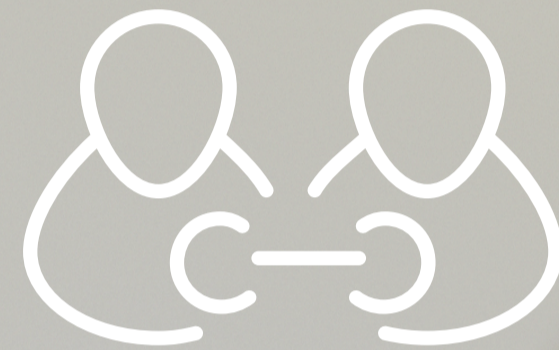


Belief

Courage

Growth



# Behaviour & Resilience Mentoring

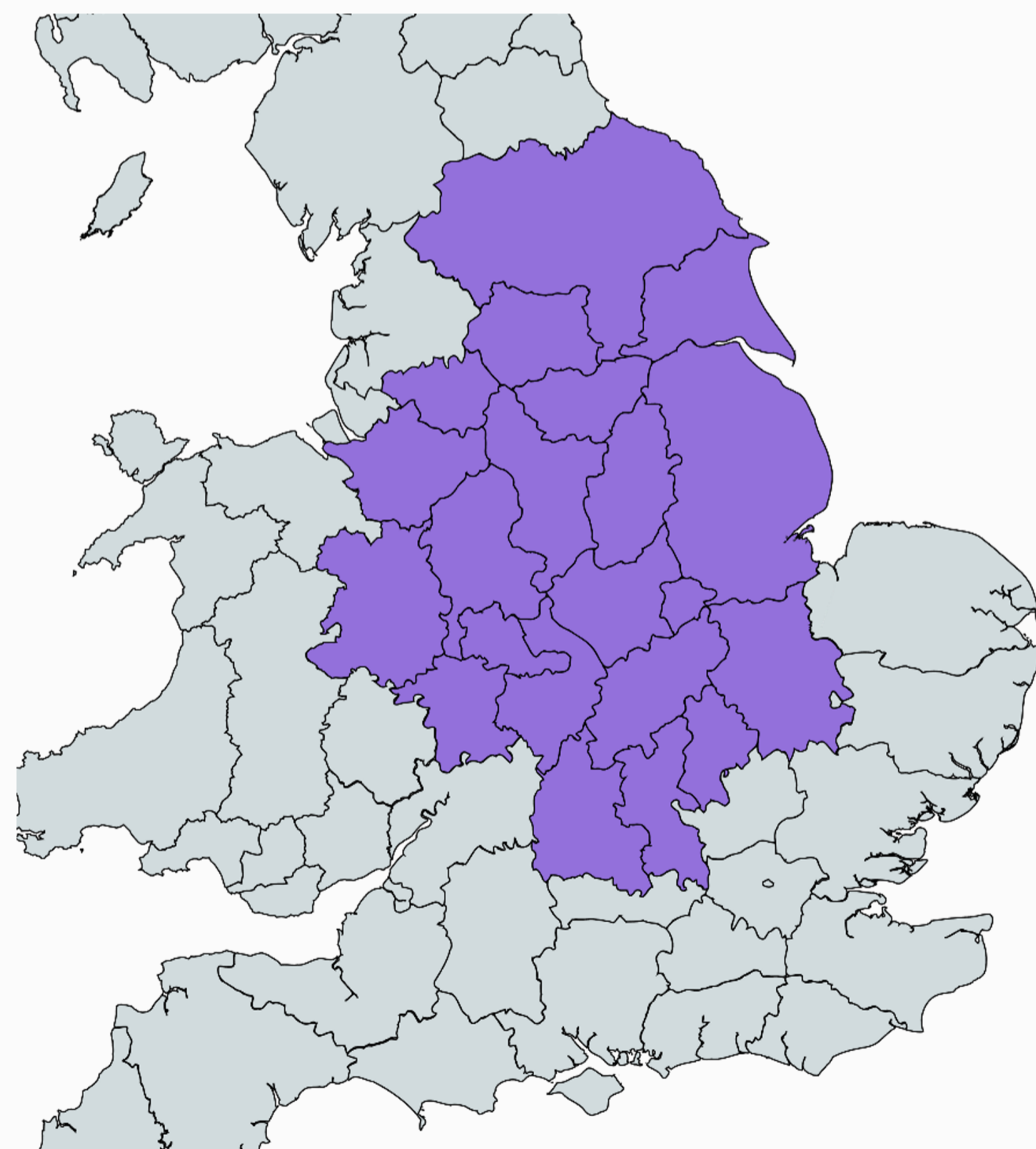
Welcome to our Provision  
KS2 Primary Schools

# 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 150 schools and multi-academy across the UK and are expanding into new areas every day.

We operate three core services:



Behaviour &  
Resilience Mentoring

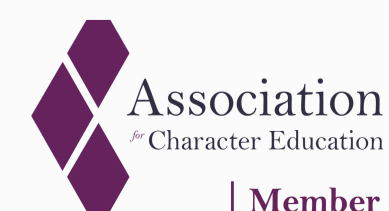


Inclusion  
Centres



purple  
Impact

purple



# Behaviour & Resilience Mentoring Provision

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

## Targeted Outcomes:

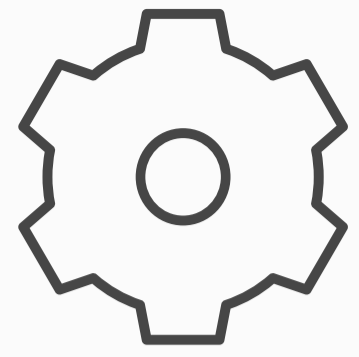
Improved  
Classroom  
Behaviour

Improved  
Positive  
Behaviour

Increased  
Attendance

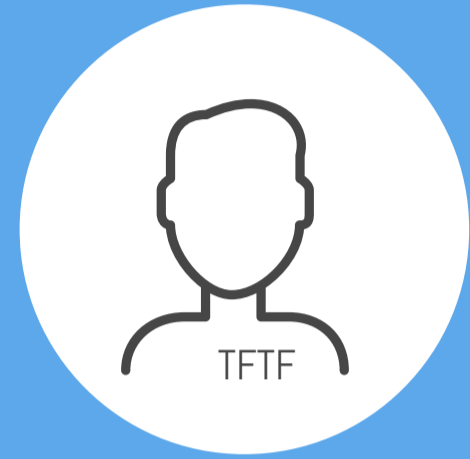
Improved  
Emotional  
Regulation

Increased  
Learning  
Hours



# How it Works

## Target Pupils



We work with students who are grouped by need and target outcome. We target pupils who; are at risk of exclusion, disruptive with their behaviour, have low attendance and low emotional resilience.

Page 5

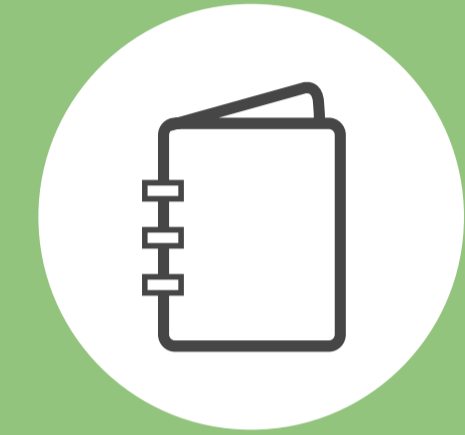
## Your Mentor's Timetable



Your Behaviour and Resilience Mentor is on-site between 8am and 4pm running group-based mentoring sessions in-line with your school day. This means that your mentor can see 5-6 groups of students per day (an average of 50 students/day).

Page 6

## Social and Emotional Learning Curriculum



Our highly-structured curriculum has over 200 interactive sessions. The curriculum is designed to challenge students, build social and emotional resilience and give them the skills they need to transform their school engagement to generate outcomes.

Page 7



## Your TFTF Mentor



Your provision operates most effectively when the service is well integrated into your school's daily operations.

Page 9

## Our Quality Assurance Process



We are committed to ensuring our TFTF Behaviour and Resilience Mentoring provision is of high standard and aligned with your school's needs and expectations.

Page 10

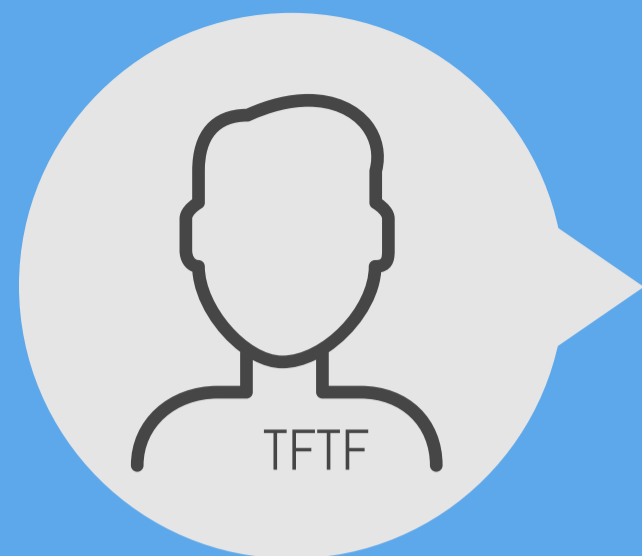
## Provision Management



We provide a fully managed service to ensure you receive a high quality impactful provision.

Page 12





# 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.

Here is an example of how this might look:



**GROUP 1**  
**Low-Level Disruption**

Yr 3 and Yr 4  
10 Students



**GROUP 2**  
**Low Self-Esteem**

Yr 6  
13 Students



**GROUP 3**  
**At Risk of Exclusion**

Yr 5  
8 Students



**GROUP 4**  
**Low Aspirations**

Yr 5 and 6  
15 Students



**GROUP 5**  
**Low Attendance**

Yr 4 and Yr 5  
14 Students



# Your Mentor's Timetable

Your mentor is on-site between 8am - 4pm. Our programme is designed to follow your school's timetable and our sessions are planned to be delivered over 45 minutes - 1 hour dependant on your lesson times. You should be timetabling at least 4 group sessions a day, with a maximum of 1 period for 1:1s or student classroom observations.

## ○ End of Day Report (EODR)

Your mentor's EODR is a key communication tool for you and your wider staff team. In their report, your mentor will let you know which session topic was delivered, the session objectives, a summary of how it was received by students and highlight students who were absent from the session.

## ○ Safeguarding

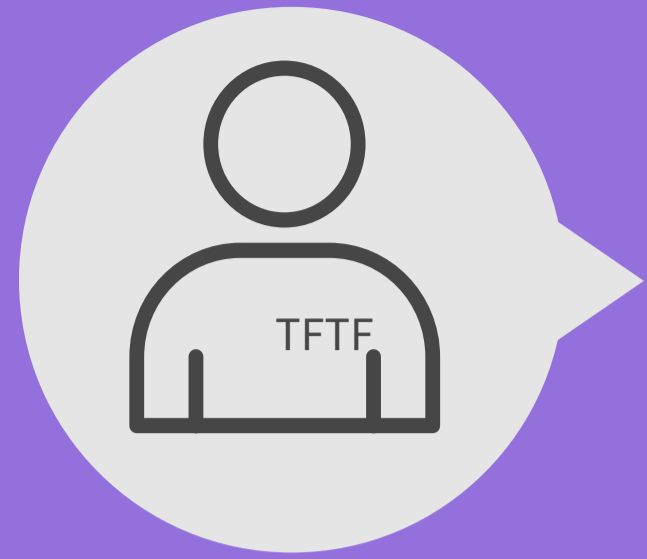
It is important your mentor is aware of your school's safeguarding processes, as well as have time to follow these up with your Designated Safeguarding Lead (DSL). All safeguarding disclosures are also securely reported to TFTF's DSL, to enable us to support our mentors appropriately.

## ○ Lunch

Your mentor needs a 30-minute break for them to have some lunch and refresh. During the remainder of your school's break times, your mentor will be a positive presence for students to be able to talk to them outside of sessions.

How might this work for you?

Morning	Meetings and Setting up
Form	1:1s and check ins
Period 1	Group 1
Period 2	Group 2
Period 3	Group 3
Lunch	30 min lunch break / Playground duty
Period 4	Group 4
Period 5	Group 5
After school	Meetings and Admin



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 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."

## Meet Kane...



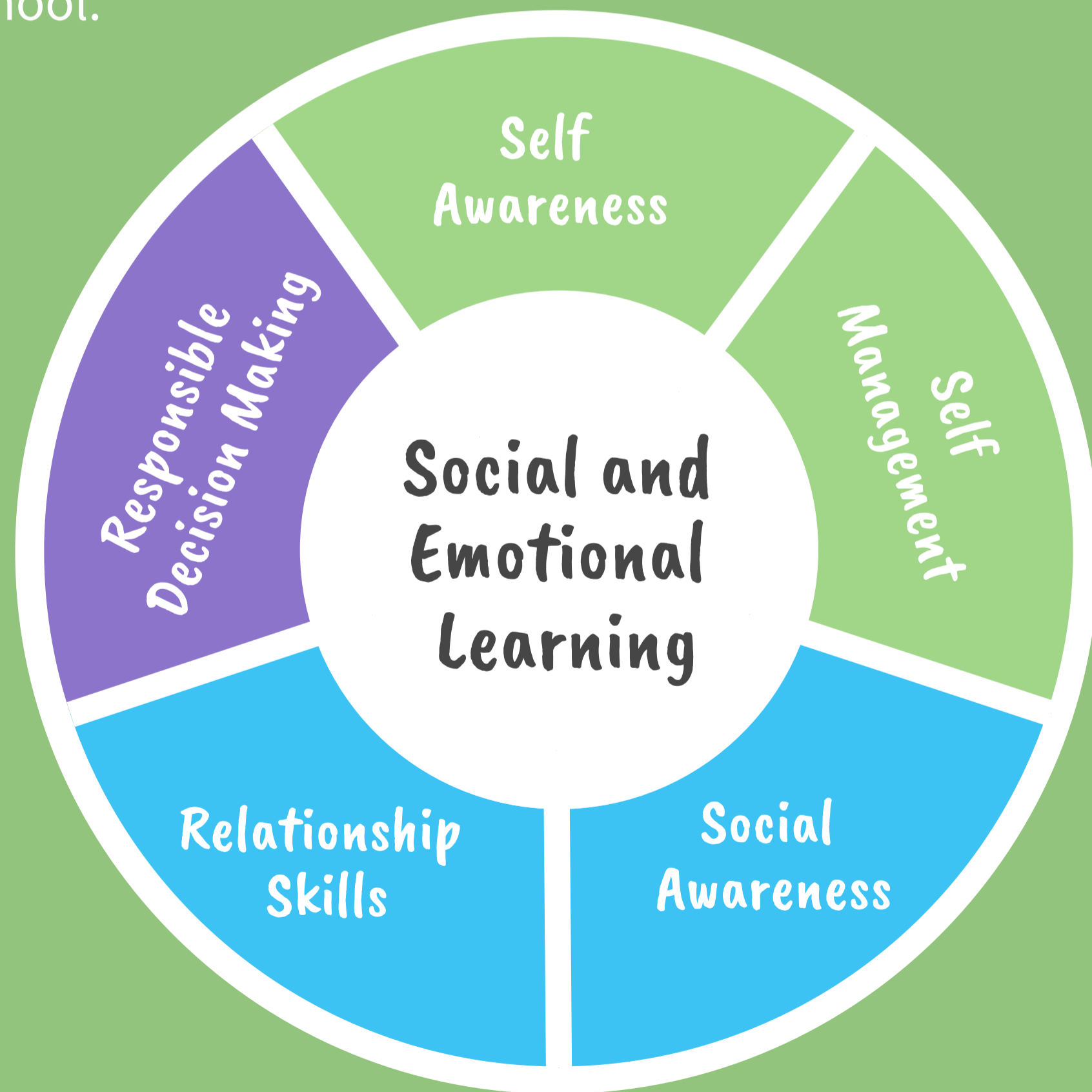
**Birmingham**

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.

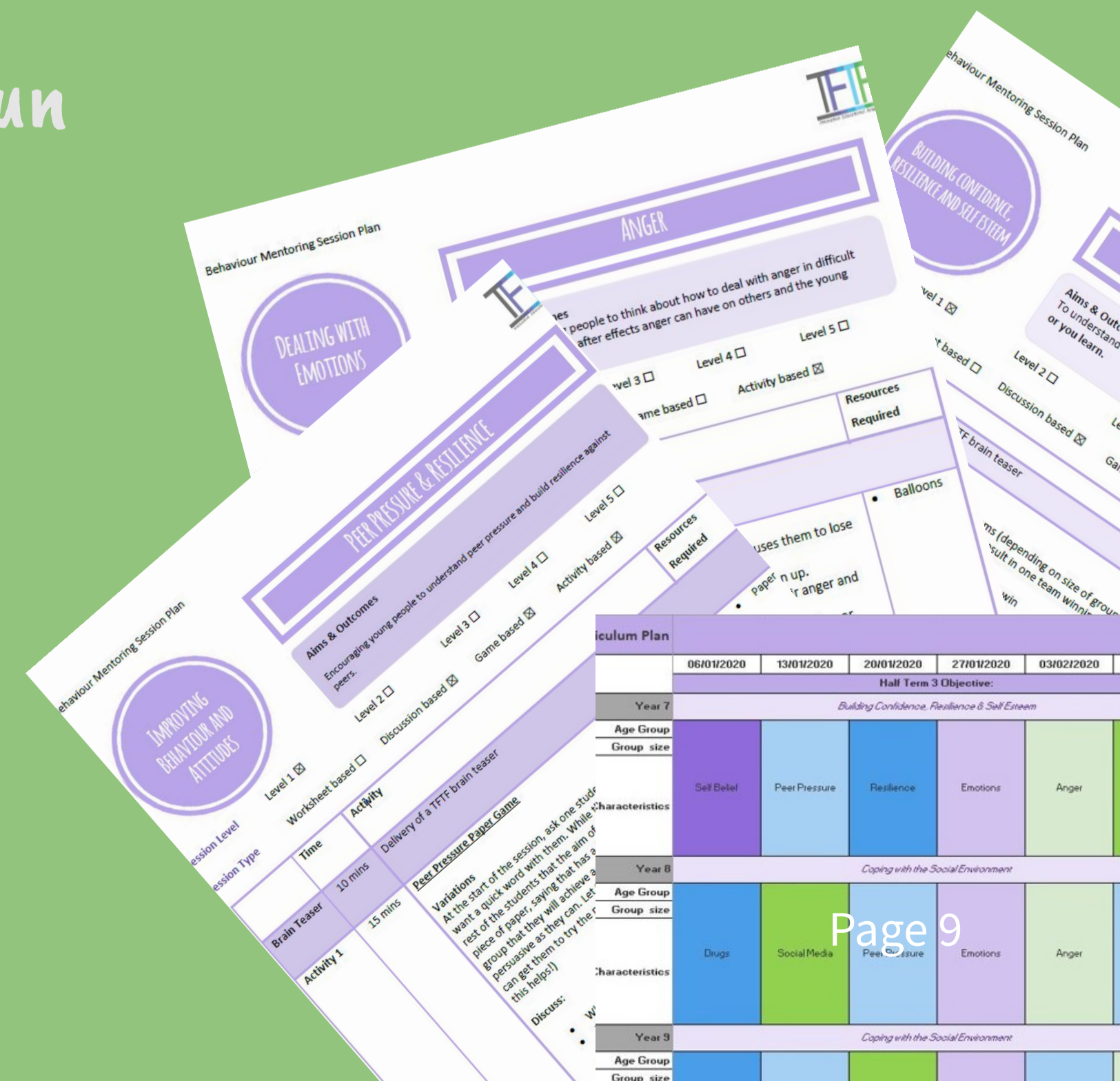


# Curriculum

Our Mentors deliver a highly-structured curriculum which has been built around five core topics highlighted in the EEF's Primary guidance report\* for social and emotional learning. The curriculum challenges children, builds resilience and gives them the skills they need to successfully engage in the classroom. Each group of TFTF Mentees receives a tailored curriculum journey based on their needs and this aligns closely with the target outcomes of the school.



- ✓ Tailored Curriculum Journey based on children's needs and school values
- ✓ Interactive & fun
- ✓ Kinesthetic Learning
- ✓ Age-group Appropriate



\*EEF "Improving Social and Emotional Learning in Primary Schools"



# Working with TFTF

Your provision operates most effectively when the service is well integrated into your school's daily operations. To ensure things are running optimally, the internal team keeps in close contact throughout the year.

## ○ Weekly Mentor Catch-up

Taking 10 minutes each week to meet with your Behaviour and Resilience Mentor is essential for ensuring the provision runs smoothly and has maximum impact for your students. This time is useful for sorting logistical issues, providing updates on school policy and reporting and following-up on safeguarding concerns.

## ○ Email Communication and End of Day Report

Your mentor may not be in your school every day, but they are contactable via email. Please include your School Manager in your email communication to your mentor so we can get back to you immediately. We will also send you regular emails to check in with how the provision is being integrated into your school and to provide provision updates.

## ○ Staff Awareness

Please use school staff meetings to introduce your Mentor and the provision to make sure everyone is aware of how it works and its purpose within your school. For those members of SLT who are not involved in the day to day running of your TFTF provision, we recommend a short annual update presentation from your School Manager.

## ○ Reviewing the provision

Your School Manager will schedule review meetings with appropriate SLT, arrange for internal team Quality Assurance visits and also send out electronic Feedback forms, in order to continuously monitor and evaluate your provision and ensure your needs are being met as a school.



# Our Quality Assurance Process

We are committed to ensuring our TFTF Behaviour and Resilience Mentoring provision is of high standard and aligned with your school's needs and expectations.

## ○ Quality Assurance Framework

Our Behaviour & Resilience Mentors are observed and assessed against our detailed TFTF Quality Assurance Framework. All Mentors are scored on a variety of different competencies within the following sections:

Planning

Delivery

Assessing Progress

General Conduct

## ○ Observations

Our Internal team regularly visit our schools throughout the year to quality assure your provision. Your local Mentor Manager will also regularly join your mentor in school to observe sessions and provide immediate feedback and development opportunities. Please feel free to also conduct your own observations!

## ○ Continued Professional Development

All new Behaviour and Resilience Mentors undertake an intensive initial training programme. In addition to this we hold compulsory CPD at the start of the academic year and every school holiday throughout. Our Mentor's are also encouraged to tailor their training journey with us to meet their own individual interests.

## ○ Personal Development Appraisals

We hold termly Personal Development Appraisals where we score our mentors on overall performance and conduct. This is linked to our pay scales and routes for progression.



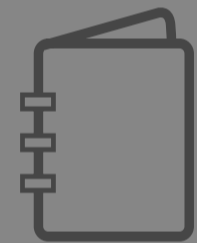
# Provision Management

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 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	<b>£62.00</b> 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 flexible rolling termly contract




TFTE  
Think for the Future



Think for the Future

@TFTFuture 

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