



"I understand why rules are in place as CHEXS didn't tell me off, were calm and explained it so I understood. I know I want to work outside too now. Helped with team work"

Dennis Aged 13

Costings for all our services are provided on a separate flyer



Contact us at:-

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www.chexs.co.uk



(Registered charity number 1153769)

Secondary Targeted Self-Esteem Project



Prior to commencement of project

- CHEXS sends a pack containing all the information for the enrichments that are offered for the next academic year, including risk assessments and enrichment descriptions
- CHEXS meets organisation link/SENCO/School Teachers/Youth Worker whose targeted children/young people are to be involved in projects to collate information
- Dates set for aspirations presentation

At beginning of project

- Aspirations presentation held by CHEXS for children/young people
- Student selection forms completed by referrer
- Information and parental consent forms sent to parents
- Two copies of parental consent to be given to CHEXS prior to start of project

At end of project

- CHEXS meets referrer to complete feedback form
- CHEXS provides project evaluation for school impact and outcomes

CHEXS Secondary Targeted Enrichment

Due to the intense nature of the enrichments and in line with the risk assessments there is a maximum number of participants for each project.

Project Launch: Aspiration Presentation

Participants: Targeted children / young people

Activity: CHEXS team members deliver motivational talk and discuss benefits of the projects

Outcomes: Talk to motivate and inspire children to think about their goals and have the confidence to step outside of their comfort zone, helping them to achieve their personal goals.



Project 1: Role Model Mentoring Programme within outreach setting stage 1

Participants: 6

Activity: 1. Through a creative project, such as creating willow deers, CHEXS team and young people mentor the children. 2. Protective Behaviour strategies introduced

Outcomes: Link to school education – Help raise attainment, achievement, attendance, behaviour, confidence, self-esteem. Protective Behaviour strategies gained. Build support networks with school, home, community life. Enhance the appearance and encourage ownership of the local area. Aids inclusion, support and mentoring between the different age groups. Life skills developed: i.e. teamwork and problem solving. The young people become motivated and engaged, gaining a sense of achievement and ownership.

For maximum impact it is advisable for the pupils selected for the community and mentoring enrichments to have attended the referrers setting enrichment previously.

Project 3: Progression of Role Model Mentoring Programme with an outreach setting stage 2 (new or progression students)

Participants: 6

Activity: 1. Develop creative project from stage one. 2. CHEXS team and young people mentor the children.

Outcomes: Link to school education – Help raise attainment, achievement, attendance, behaviour, confidence and self-esteem. Protective Behaviour strategies gained. Build support networks with school, home and community life. Enhance the appearance and encourage ownership of the local area. Aids inclusion, support and mentoring between the different age groups. Life skills developed i.e. teamwork and problem solving. The young people become motivated and engaged, gaining a sense of achievement and ownership.

Project 4: My Life

Participants: 12

Activity: A 3 day programme that educates young people about both positive and negative life choices and the consequences of their actions. Programme includes a team building activity day followed by interactive information sessions about risk taking behaviours, independent living and how to keep themselves safe.

Outcomes: Young people have increased knowledge of sexual health, drugs and alcohol abuse, internet safety and financial aspects of living away from home leading to improved aspirations.

Project 2: Community Enrichment Project

Participants: 12

Activity: 1. Young people create and manage a local area within community area. 2. Young People become mentors to children. 3. Habitat management, scrub clearance, dead hedge construction. 4. Engage with local community members to help support and steer the project.

Outcomes: Build positive relationships within the local community. Link to school education – help raise attainment, achievement, attendance and behaviour. Young people become positive role models. Build support networks with school, home and community life. Enhances the appearance and encourages ownership of the local area.



CHEXS Team Building Residential

Including Induction Day and 5 Day Residential for 12 Students

For more information please refer to our Team Building Residential flyer



CHEXS Awards presented at our annual community event to celebrate the achievements of the young people and children we have worked with.

