

# 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

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.

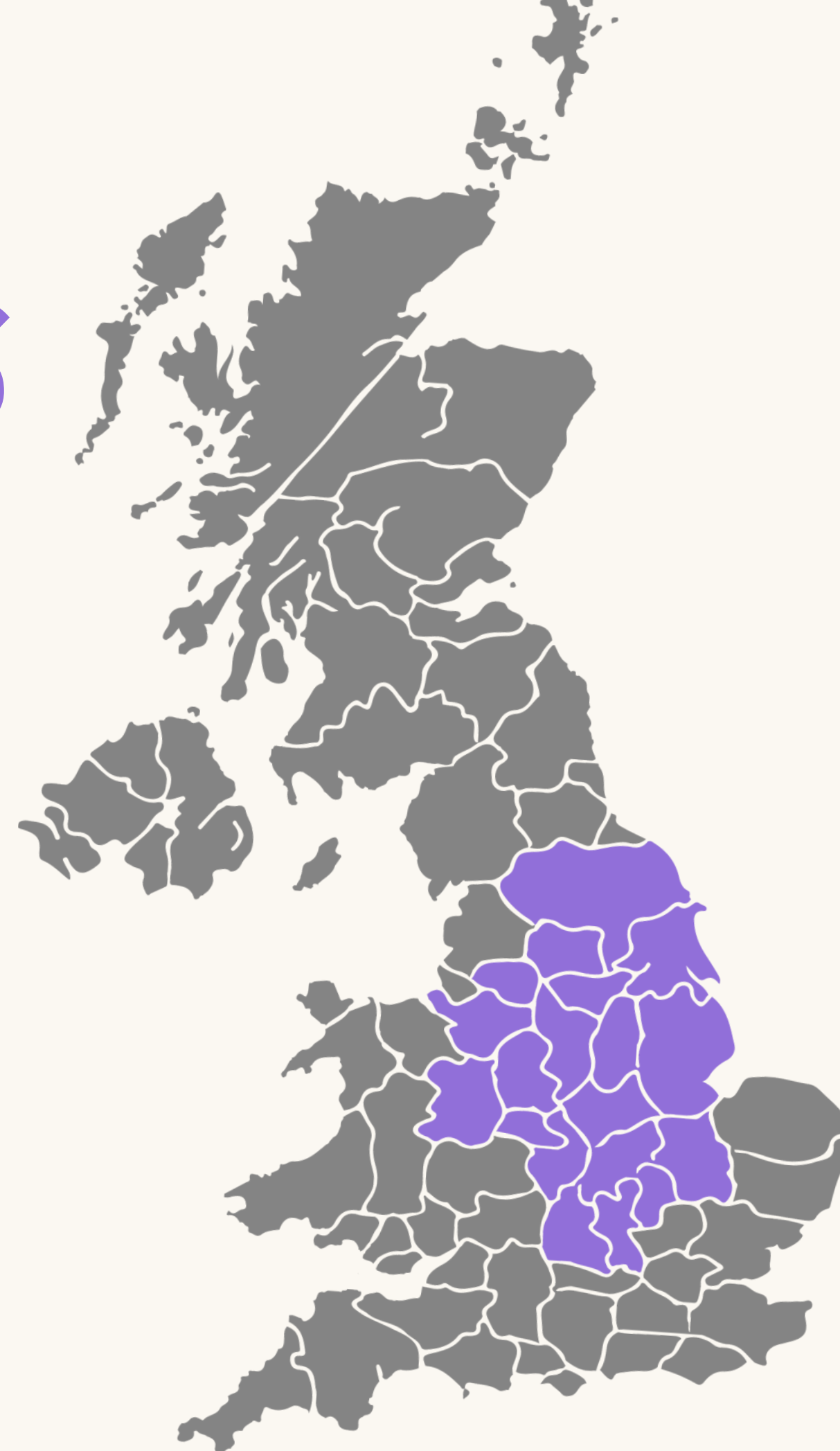
We operate four core services:

Behaviour &  
Resilience  
Mentoring

Inclusion  
Centre  
Provision

Integrated  
Behaviour  
Hubs

purple







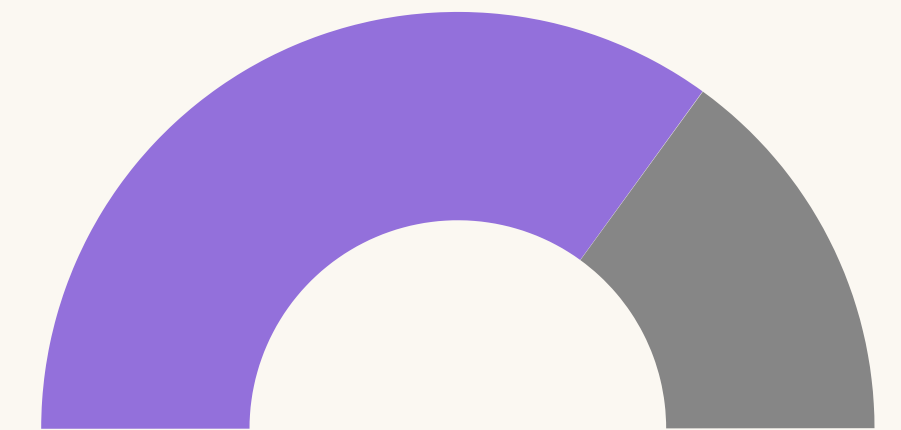
# Behaviour & Resilience Mentoring Provision

**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. Saving your staff valuable time.



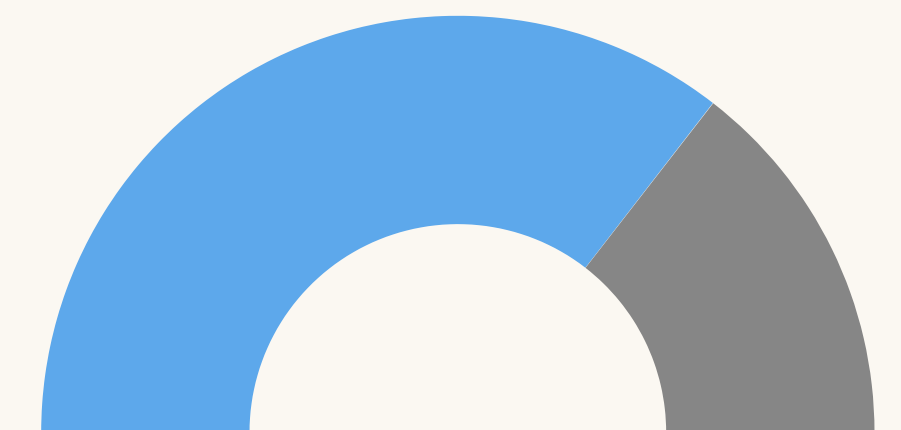
Reduced suspensions

**85%** of the students we work with show a **15%** reduction in suspensions. 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 recognise that each school has unique needs, and we collaborate closely with your team to understand your specific context. This allows us to tailor our provision to align with your strategic goals.



**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**



**Benefit from an exceptional provision from a 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

"Our experience of Think for the Future is incredibly positive. Students have and are thriving after taking part in TFTF."

Both staff and students have expressed many positives during our time working with TFTF, such as improved attitudes of students in lessons."

**Theodora McFadden**

Pupil Premium Champion, Bingley Grammar School



# How it works



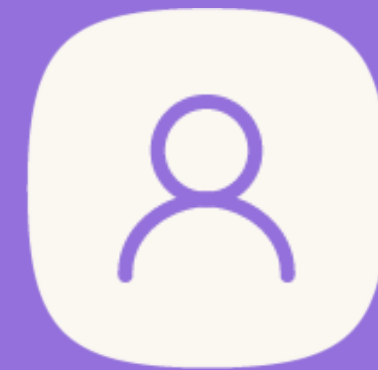
## Target Students

We target groups of students 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 suspensions, 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 ensure your mentor is aligned to your school and 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 x 1 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



## purple

Purple is included in the service and offers advanced impact reporting for your school, providing live access to valuable data insights for both your Behaviour and Resilience Mentoring provision and other interventions across the school



## Provision Management

Our offer includes a thorough provision management approach, saving 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



### Provision Oversight:

A dedicated regional Operations Manager oversees your provision and line-manages your TFTF mentor



# 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.

1

**Group 1**  
Low-level  
disruption

Yr 7 and Yr 8  
10 students

2

**Group 2**  
Low self  
esteem

Yr 9  
13 students

3

**Group 3**  
At-risk of  
exclusion

Yr 10  
8 students

4

**Group 4**  
Low  
aspirations

Yr 10 and Yr 11  
15 students

5

**Group 5**  
Low  
attendance

Yr 9 and Yr 10  
14 students



# How to use the provision



We use our years of experience managing the provision across our partner schools to help you structure the programme in a way that generates the biggest impact at your school. Please see below an example timetable:

Morning	Session prep and Pastoral Team meeting
Form	1-to-1 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

## Keep in mind:

- The provision is designed for group based mentoring sessions as this is where the impact is the strongest
- Your Mentor will complete an end of day report and send this to you via email. This report will detail the sessions completed and identify students who deserve a special mention.
- TFTF Mentor's receive comprehensive annual safeguarding training and follow your school policies and reporting procedures whilst in your school. All Safeguarding disclosures are also securely reported to TFTF's DSL to enable us to support our mentors appropriately.



# Our Mentors

Our mentors are exceptional individuals who we are confident will thrive in their role within your school. Building strong rapport with your students is a key component of our provision, and through our partnership, we collaborate closely with you to understand your school's specific needs and match you with the most suitable 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.



"I've always been the kind of person who's full of energy and ambition. Give me a challenge, and I'm all over it. The football pitch was where I first discovered my love for mentoring. Over a decade of coaching young individuals taught me the nuances of understanding diverse personalities and the unique challenges each one brings. My dedication to the sport extended to academia, earning me a BA in Football Coaching. During my time as a PE teacher in schools, I was exposed to a broader spectrum of young minds. It was here that I honed my skills in behaviour management and realized the importance of creating a balanced, rewarding environment for students.

Despite the highs of coaching victories and academic accomplishments, it was the quiet moments of mentorship, and the breakthroughs with challenging students that truly resonated with me. It dawned on me that while sports and physical education played a crucial role, there was a more profound need to address the emotional and mental well-being of young individuals. My drive to make a tangible difference in their lives and help them navigate their formative years more confidently led me to the path of becoming a Behaviour and Resilience Mentor."

**Fabio**

Milton Keynes





"I am a vibrant and empathetic individual, driven by a deep-rooted passion for aiding in the personal and academic development of young people. My hands-on experience in both mainstream and Special Educational Needs (SEN) settings over the years has equipped me with a profound understanding of the complexities and varying needs of young learners. This role has not only expanded my expertise but has also reinforced my commitment to creating supportive and nurturing environments for all students, especially those who may not have had positive experiences before. Motivated by the desire to fully utilise my educational background, I aim to cultivate an atmosphere where students feel valued and understood, in turn fostering their growth and engagement"

**Polly**  
Leeds



"Growing up, school was often difficult for me and I struggled a lot with my behaviour. As a result I was regularly excluded and spent a lot of my school life in and out of various Alternative Provisions and education settings, where I found it difficult to settle. It was in a local pupil referral unit where things changed for me with the help of 1-1 support. Here I was able to change my attitude to education and take a sports qualification which allowed me to utilise my passion for sports.

I started my working career as a football coach at Derby County Women where I found my passion for inspiring the next generation. Post university, I enjoyed teaching in various schools and found it especially rewarding support young people achieve new skills. As a Behaviour and Resilience Mentor I aim to give young people the belief and encouragement and see them achieve their goals and new skills on a daily basis."

**Harry**  
Derby



# Curriculum

The programme has developed 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.

Your TFTF mentor will provide students with 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**

**Our curriculum can be divided into 9 core themes:**

Developing communication and social skills

Dealing with emotions

Improving behaviours and attitudes

Understanding responsibility

Building self-confidence and self-esteem

Coping with the social environment

Having respect and tolerance

Self-reflection

Thinking about aspirations, motivations and 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"

**Year 8 Student**  
Sheffield

"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"

**Year 9 Student**  
Birmingham

"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."

**Year 10 Student**  
Northampton



# purple

Our Essentials Plan for 3 users is included in your TFTF Provision

Purple is a powerful school data analytics tool created in-house here at Think for the Future. It empowers you to easily track behaviour, attendance and more at your school.

Purple enables you to analyse whole school trends, measure the progress of specific groups (including those accessing your Behaviour & Resilience Mentoring Provision) and dive into a student's individual profile.

1



## Data connection

Purple seamlessly plugs into your existing MIS data system with the help of Wonde

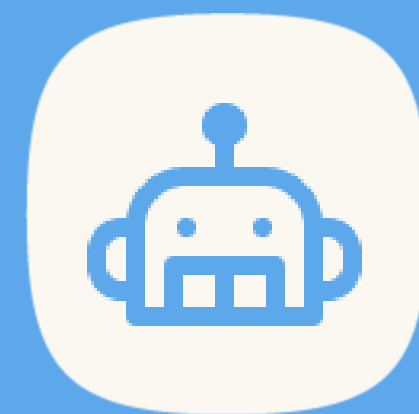
2



## Live data feed

We receive a live feed of student data, specifically focussing on: Behaviour points, Attendance and Suspensions

3



## Data analysis

Purple analyses the data for you, dynamically adjusting the student's attendance, as well as benchmarking against the rest of the year group

4



## Dashboards

We provide you with live data dashboards, enabling you to empower your leaders with the data they need



Registration Groups

Registration Groups	Attendance Rating	Behaviour Rating	Achievement Rating	Suspension Incidents Rating
60TK	Not Improved	Not Improved	No Change	Improved
60TG	Not Improved	Not Improved	No Change	Improved
6PMK	Not Improved	Improved	No Change	Improved
6QOQ	Not Improved	Improved	No Change	Improved
6REH	Not Improved	Improved	No Change	Not Improved
6SLQ	Not Improved	No Change	No Change	Improved
80	No Change	Improved	Not Improved	Improved
CCGT	No Change	No Change	Not Improved	Not Improved
LRDI	No Change	Not Improved	Not Improved	Not Improved
NAEI	Not Improved	No Change	No Change	Improved
PLFJ	No Change	Not Improved	No Change	Not Improved
VFDL	Not Improved	No Change	Improved	Not Improved
VOJO	No Change	Not Improved	Not Improved	Not Improved
VTOF	No Change	No Change	Improved	Not Improved
WVEO	Not Improved	No Change	No Change	Not Improved
ZUGH	No Change	Not Improved	Improved	Not Improved

Cohort & Custom Groups

Provision: All | Group Owner: All

Group: All

Groups Status: All | Student Status: All

Pupil Premium: No | SEN Category: M

Group Details

Mon S2 - Y8 ... Active

Group Name: Purple Person | Group Status: Reason Removed

Active Student Status: Reason Removed

Purple Person Group Owner

Absences

Reason	Session	Date
Illness Not Medical or dental appointment	AM	15/05/2024
Illness Not Medical or dental appointment	PM	15/05/2024
Illness Not Medical or dental appointment	PM	14/05/2024
Reason		Sessions
Illness Not Medical or dental appointment		5
Total		5

Attendance % By Day of Week

Student	Year Group
Monday	100.00%   97.80%
Tuesday	100.00%   97.85%
Wednesday	100.00%   98.05%
Thursday	100.00%   97.95%
Friday	100.00%   96.82%

Attendance Streaks (Days)

15/04/2024 → 07/05/2024

Current: 16

Best: 137

26/01/2023 → 13/11/2023

Suspensions

Total Attendance %

Year	Attendance %
2022/23	96.93%
2023/24	94.65%

Attendance % By Day of Week

Year Group	Attendance %
97.80%	
97.85%	
98.05%	
97.95%	
96.82%	

Attendance Streaks (Days)

15/04/2024 → 07/05/2024

Current: 16

Best: 137

26/01/2023 → 13/11/2023

School Trends

Summary | Demographics | Attendance | Behaviour | Suspensions

Date Filters: 08/04/2024 | 05/06/2024

### School Students Overview

Males: 957 (51.26%) | Females: 910 (48.74%)

Students: 957 | Student %: 48.74%

Attendance %: 95.66%

Student Details

Name & Reg	PP	Attendance
Aaron B - 21	No	94.74%
Aaron B - 50	No	91.23%
Aaron F - 10	Yes	98.25%
Aaron F - VTOF	Yes	98.21%
Aaron J - 9	Yes	100.00%
Total		95.84%

Student Breakdown (SEN Status)

SEN Status	Student Count	Attendance %
No Status Provi...	6	96.37%
No Status ...	11	95.75%
N	9	95.68%

Student Breakdown (Year Group)

Year Group	Student Count	Attendance %
13	10	97.75%
10	8	97.37%
11	9	96.77%
9	9	97.75%
8	8	97.37%
7	7	96.77%

Pupil Premium

Student Count: 665 | Attendance %: 94.53%

Free School Meals

Student Count: 57

Filter Settings

School: Purple Secondary School

Registration: All | House: All

Year Group: All | Gender: All

Pupil Premium: All | SEN Status: All

View Diversity Filters

Cohort & Groups

Provision: All | Group Owner: All

Group: All

Student Status: All

Group Tracker

Raw Data

Time Frame (A): Term 1 23/24 | Comparative Time Frame (B): Term 2 23/24

### Hit Rate

Key	Attendance	Behaviour	Achievement
Improved	19	12	22
No Change	14	11	7
Not Improved	2	12	6

Registration Groups

Registration Groups	Attendance Rating	Behaviour Rating	Achievement Rating
60TK	Not Improved	Not Improved	No Change
60TG	Not Improved	Not Improved	No Change
6PMK	Not Improved	Improved	No Change
6QOQ	Not Improved	Improved	No Change
6REH	Not Improved	Improved	No Change
6SLQ	Not Improved	No Change	No Change
80	No Change	Improved	Not Improved
CCGT	No Change	No Change	Not Improved
LRDI	No Change	Not Improved	Not Improved

Please visit our website for further details



Group Tracker

Raw Data

Impact Data

Time Frame (A): Term 1 23/24 | Comparative Time Frame (B): Term 2 23/24

### Hit Rate

Key	Attendance	Behaviour	Achievement	Suspensions
Improved	19	12	22	20
No Change	14	11	7	14
Not Improved	2	12	6	14

View By (Group Type): Registration Groups

Filter Settings

School: Purple Secondary School

Registration: All | Year Group: All

House: All

School Attendance By Half Term

Year	Attendance %
2022/23	96.93%
2023/24	95.31%

Total Attendance %



# 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:



## Regional Operations Manager

Your assigned regional Operations 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



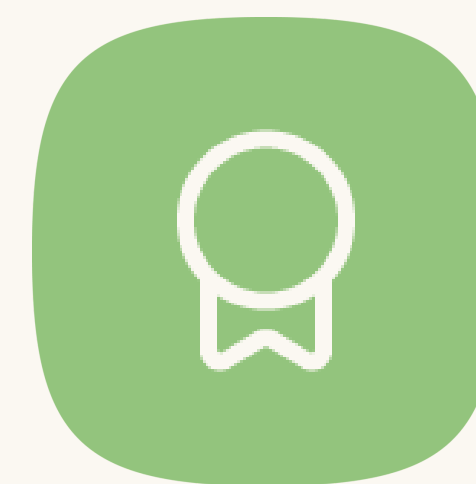
## Recruitment

Our recruitment process is extremely thorough and on average we receive 394 applicants for each position to train with us. You can trust that we have chosen the best candidates to join TFTF



## 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 3 days per week:

Days per week	Average cost per full term*	Average no. of pupils	Average cost per pupil**
1 full day	£3,100	50	<b>£62.00</b> per term <small>This is rated 'low' on the Education Endowment Fund's 5-point scale for interventions</small>
2 full days	£6,200	100	
3 full days	£9,300	150	

\*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

**Want to know more about the other ways Think for the Future could partner with your school?**

**Contact our Schools Partnerships Team to find out about our Integrated Behaviour Hub provision and our Inclusion Centre Management provision**





# 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:

1

### Sign agreement to confirm booking

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

2

### On-boarding meeting

We arrange an on-boarding meeting with your Headteacher and Lead SLT Link for the provision

3

### Booking and 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

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
- Work with you to design a proposal for our work with your school



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