

Belief

Courage

Growth



# Behaviour & Resilience Mentoring

## Secondary School Provision

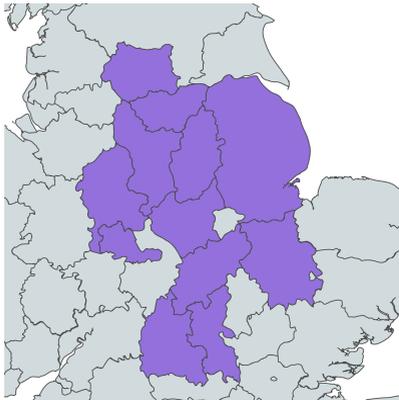
We partner with schools to provide a structured Behaviour and Resilience Mentoring provision which is proven to have a positive impact on engagement in learning

# About Us:

Think for the Future is a not-for-profit social enterprise that partners with schools to provide 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 social and emotional barriers to learning and transform their engagement at school.

We work with over 100 schools and multi-academy trusts across 14 different local authorities and are always looking to expand 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.



**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.



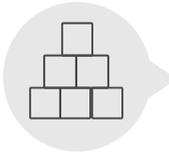
# Why partner with us?

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

"Think for the Future has been instrumental in supporting some of our most challenging and vulnerable students through its well-organised and well-planned mentoring curriculum. The mentors adapted quickly and built strong positive relationships with the students, whilst also challenging their behaviour. The impact has been seen across school and they now form an integral part of our pastoral structure"

**- Dean Jones, Headteacher, Firth Park Academy**

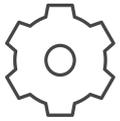
"TFTF gives us another layer of intervention for specific students. Giving students an external person to speak to. Having another voice reinforcing school expectations and high aspirations. Specific targets being set and reviewed regularly with students."

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

"The support provided to students involved on the TFTF program adds an additional emotionally available adult. This helps students to be able to regulate their behaviours in ways that may not be possible without TFTF in school."

**- Jon Dimer, Assistant Headteacher, Chaucer School**





# How it Works

## Target Pupils



We target pupils who are disengaged from education. Pupils who: are at risk of exclusion, disruptive with their behaviour, have low attendance and low emotional resilience

## 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 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 in with your school timetable. Your Mentor is onsite between 8am and 4pm running group-based mentoring sessions (8-15 per class). They typically run 5/6x1 hour sessions per day



## Curriculum



Your Mentor tailors the curriculum to tackle key issues that the pupils in your school are facing. This means each group of students follow a tailored curriculum journey

## 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



**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 programme support from your School Manager





# 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 we are very good at matching our mentor who has the most relevant life experience to your school and pupil demographic. 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 Vila...

### About Me:



"I grew up in Wetherby just on the edge of Leeds. School was always okay for me, I wasn't the cleverest, but I didn't struggle too much, I just got my head down. As I started secondary school, my challenges became a little tougher. Whilst I was in year 8, my parents separated and things began to change for me. This is where I first started to develop my resilience. Whilst at school, Rugby got me through and I've since had an amazing journey with sport. At the age of 18 I flew to Australia, earning myself a professional contract with Penrith Panthers and then later I returned to the UK to play for the Bradford Bulls. This was a dream come true for me, however I soon realised that sport isn't all it's cracked up to be: there are highs and lows. That journey has moulded me into the man I am today and has given me the tools to want to help other young people reach their full potential. I enjoy seeing students improve and grow as people, making the right choices and seeing how they thrive from that."

## Meet Laura...

### About Me:



Derby

"I was brought up in Chaddesden, Derby and from a young age I have always had a love for sport and started playing football at the age of 7. 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 Pakistan and moved to England at the age of 6 not knowing a word of English. I found myself out of place and disconnected which is one of the main reasons why I was bullied at a young age. I struggled to focus on education and found myself often drifting into phases of anger and lack of motivation. During my time in secondary school I was placed into a behavioural mentoring group for boys who were unable to focus in the classroom. Being able to relate to my mentors highlighted to me that I was not alone and that I had more potential than I thought. This gave me the courage to pursue further education, graduating with a degree in Business Management from Sheffield Hallam University. I strongly believe it takes only one person to show you that you are not alone, nor are you defined by your past, your beliefs, the language you speak or the community you live in."

## Meet Akhtar...



Sheffield



# 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>	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



# 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 TTF 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>



# 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:**

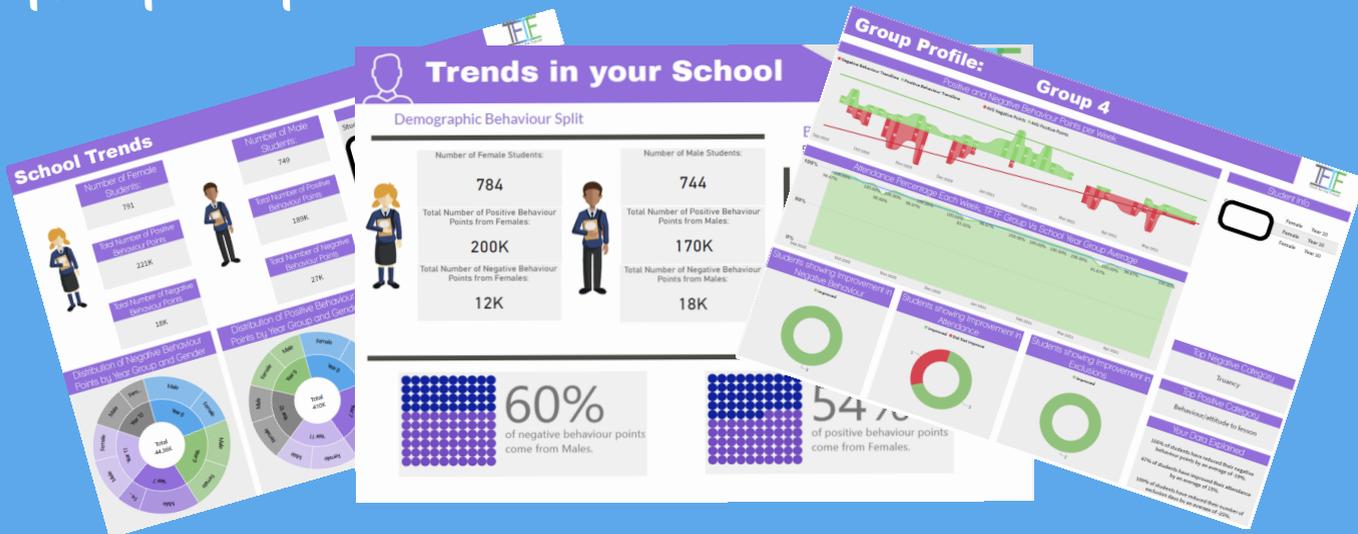
We arrange mentor sickness cover at no additional cost to your school, ensuring that the provision in your school is not disrupted by staff sickness



# Impact Reporting

Our programme includes advanced Impact Reporting for your school. This means no more trawling through Excel spreadsheets, our in-house data analysts produce Impact Reports for you every term. We connect to your school's data system which creates a live feed of behavioural data to our TFTF Impact Portal. This provides powerful evidence of impact for internal and external stakeholders to your school.

## Example Impact Reports:



# Pricing

We are very transparent about our pricing and as a not-for-profit social enterprise we are motivated by our impact and not our wallets, so 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:

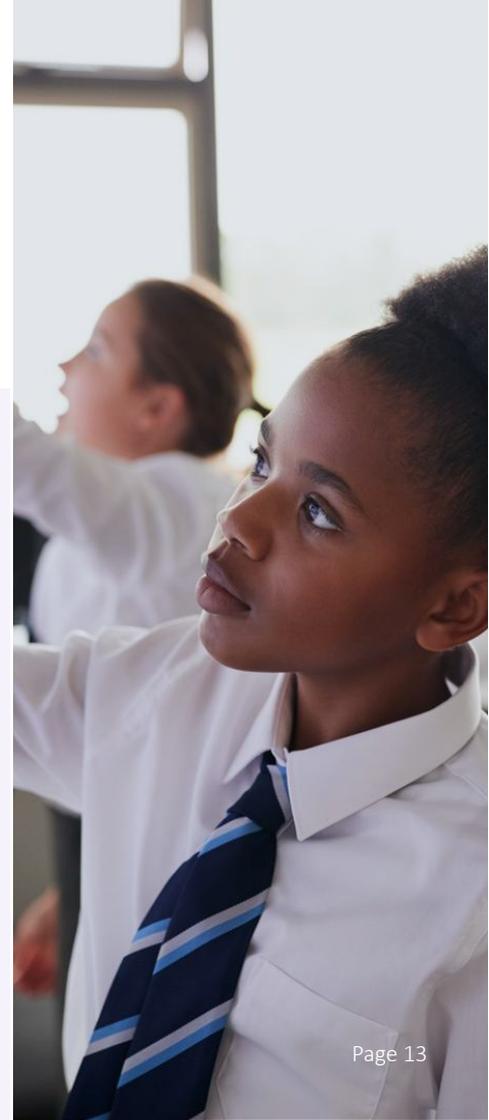
Days Per Week	Average Cost Per Full Term*	Max No. of Pupils	Avg cost per pupil*
1 Full Day	£2,775	75	<b>£55.50</b> per term  This is rated 'Low' cost on the Education Endowment Fund's 5-point scale for interventions
2 Full Days	£5,550	150	
3 Full Days	£8,325	225	
4 Full Days	£11,100	300	
5 Full Days	£13,875	375	

\*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

Discounts available for 5+ day bookings across Trusts and Federations



# 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

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