

Belief

Courage

Growth



# Behaviour & Resilience Mentoring

## Secondary School Provision

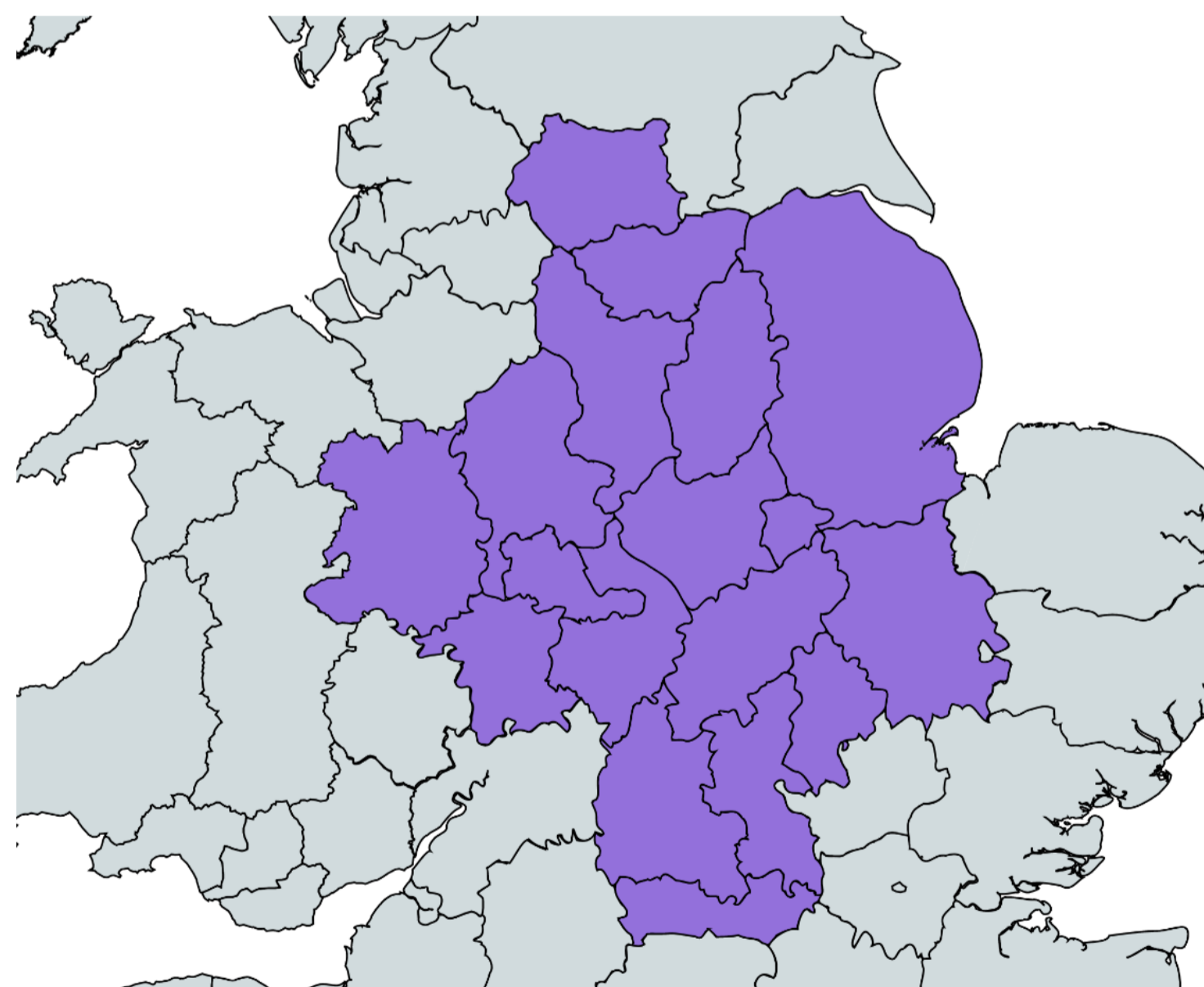
We partner with schools to provide a structured Behaviour and Resilience Mentoring provision which is proven to have a positive impact on engagement in learning

# About Us:

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

Our mission is to equip students with the skills they need to overcome barriers to learning and transform their engagement at school.

We work with over 140 schools and multi-academy trusts across 14 different local authorities and are expanding into new areas:



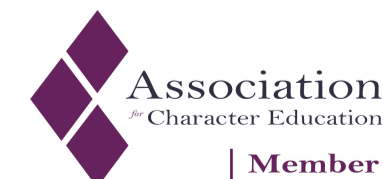
Mainstream  
Education



Inclusion  
Centres



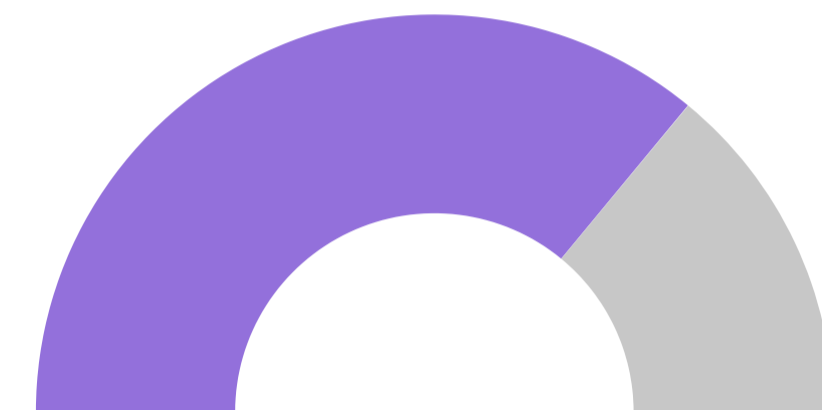
Alternative  
Provisions



# Behaviour & Resilience Mentoring Provision

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

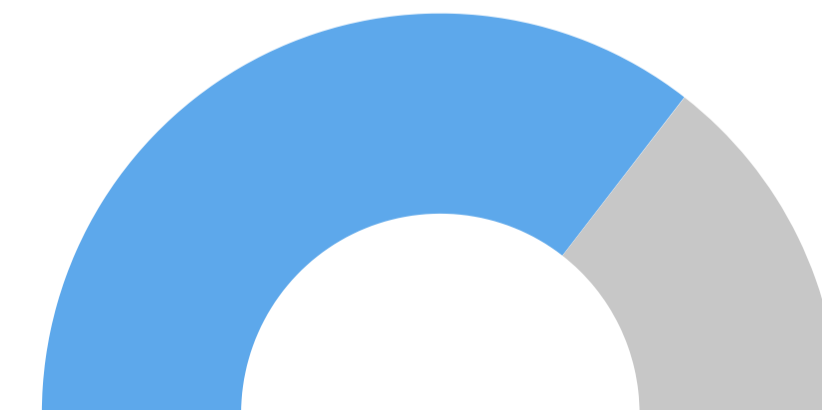
## How do we know it works?



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



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



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



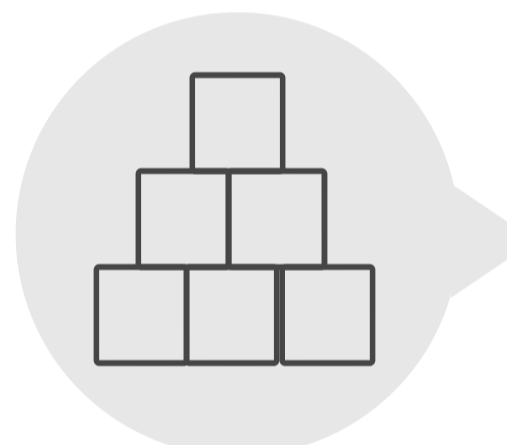
# Why partner with us?

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 pupil's 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**

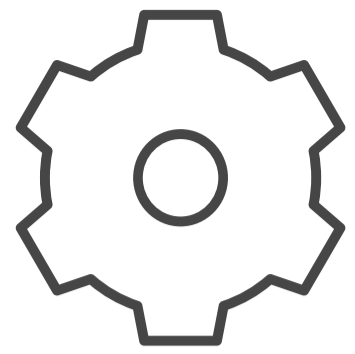
"TFTF gives us another layer of intervention for specific students. Giving students an external person to speak to. Having another voice reinforcing school expectations and high aspirations. Specific targets being set and reviewed regularly with students."

**Roddy Lloyd-Jones, Deputy Headteacher, Chenderit School**

"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



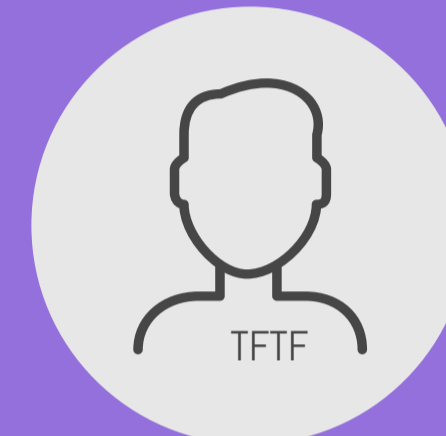
We target different groups of pupils who are disengaged from education. Pupils who: demonstrate low-level disruption to learning, have low attendance, low emotional resilience, or may be at risk of exclusion

## 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



Our Impact Analysts produce detailed termly impact reports for you using our data connection with your school. We track changes in: behaviour points, attendance and exclusions to evidence our impact

## 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**

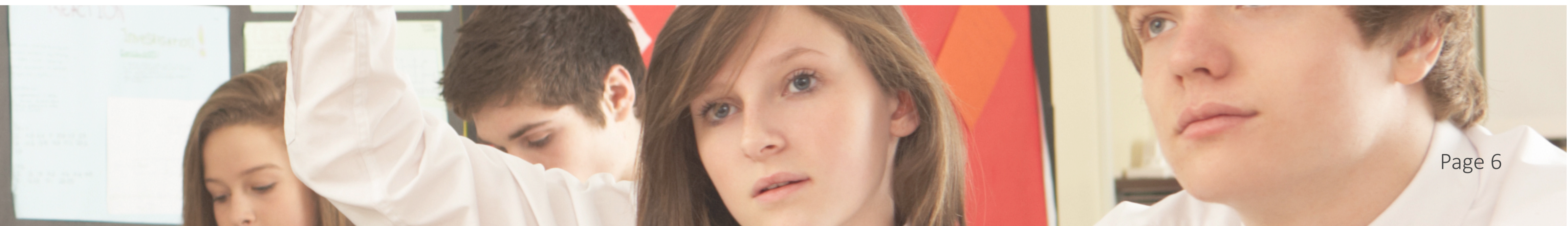
**Quality Assurance Process:** ensuring the highest quality service for your school

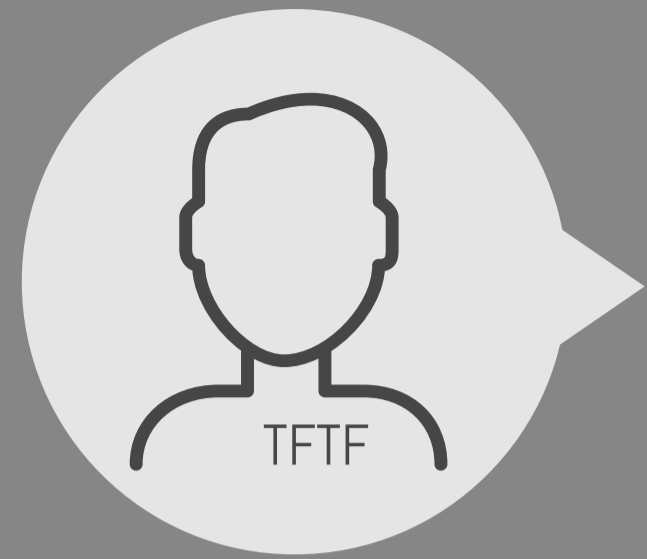


**Sickness Cover:** Mentor sickness cover is included as part of our service at no additional cost



**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 8 and Yr 9  
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 structure 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's day should follow your school's timetable which makes it nice and easy to organise.

## Group-based Mentoring

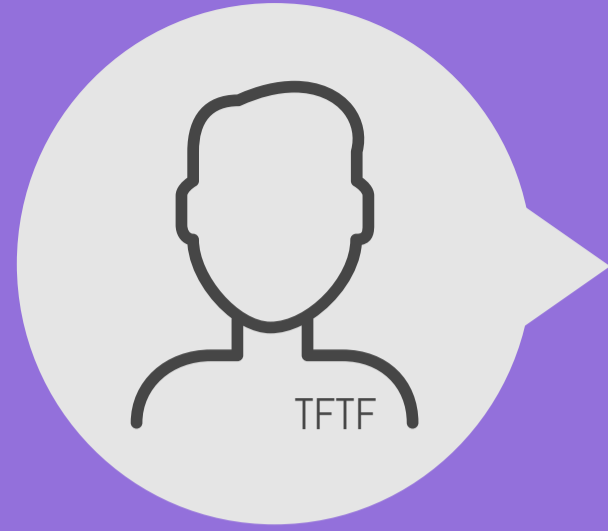
<b>Morning</b>	Session prep and Pastoral Team meeting
<b>Form</b>	1to1 check-ins with key students
<b>P1</b>	Group 1 - Yr 7/8 self esteem
<b>P2</b>	Group 2 - Yr 8 high level behaviour
<b>P3</b>	Group 3 - Yr 9/10 low level disruption
<b>LUNCH</b>	30 minute lunch break / engaging key students at social times
<b>P4</b>	Group 4 - Yr 9/10 high level behaviour
<b>P5</b>	Group 5 - Yr 11 low aspirations
<b>After School</b>	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
- Meetings with the Pastoral Team/Heads of Year regarding pupil progress - this ensures your mentor is an integrated part of your team

## 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...

### About Me:



**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 Laura...



Derby

## About Me:

"I was brought up on an estate in Derby and from a young age I have always had a love for sport. This gave me a focus and a direction as a young person, and I eventually played for Derby County Ladies for five years. Through sport, I took opportunities to further my education, gaining an apprenticeship in sports coaching and working my way through the different tiers of coaching qualifications. It was here that I started working with challenging young people who were struggling to engage at school. I gained a huge amount of experience working with students from local alternative provisions and even went to California to run soccer camps. Working as a Behaviour Mentor for TFF means that I am able to support pupils to overcome some of the same barriers that I faced growing up and see the value and purpose of education."



## About Me:

"I was born in Malawi and moved to the UK when I was 4. My journey working with young people started during my second year at university. Part of this experience was living with young people in the care system, where I was an in-house mentor for 2 years. It was here where I discovered the power in being a positive mentor and role model for young people and I love seeing young people progress. My mentoring style is transparent and approachable. My charismatic presence gives young people the chance to be comfortable and talk to me regarding anything. I adapt well to different environments and am able to create respectful atmospheres."

## Meet Zondi...



Milton Keynes



# Curriculum

The programme has a highly-structured curriculum of over 200 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:

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



# 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**



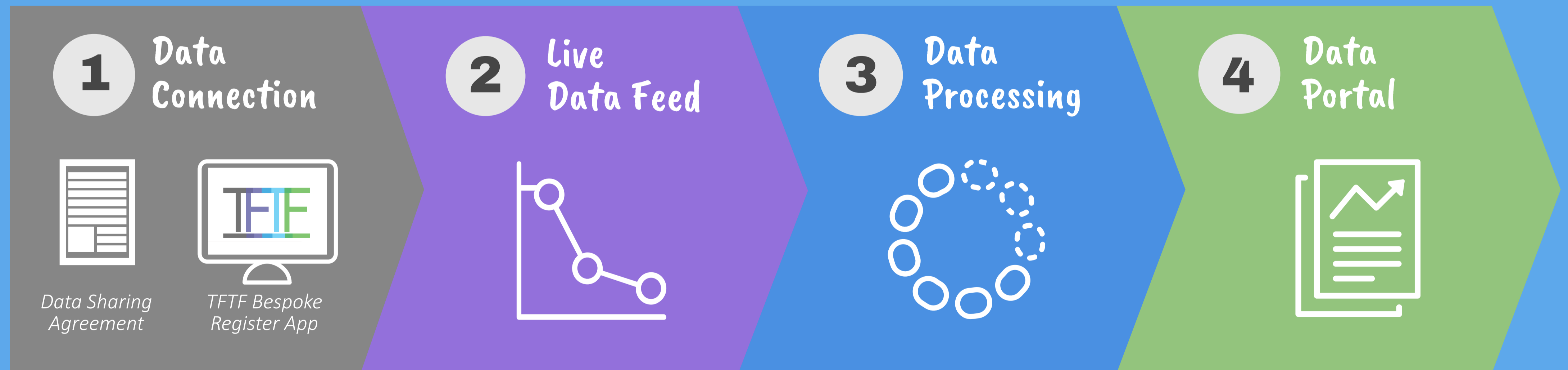


# The TFTF Impact Portal



Our programme includes advanced Impact Reporting for your school. This means that you have live access to useful data insights which provides powerful evidence of impact for internal and external stakeholders to your school.

## How does it work?



We have a data connection with your school which allows us to collect behavioural data automatically from your MIS 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 Exclusions.

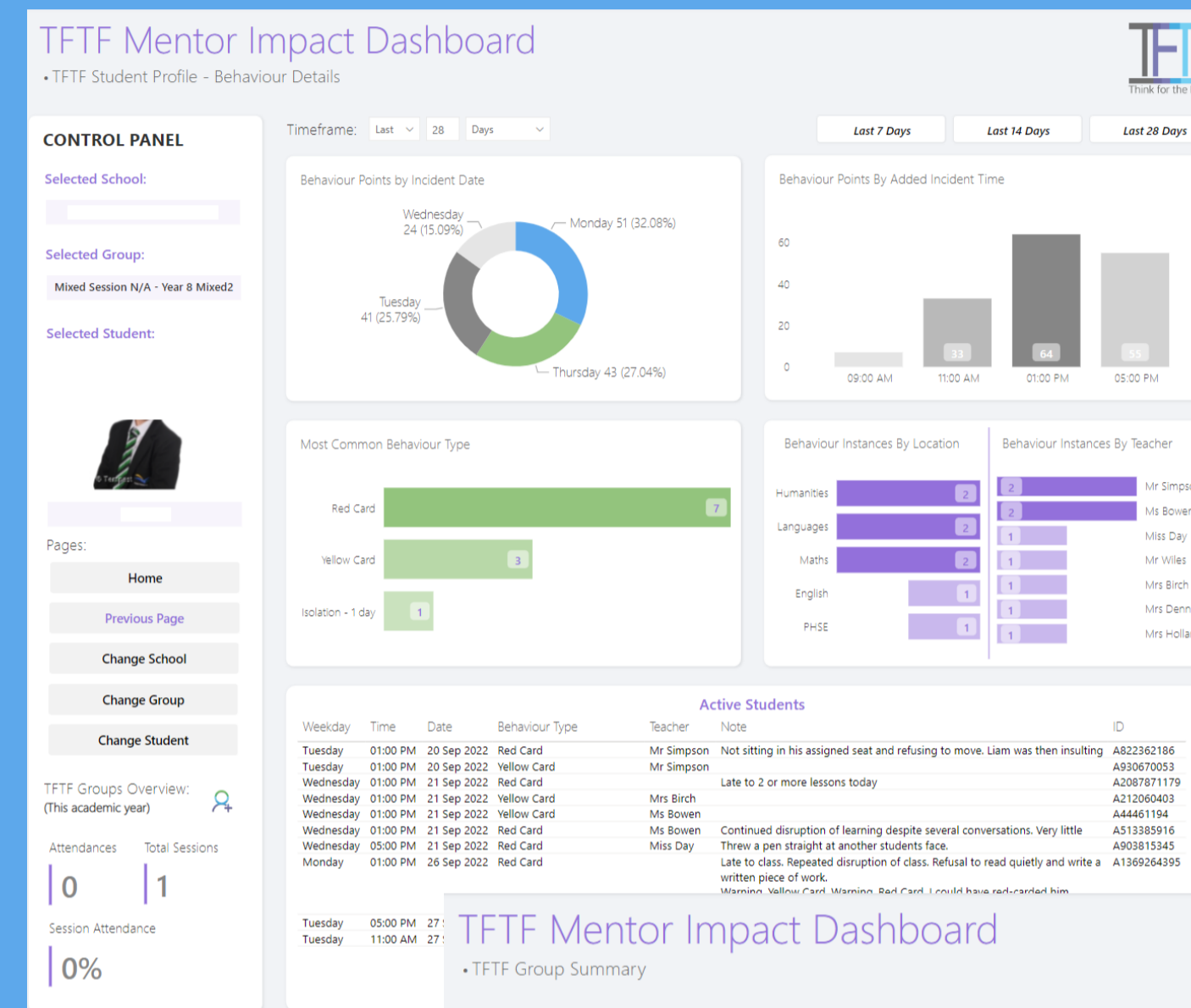
Our data team then check the connection to ensure there are no gaps in the data. We also clean the data to adjust for attendance, and to ensure data is reliable.

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

# What are the benefits for you?

## TFTF Live Data Portal

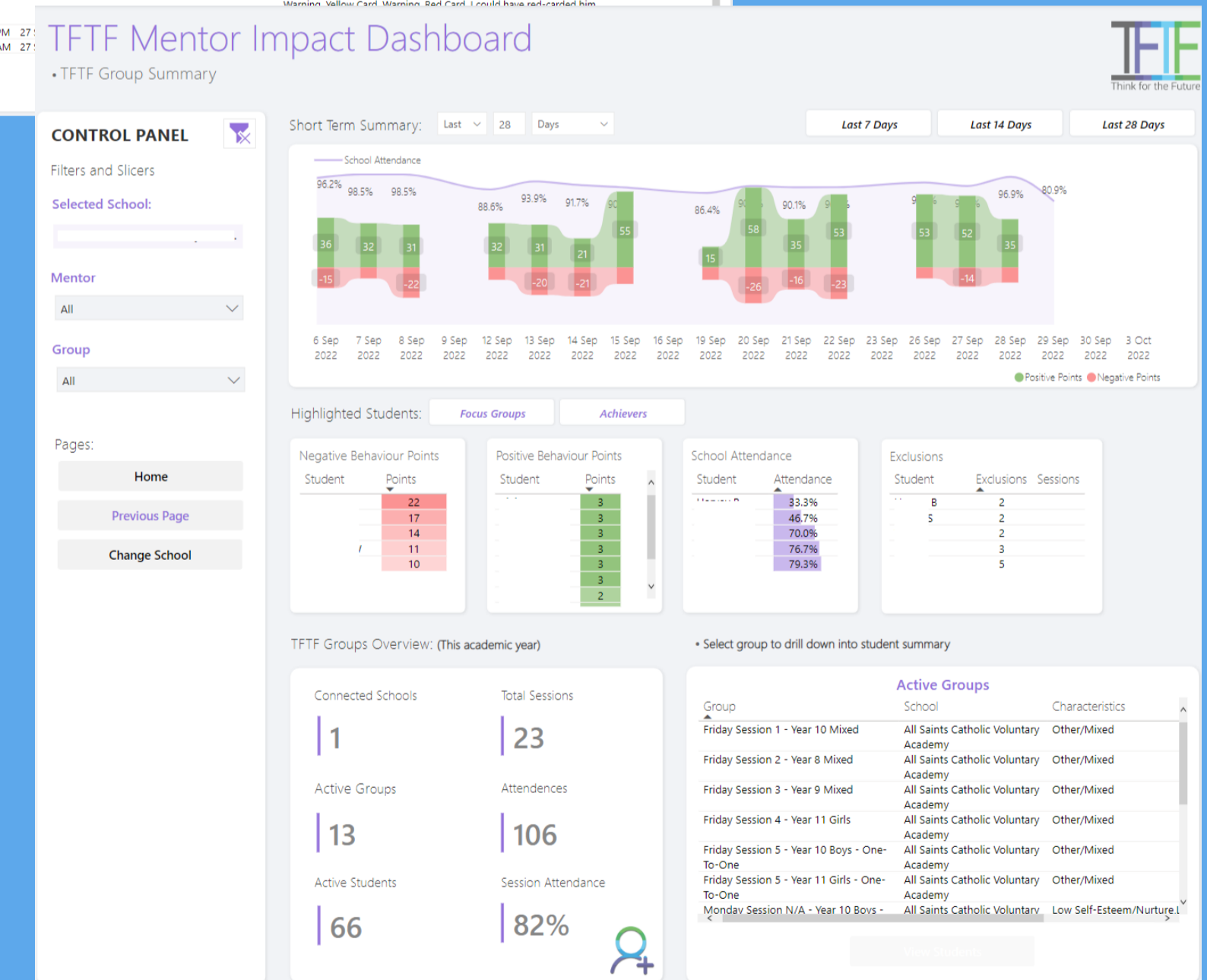
You have access to a live data dashboard which means that you can log in to a live portal at any time to monitor students on the TFTF provision. This can be great evidence to use with Heads of Year or at Parents Evening to ensure students understand their own progress.



## 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.





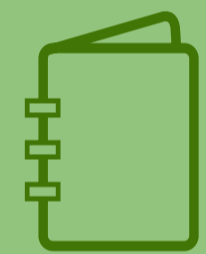
# Provision Management

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



## **Sickness Cover:**

We arrange mentor sickness cover at no additional cost to your school, ensuring that the provision in your school is not disrupted by staff sickness



# 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	£2,775	50	<b>£55.50</b> per term  This is rated 'Low' cost on the Education Endowment Fund's 5-point scale for interventions
2 Full Days	£5,550	100	
3 Full Days	£8,325	150	
4 Full Days	£11,100	200	
5 Full Days	£13,875	250	

\*Full Term = Autumn, Spring, Summer

\*Based on 50 pupils accessing the provision each day

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



Think for the Future

@TFTFuture 

0115 718 0399 

[www.thinkforthefuture.co.uk](http://www.thinkforthefuture.co.uk) 

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

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