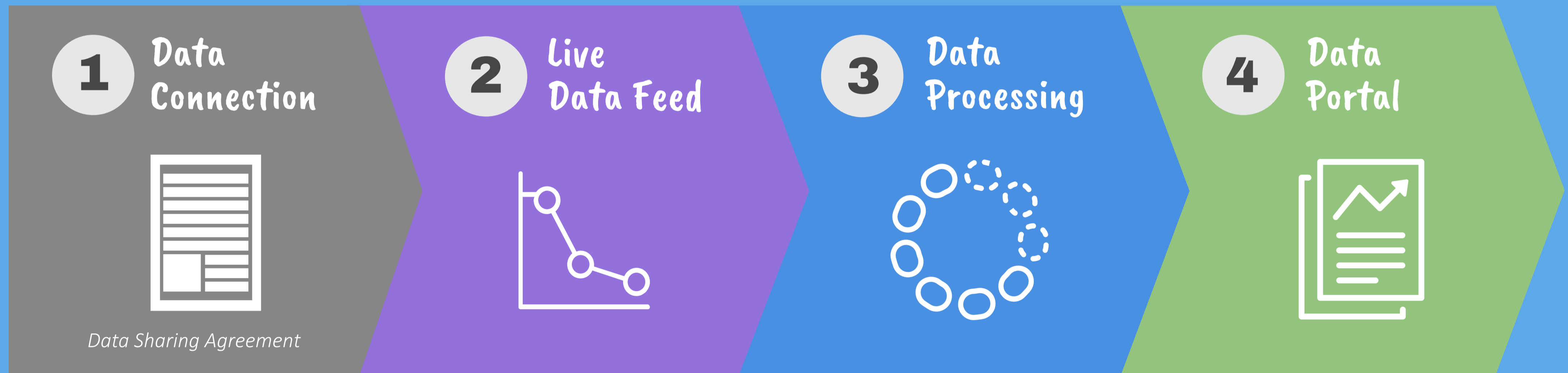


The TFTF Impact Portal



Purple. is included as part of your Behaviour & Resilience Provision and includes advanced Impact Reporting for your school. This means that you have live access to valuable data insights which provide powerful impact reporting for both your mentoring programme and other interventions across your school.

How does it work?



We connect to your management information system via Wonde, which allows us to collect data automatically from your school system (e.g. SIMS) in a way that is GDPR compliant.

We capture data from across the school, specifically focussing on: Behaviour points, Attendance and Suspensions.

Our data team then check the connection to ensure there are no gaps in the data. We also clean the data to adjust for attendance, and to ensure data is reliable.

We use this data to populate our live dashboards for your school as part of our service. Please see some example pages overleaf.

TFTF Live Data Portal

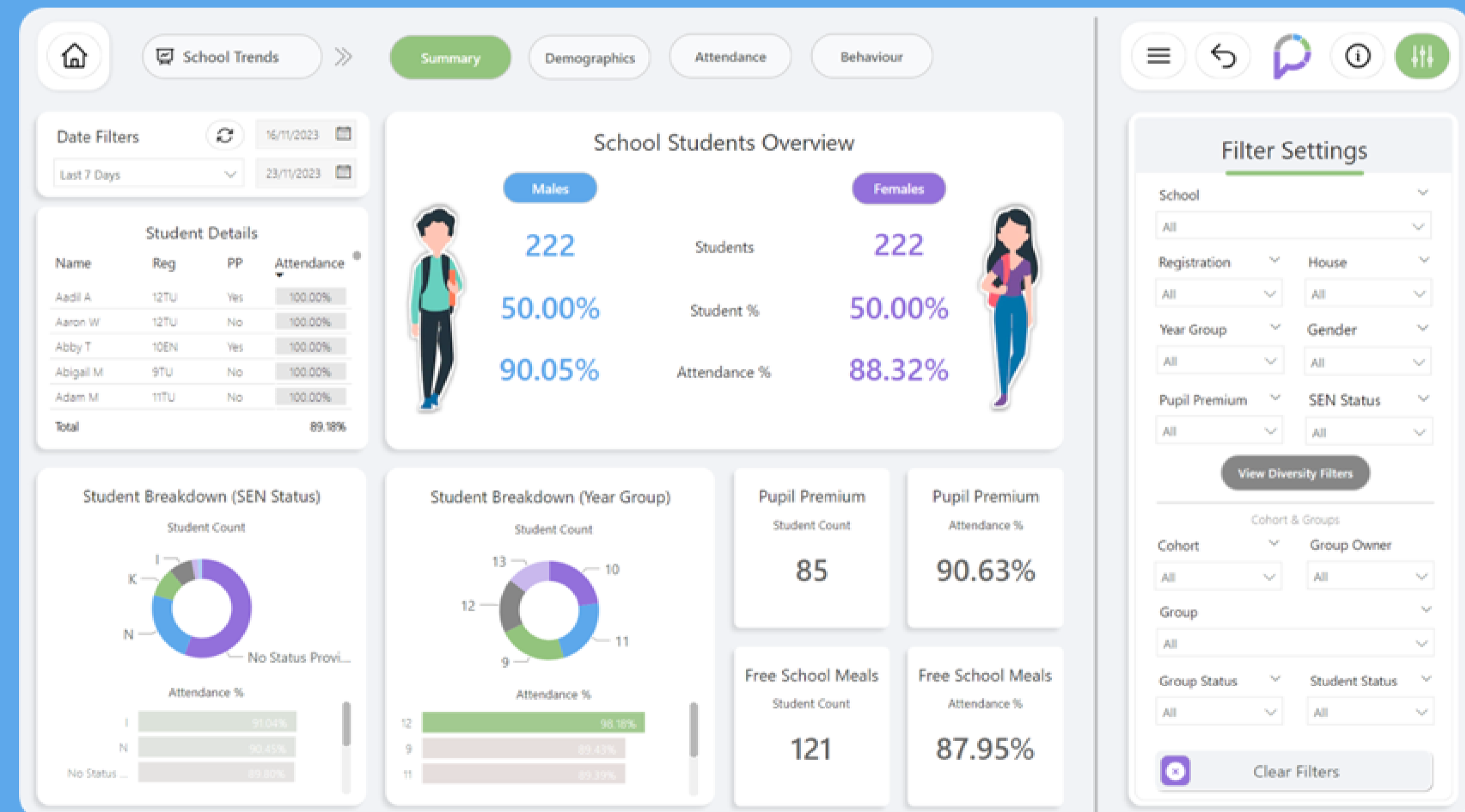
You have access to a live data dashboard which means that you can log in to a live portal at any time to monitor students on the TFTF provision. This can be great evidence to use with Heads of Year or at Parents Evening to ensure students understand their own progress.



Mentor Dashboards & Quality Assurance

Your TFTF Mentor has access to Data Dashboards which allow them to closely track student progress. They use this to hold students accountable to improvements in behaviour and also to ensure they are being data-driven with their curriculum planning and session choices.

We use data across our organisation to quality assure the provision for you. Your School Services Manager will be regularly using our management dashboards to ensure that attendance to TFTF sessions is high, average group-size is correct and this in turn maximises impact for your school and students.



Please see our separate leaflet for further details



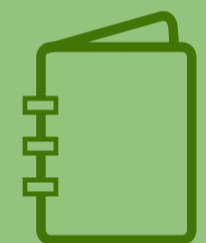
Provision Management

The TFTF Team offers a huge amount of support behind the scenes which ensures that you receive a truly outstanding service. This includes:



School Services Manager:

Your assigned School Services Manager works with you to ensure that the programme is having maximum impact in your school. We use a powerful combination of data and our years of experience to provide expert programme support



Recruitment:

On average we receive 394 applicants for each position to train with us so we can guarantee the quality of the person we are positioning into your school



Training:

We invest heavily in our bespoke training programme, where all of our Mentors receive training in key areas such as Safeguarding, Positive Behaviour Management, Mentoring Theory and Curriculum Design so you know your TFTF Mentor is highly trained and specialised



Quality Assurance:

We guarantee the quality of the provision for you as we have robust processes in place involving regular in-school session observations from our leadership team using our extensive QA framework



Line Management:

All the line management of your TFTF Mentor is done for you which means that we invest in supporting their welfare and professional development to ensure that they are operating at the highest possible level for your students to maximise impact

Pricing

We are very transparent about our pricing and as a social enterprise we are motivated by our impact and not our wallets, so we ensure our provision is financially sustainable in the long term for our partner schools.

The table below shows a variety of pricing structures varying from 1 to 5 days per week:

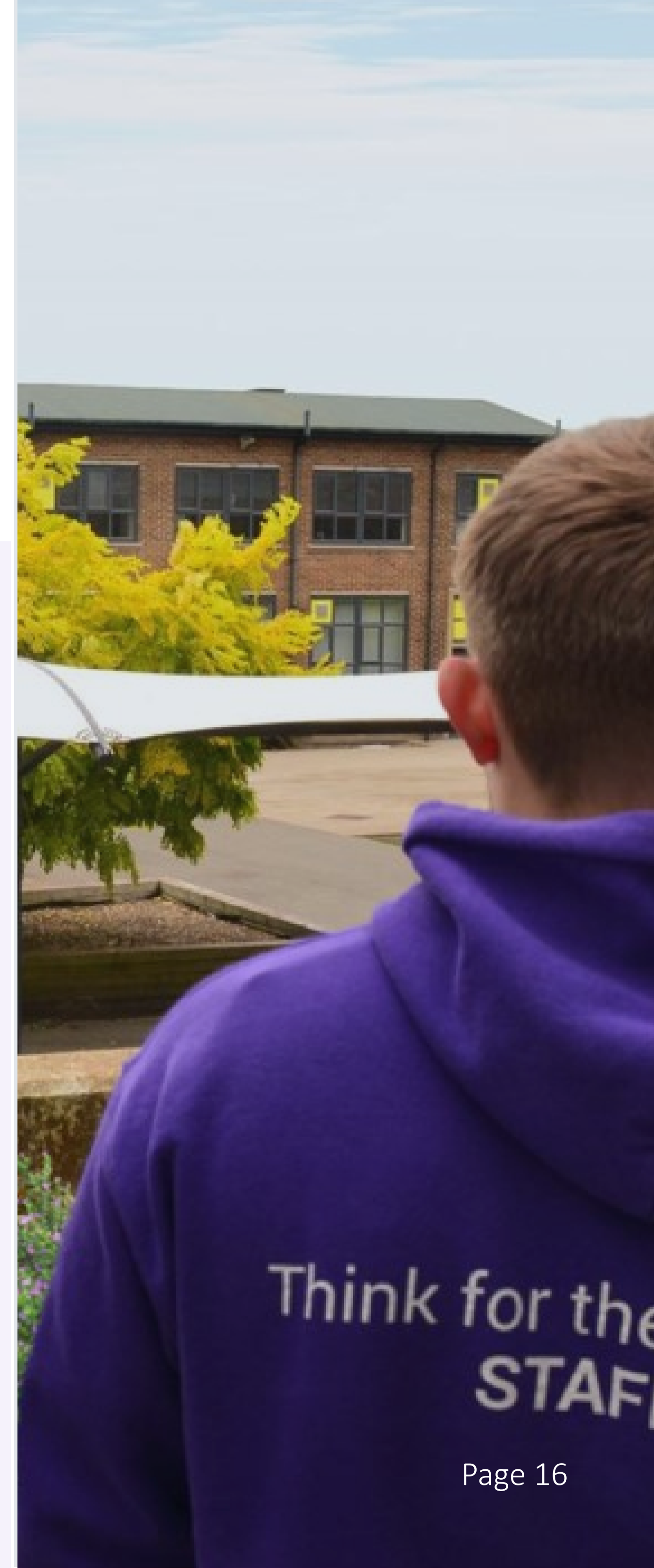
Days Per Week	Average Cost Per Full Term*	Average No. of Pupils	Avg cost per pupil*
1 Full Day	£3,100	50	£62.00 per term This is rated 'Low' cost on the Education Endowment Fund's 5-point scale for interventions
2 Full Days	£6,200	100	
3 Full Days	£9,300	150	
4 Full Days	£12,400	200	
5 Full Days	£15,500	250	

*Full Term = Autumn, Spring, Summer

*Based on 50 pupils accessing the provision each day

*£205 sign up fee allocated to your first invoice

Minimum initial sign up of three full terms followed by a flexible rolling termly contract



Next steps?

Our quick and efficient on-boarding process means we do everything behind-the-scenes to ensure that the provision is ready to start for your school.

To confirm the provision for your school:

Step 1.

School on-boarding culture call

We arrange our "School Culture On-boarding Call" with your Headteacher and Lead SLT Link for the provision

Step 2.

Sign agreements to confirm booking

We will send you a Service Level Agreement and Data Sharing Agreement for your Headteacher to review and e-sign

Step 3.

Booking & Culture Form

We will send you a link to complete two short online forms which capture key information we need ahead of the provision starting





Get in touch to find out more

Interested in learning more about how our Behaviour and Resilience Mentoring Provision can support your school?

Get in touch with our School Partnerships 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 quick 15 minute summary presentation to SLT
- Share case studies from partner schools, including impact achieved
- To work with you to design a proposal for our work with your school



Call us on: 0115 718 0399



Email us: contact@thinkforthefuture.co.uk



Think for the Future

@TFTFuture



0115 718 0399



www.thinkforthefuture.co.uk



contact@thinkforthefuture.co.uk



Think for the Future Centre,
81 Sherwin Road. Nottingham, NG7 2FB

