

04/09/2020

Think for the Future

Behaviour and Resilience Mentoring

Leicestershire Secondary Education and
Inclusion Partnerships

About Us

- Think for the Future was founded in partnership with the University of Nottingham in 2012.
- **Mission:** “To **empower young people** with the knowledge and **resilience** to overcome **social and emotional barriers** they face and take charge of their futures”

OUR PROGRAMME

To achieve this mission we provide schools with our core programme:

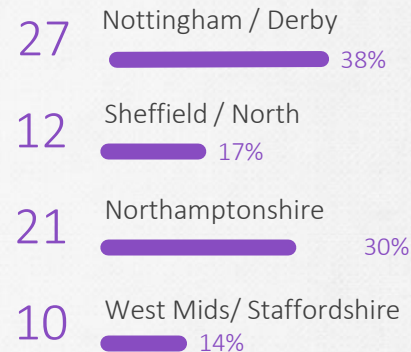
Behaviour
&
Resilience
Mentoring

Working
in:
Schools,
PRUs, APs

OUR PARTNER SCHOOLS/MATS



LOCATIONS



Behaviour & Resilience Mentoring

We run our Behaviour and Resilience Mentoring Programme in a complete range of schools: from inner city to rural as well as internal and external alternative provisions. We work closely with schools to tackle disengagement and behaviour to target the following outcomes:

Improved
Classroom
Behaviour

Reduced
Exclusions

Increased
Attendance
Levels

Improved
Pupil
Outcomes

What does this look like for your individual students?

Reduced
Negative
Behaviours

Increased
Positive
Behaviours

Improved
Resilience

Increased
Future
Aspirations

"I have been impressed by the TFF Mentor's ability to engage some of our hardest to reach students and arm them with the essential knowledge and skills they will need to succeed in and out of the classroom"

- John Williams, Deputy Headteacher, Ellis Guilford School



How it Works

Target Pupils



We target pupils who are disengaged from education. Pupils who are at risk of being excluded, disruptive with their behaviour, have low school attendance, low self-esteem and confidence



Target Outcomes



Our programme delivers significant outcomes in the following areas: reductions in negative behaviour points, reduced number of exclusions, increased positive behaviours and improved aspirations and emotional regulation

Our Mentors



Our mentors are individuals who can directly relate to challenging students and the issues they face. By drawing on their real-life experiences, they are able to engage the most hard-to-reach students and build powerful relationships

The Programme



Our Mentor is on-site between 8am and 4pm, running group-based mentoring sessions (6-15 per class). A mentor typically runs 6x1 hour sessions in a day (timetable dependent)





Our Mentors



The rapport that our mentors build with pupils is essential to our programme. Using our many years of experience, we are very good at matching a Behaviour and Resilience Mentor who we believe has the most relevant life-experience to work successfully with your chosen pupils. All of our staff are fully trained and managed by Think for the Future with quality assessments occurring throughout the year to ensure our delivery remains of the highest standard.

Meet Aaron...



I was born in Hanover, Germany and raised in Stoke-on-Trent. In my younger years I would have described myself as nervous and angry but I have been fortunate to have the right people at the right time in my life to help guide me onto a better path to lead a happy life. I went on to gain a Psychology degree and then went on to play football in the USA where I also volunteered for a local high school, this then led me to working as an English teacher in Spain! I then found TFTF where I am able to further my work with young people, helping them to stay or get back on track to a positive future, by using my experiences and education that I have gained throughout my life.

Meet Kane...

"I was brought up on a tough council estate surrounded by crime and poverty. I was exposed to violence and anger at home which I then took into the world around me. My lack of control over my temper led me to being removed from mainstream education, ending up on the wrong side of the law. This made me re-evaluate my decisions and the path I was on. Volunteering at one of my alternative provisions, I used my own experiences to positively empower young people to change. I then achieved my dream of becoming a Behaviour Mentor working in schools across the East Midlands".





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How to Use the Programme

Schools use our provision in different ways and we advocate you doing what is best for your school and your priorities. Please see below an example timetable as well as creative ideas of how to use the programme to maximise impact. The Mentor's day should follow your schools timetable.

Morning	Breakfast club
Form	Check-in with key students to set them up for the day
P1	Behaviour group Session
P2	Self-esteem group
P3	Internal AP group
P4	3x 20 minute 1:1 referral session
P5	Low level disruption group
After School	Supporting detentions/staff debrief

Creative Ideas:

- ☐ Home visits to engage your pupils with low attendance
- ☐ Parent engagement such as phone calls home, parent meetings and parent sessions
- ☐ Teacher-pupil mediation and conflict resolution
- ☐ Options evenings & parents evenings
- ☐ Using after school detentions to run structured sessions

Curriculum



Data Collection



Our sessions are interactive and designed to challenge the students. We tailor the curriculum to tackle key issues that the pupils in your school are facing. (Please see page 6 for further details)

We connect to your internal MIS and collect behavioural data on each of your pupils. This allows us to closely monitor progress and improve outcomes

Mentor Management



Reporting



Our internal team fully manage your mentor and support your school in the following areas: training, quality assurance, curriculum delivery, school support, impact reporting and sickness cover

We deliver termly reports; analysing pupil behaviour data and assessing outcomes achieved, so you can keep up-to-date with progress made (please see page 8 for further details)



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Curriculum

The programme aligns closely to the new **Ofsted framework** by developing your students' spiritual, moral, social and cultural development through our high quality and innovative curriculum content. We tailor our programme's curriculum to your school priorities and continue to do so throughout the academic year. Our sessions typically falls into three main subject areas, each containing large amounts of content and resources to deliver these key messages in the most impactful way for your pupils.

Tackling Challenging Behaviour

- Controlling Emotions
- Outburst Control
- Actions Have Consequences
- Appropriate Emotion Release
- Respect
- De-escalation
- Improving Concentration

Creating a Positive Mindset

- Building Resilience
- Raising Self-esteem
- Healthy Relationships
- Positive Thinking
- Grit and Determination
- Effective Communication
- Empathy Building

Raising Aspirations

- Goal Setting
- Motivation & Willpower
- Positive Social Media Use
- Overcoming Social Barriers
- Values, Culture & Beliefs
- Achieving Your Dreams
- Leadership & Teamwork

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Impact Reporting

Our in-house Data Analysts are responsible for reporting on the progress of your pupils and overall impact of the programme. In order for this to happen efficiently we connect into your internal Management Information System (MIS) which creates a live feed of behavioural data which populates our internal analytics tool. Your mentor would have access to this system, enabling them to track progress and trends in pupil behaviour to tailor the programme.



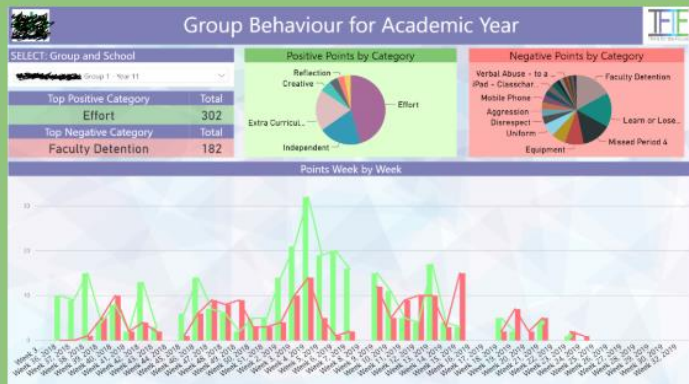
Student Voice



Mentor Qualitative Reports



Quantitative Reporting



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Case Study 1



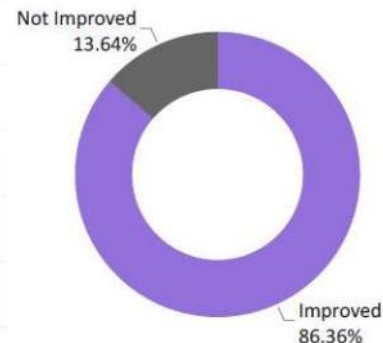
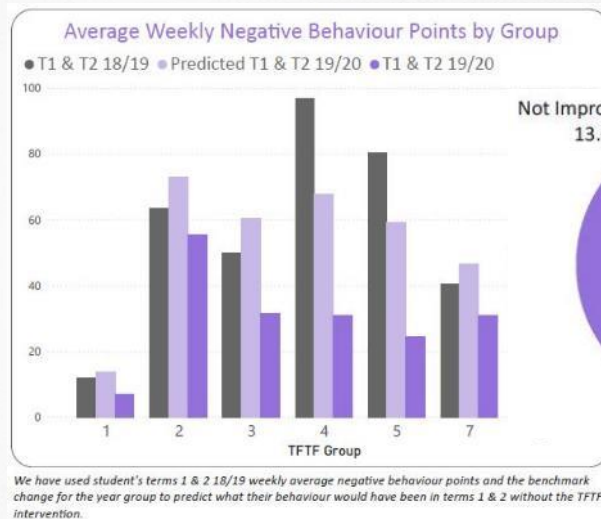
Part of the
Brooke Weston Trust



Top Level Impact Figure:

86.36% of students on the programme have reduced their negative behaviour points by **47.25%**

Your TFTF Behaviour Mentor	Luke Sands
Your School	Kettering Science Academy
Days per Week (8am - 4pm)	2 days (Monday and Thursday)
Termly Cost	£4,866
Number of Students on Programme	70
Number of Quality Assurance Observations	2
Your Mentor's Training this Term	<ul style="list-style-type: none">• 1:1 coaching on working with young people• Dealing with disclosures and how to look after your own welfare• Whole team full-day CPD training• Multiple mentor voice forums



Luke works with 70 students in total across 2 days, including: KS3 groups at risk of FX, Yr 10 low self-esteem

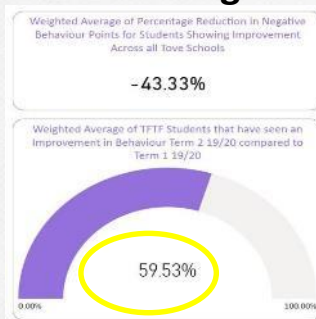
Case Study 2

Programme Summary

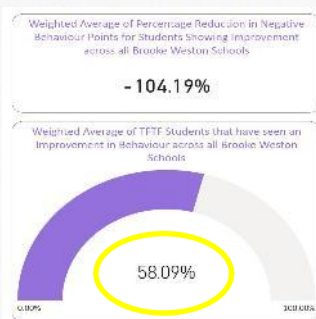


1 Term: Aggregate Behaviour Impact

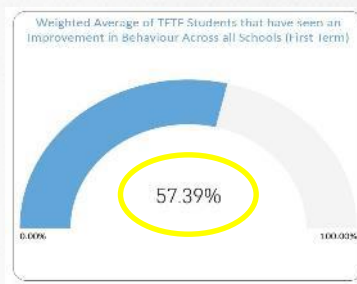
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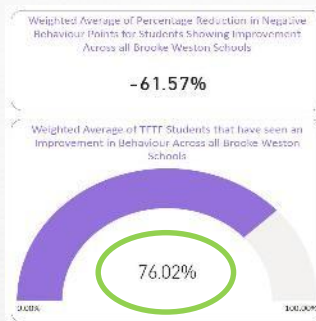
Brooke Weston Trust



National Average



2 Terms: Aggregate Behaviour Impact



Case Study 3



TFTF Fulltime Inclusion Centre Manager Role

Your TFTF Behaviour Mentor

Nathan Kirby

Your School

Chaucer School - LINC'S

Days per Week (8am - 4pm)

Monday - Friday

Number of Students on Programme

9

Number of Quality Assurance Observations

1

Your Mentor's Training this Term

- 1:1 coaching on working with young people
- Dealing with disclosures and how to look after your own welfare
- Whole team full-day CPD training
- Multiple mentor voice forums



A fulltime TFTF Inclusion Centre Manager has a much broader role, including:

- Overseeing the engagement of students at the centre
- Parental Engagement
- Home Visits
- Supporting students access an academic curriculum.
- Group Mentoring
- Liaison with external services
- Ensuring joined up approach across staff

Note: we take on all of the on-costs associated with the role, including:

- Tax + Pensions, CPD Training
- Recruitment costs, Intensive Line Management
- Quality Assurance, Curriculum Development



Pricing

As a social enterprise, we operate a low-cost service as we are motivated by our impact and not our wallets.

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

Days Per Week	Average Cost Per Full Term	Max No. of Pupils*	Avg cost per pupil*
1 Full Day	£2 698	75	£36
2 Full Days	£5 396	150	
3 Full Days	£8 094	225	
4 Full Days	£10 792	300	
5 Full Days	£13 490	375	

*Based on a maximum group size of 15 pupils per lesson

Minimum initial one full year sign up followed by a rolling termly contract

Discounts available for multiple day bookings

