

Impact and Annual Review



(Registered charity number 1153769)

SEPTEMBER 2017 - AUGUST 2018



Supporting Families and the Local Community
to Help them Reach their Goals

CHEXS Family Fun days

CHEXS Family Fun Day

Sunday 7th July 2019 12pm – 4pm

Grundy Park, Cheshunt

Fun Day For All The Family

CHEXS Family Fun day is our annual community event for all the family with lots of fun activities. Children and young people from within the borough of Broxbourne will also be displaying the produce they have grown for our Grow Club Grand Finale.



Awards and Presentations by our Patron Charles Walker MP

CHEXS Grow Club "Best on Show"

CHEXS Awards presented to the Young people and Children to celebrate their achievements.



Free Entry for all on the day

£5.00 for a wrist band for unlimited use of the activities including:

Climbing Wall, Giant Slide, Bouncy Castle, Puppet Show, Arts and Crafts, Face painting and much more.



CHEXS Easter Family Fun Day

Cedar Park, Theobalds Lane, Waltham Cross

Bouncy Castles

Egg Hunt



Arts & Craft



Face Painting



Sunday 24th March 2019
12pm – 4pm

CHEXS Values

C Community



We aim to create a united community, working together with a sense of belief and ownership tackling local issues and improving community relationships.

H Homes



We want to help people have a better home life through improved communication, relationships and life skills.

E Enrichment



We engage children & young people in positive activities within the community to help raise self-esteem, confidence and aspirations whilst developing vital life skills.

eXtra-mile



We work tirelessly to make a difference and our focus is always to put families' and communities' best interests at the heart of everything we do.

S Support



We endeavor to ensure CHEXS' diligence, passion, professionalism, enthusiasm, loyalty and local knowledge provides support for all the families and local communities that we serve.

Message from the Chair



Whilst the CHEXS logo clearly outlines its core moral purpose of **C**ommunity, **H**ome, **E**nrichment, going the **eX**tra mile and **S**upport, the 'EX' could (and indeed should) stand for 'EXCEPTIONAL'...a perfect description of the level of service that this organisation consistently provides on a daily basis for the local community.

CHEXS core moral purpose is focused on maximising potential, both on an individual and collective basis, and the inspirational work undertaken throughout the course of this year on a huge number of increasingly diverse projects is truly awe-inspiring.

Whilst other organisations may find the sheer volume of need that CHEXS encounters daunting, the inspirational CHEXS team seem to thrive on the increased demand for their services and support. CHEXS is continually evolving their support/provision based on these needs, as it manifest itself through their work within the community on a daily basis.

Of course, such adaptability and needs-led provision is only possible due to the clear strategic leadership and vision which is clearly evident in the CHEXS organisation under the inspirational guidance of Pete Maiden, ably supported by his dedicated team.

Through its work, CHEXS clearly fulfils the role of charitable organisations as outlined in the Social Values Act and its determination to ensure that all of the available funding is spent judiciously to support those most in need in the wider community.

As an established and highly valued entity in the local community, CHEXS' work, in collaboration with an ever-increasing number of partner organisations has been pivotal in ensuring that the life chances of a significant number of young people within our community have benefited from CHEXS' input and have improved their life chances.

On behalf of all of the trustees of CHEXS and the community which it serves with such whole-hearted commitment, I would like to thank everyone involved in the organisation, including its numerous volunteers, for their marvellous work and selfless dedication as they strive to improve lives and enhance well-being within our community.

Thank you and congratulations to all concerned for being **'CHEXS'-CEPTIONAL!**

CEO's Report



CHEXS' vision in providing early help is fundamental as it gives children, young people and families the foundations, focus and enthusiasm to help enable them to reach their full potential.

CHEXS has consistently remained focused on being needs led for both beneficiaries and stakeholders. The charity continually monitors and evaluates services with beneficiary feedback at the heart of all developments. This ensures CHEXS stays current and attentive on how best we can enable children, young people & families to achieve their dreams and goals.

Budget pressures continue to pose continuous challenges but CHEXS' impact highlights that early help does tackle the root cause of social problems, preventing escalation and gaining long term savings. Partnerships like Broxbourne Better Future (BBF) project, funded by the lottery and with additional financial support, has enabled CHEXS to expand the self-esteem project. CHEXS is now able to include regular mentoring sessions to the children who have been selected to take part. This new approach has enabled the charity to further support and develop the children's self-esteem and life skills.

CHEXS impact & outcomes within this annual review highlights that we are fit for purpose for agencies utilising the CHEXS' ethos, infrastructure and skills to help support their aims and ambitions in helping children, young people, families and their local communities. This approach links common ground with our partner agencies, both private and public sector organisations, highlighting how partnerships with Civil Society organisations can make a big difference to their own meaning and purpose but also a big difference to communities.

CHEXS encompasses the Social Values Act and I truly believe it is the charity's mission to continually raise and promote this methodology. This helps key statutory and private sector organisations to ensure limited funding and resources reach out to the wider community, so the benefits can be utilised and are accessible for the wider community

I am extremely honoured to work with such amazing, dedicated and passionate staff, trustees and volunteers. They all continually go the extra-mile to ensure CHEXS is open, approachable and is truly genuine in our aim to help and support children, young people, families and communities to reach their full potential.

I would like to thank Jo Gant, CHEXS Chair since 2011, who has elected to step down as the charity's chair and trustee. Jo has been a beacon of positivity and her passion has enabled CHEXS to flourish and reach out further to the communities we are here to serve. Jo's professional core knowledge has also ensured CHEXS remains focused on the challenges schools encounter with their children, young people and families.

Following this I would like to welcome Tony Gorton who has been newly elected as the CHEXS Chair of Trustees. Tony brings a wealth of knowledge and experience to the role. Tony's infectious enthusiasm, passion and life experiences will help CHEXS continue to move forward by evolving and developing services.



Context

CHEXS is an award winning local charity helping raise children and young people's self-esteem, skills and aspirations while addressing confidence issues that stop them achieving their potential. We also support the whole family, helping raise parents' ability to communicate with their child which in turn can improve relationships and support development.

CHEXS uses a unique combination of outdoor learning, mentoring and whole-family support to raise the aspirations, self-esteem and confidence of deprived and/or underperforming children and young people in Waltham Cross. We work in partnership with schools to identify children & young people needing support and deliver a holistic programme that increases their skills and performance. All work is outside the school curriculum and any work within school hours is funded by schools.

In 2017/18, 259 Children & young people identified as underperforming attended a programme of learning in the natural environment proven to raise self-esteem, aspirations and performance. Attendees receive an average of eight days' support during the programme. Primary school-age children spend two half-days delivering a creative project, using natural materials, e.g. building a willow deer. They learn team working, problem-solving and discover new skills outside the classroom. We provide 1-2-1 mentoring to help them set and achieve personal goals, for the project and more widely. Next they spend a day working together on a community enrichment project, typically in woodland, where they work with volunteers to improve the environment for the community. Secondary school-age young people follow a similar programme, but we also teach them to mentor and support younger participants which enables them to learn accountability and leadership skills.

In our experience raising people's aspirations requires a whole-family approach. This is very rarely provided by schools or Children's Centres, other than for a handful of families on the Troubled Families programme. In 2017/18, we worked with 173 families, providing parents with 1-3 hours support per week. 95% of our Family Support Leads' time is spent providing 1-2-1 support building parenting skills in communicating with their children, strengthening family relationships, managing behaviour and supporting learning. We support parents to resolve the underlying issues which may be creating conflict, such as financial, housing or mental health problems. We also run parenting skills training in a group setting.

These are some of the many elements to our intensive work with children/young people and families who have been referred to us or identified as being able to benefit from CHEXS' distinctive approach which are outlined in this report.

The support CHEXS gives encompasses the Families First agenda, working at a local level is paramount to building upon Hertfordshire's successful drive to prevent escalation of needs for families and provide the right response, at the right time, by the right service.

Projects & Services

CHEXS delivers the individual projects below that have been created through partner and participant collaboration. All projects have been evaluated and our review shows what impact/outcomes were achieved.

Self Esteem Programme

Mentoring (Primary)



Supported
by the
BBF Project

Children are mentored and coached by the CHEXS team to think about their goals and have the confidence to step outside of their comfort zone, helping them to achieve their personal goals. The sessions are tailored to the needs of the group with the aim to improve their aspirations and learning. CHEXS links experiences with challenges to highlight that with dedication, enthusiasm and support everybody can achieve and reach their personal goals.



Model Mentor Programme within Outreach Setting / Referrers Setting Enrichment (Primary & Secondary)



Supported
by the
BBF Project

This aids inclusion, support and mentoring between the different age groups, building relationships with tangible projects for the child/young person being motivated and engaged. The team take targeted secondary young people to work with primary children to create something that can be displayed within their primary school i.e. willow deer. The young people become confident mentors, taking responsibility for being positive role models and the children respond well to their leadership whilst enjoying using natural materials to create structures that can be enjoyed by the whole community.



Community (Primary & Secondary)

The CHEXS team mentor young people with emotional, behavioural and social difficulties who volunteer in local community areas where they can achieve tasks and experience working as a team to enhance and develop the community areas with tangible results. Children and young people are given the opportunity to choose between areas of work and to consider how it can be developed.



Supported
by the
BBF Project

CHEXS Activity Day

At the end of the projects CHEXS offer the young people a challenging activity day that will involve self-reflections to consolidate their personal development on the journey they have participated on. This will reinforce the positive impact with the young person/s and readdress the targets with them.



My Life (Secondary)

This 3 day programme educates young people about both positive and negative life choices and the consequences of their actions. The project tackles the sensitive subjects that are a part of the young person's life and can be tailored to suit the needs of the group. Programmes include a team building activity day followed by interactive information sessions about risk taking behaviours, independent living and how to keep themselves safe. Young people gain an increased knowledge of sexual health, drugs and alcohol abuse, internet safety, relationships and financial aspects of living away from home leading to improved aspirations.



Family Support Service

CHEXS Family Support Service is to help family relationships, build parental skills and communications, help resolve underlying practical issues and increase parents' ability to support their children's development.



Professional Training

CHEXS provides staff training that includes mop-up safeguarding, CEOP and Wrap.



Impact and Outcomes of Services

Self Esteem Enrichment Programme

The number of young people supported

We have supported 259 targeted children and young people between September 2017 – August 2018 providing targeted more intensive support to those most in need some taking part in multiple enrichments. CHEXS worked with 174 primary aged pupils and 85 secondary aged young people. At the end of their last enrichment the children/young people are asked to complete a feedback questionnaire that is worded to suit each age range.



Primary need	Number of Children
ADHD/ASD	2
Attendance	19
Behaviour - School	58
Emotional Well-being	174
Mental health	5
SEND	1

The primary need at referral for support was emotional well-being which covers a range of issues from a lack of confidence, low self-esteem to home life impacting on the child/young person.

From the information provided by the schools we have established that projects support other issues as listed below.

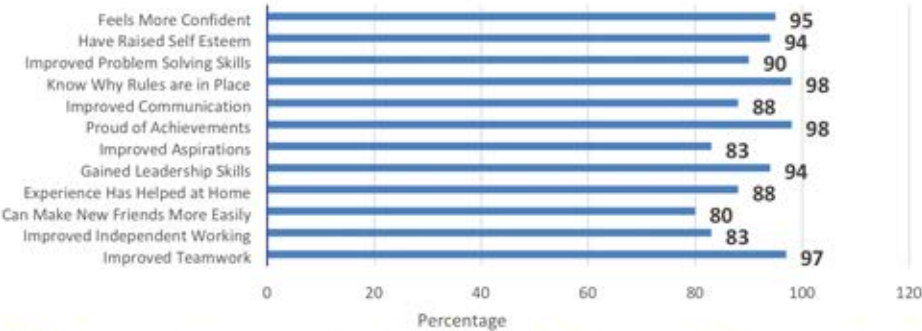
Pupil Premium	English as an Additional Language	Free School Meals	Special Educational Needs	Most Able
61	14	35	46	3

The outcomes young people achieve

Primary Schools

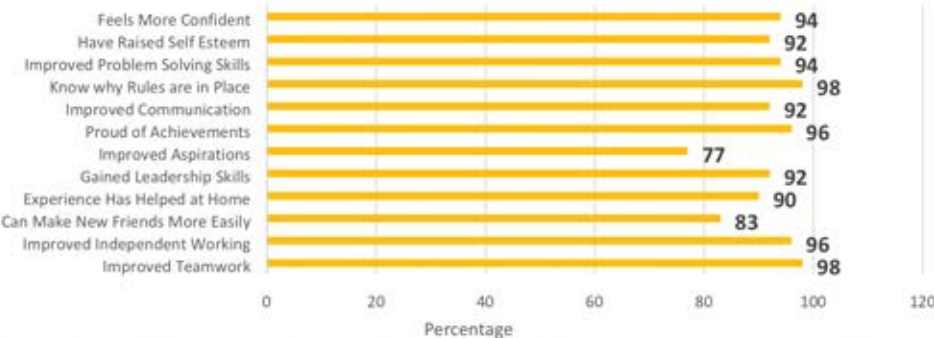
CHEXS works with 12 primary schools within Cheshunt and Waltham Cross and the pupils completed feedback questionnaires at the end of the final enrichment. The following charts are based on data collected from the questionnaires completed by the children and young people who received targeted support from CHEXS during 2017-2018. All questions are worded to suit the key stage of the child.

Children's Self Assessed Outcomes



CHEXS also provides a mentoring scheme for four pupils from each school and the results from these young people are shown below.

Mentored Children's Self assessed Outcomes



**NATIONAL
LOTTERY FUNDED**

*Supported by
the BBF Project*

These charts illustrate the positive impact the mentoring has on those pupils who have been put forward for the intervention.

Written feedback captured from the self-assessment questionnaires supports the positive quantitative data analysed above. Children commented on feeling more confident, behaving and performing better at school and feeling more positive about the future.

Written feedback captured from the self-assessment questionnaires supports the positive quantitative data analysed above. Children commented on feeling more confident, behaving and performing better at school and feeling more positive about the future.

"I make friends easier as CHEXS has helped me."

"Working with CHEXS and being with new people has improved my confidence."

"I feel lucky because I get to learn problem solving skills with CHEXS and have a boost for the future to try first and do teamwork."

"I feel proud because now I am more how to make things. Before I thought I couldn't make things, I thought it was hard, but I gave it a go and I feel proud."



Pupils Enrichment Presentation

One of the presentations was at St Josephs school which was fantastic afternoon to hear the pupils share their experiences and feelings about taking part in CHEXS projects with their families. They spoke of improved confidence, friendships and of the pride they have in themselves.

Universal Enrichments

CHEXS provides an opportunity for all pupils to take part in CHEXS activities through a range of opportunities. These include the CEOP for children and parents, motivational talks and CHEXS Grow Club and community day. More information about these can be found in the community outreach section of this document.

Universal Enrichments that were delivered within the CHEXS primary schools this year.



Sainsbury's Road Safety
Aspiration and Self Esteem presentation
CEOP Assemblies with parents
Sainsbury's Depot Tour
Grow Club Launch
CHEXS Grow Club
CHEXS Motivation Talk
CHEXS Family Craft Session



CHEXS is always happy to engage with students who wish to volunteer their time to help fund raise, promote the charity or assist in CHEXS activities that take place after school hours.

School reported outcomes

Referrers Feedback

Below is an example of referrers feedback along with other parties about children who have with CHEXS and who have raised aspirations and improved their life chances through our interventions.

Reason for Referral	Referrers Feedback	Pupil Feedback	Parent Feedback
Parents divorcing ongoing emotional Working with CHEXS through a Families First Assessment	Raised self esteem on subjects that are creative. Sometimes behaviour and mood are lifted. Controlling emotions more.	I feel lucky because I get to learn problem solving skills with CHEXS and have a boost for the future to try first and do teamwork.	From FFA – Thank you so much for your support!! It means a lot to me. Wouldn't have gotten this far without it! I appreciate!!
Behaviour at school and confidence	Behaviour is massively improved. He is now confident within his peer group and comfortable with his teachers but still needs more confidence with strangers.	Encouragement - We encouraged those who weren't water confident so they could do the ropes over the water.	Thank you so much all of you. He has had such a great time with you all. I have seen such a difference in him, it has really helped with his confidence. He is more self-assured, independent and whereas he used to take things for granted he is no so much more grateful. He is more appreciative of money, which is tight and helpful around the house. He also suffers with tics however these are nowhere near as bad anymore. His grandparents have seen a difference in him too.

"Raised self-esteem. Relationships and responsibility improved."

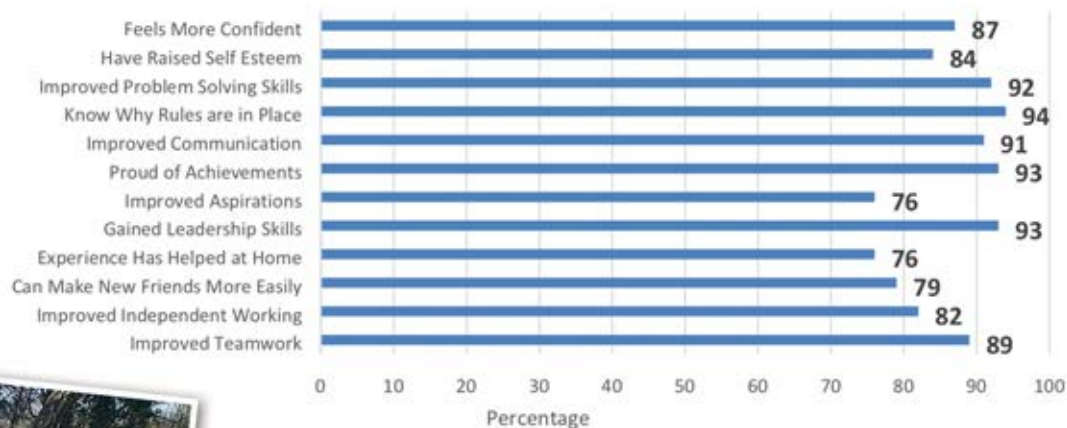
"Focus and work ethic have improved drastically!"

"Better concentration. Improved attitude to work."

"Less shy in class. Self-esteem increased."

Secondary Feedback

Young People's Self Assessed Outcomes



Written feedback captured from the self-assessment questionnaires supports the positive quantitative data analysed above. Young people/children commented on feeling more confident, behaving and performing better at school and feeling more positive about the future.

“I learnt how to work with other people I did not know before.”

“Perseverance because I strived to do something I didn’t want to do.”

“Resilience - Even when you find something hard you have to keep going.”

“Behaviour – You have to be well behaved in order to complete the job”

School reported outcomes

Below is an example of a pupil who has with CHEXS and who have raised aspirations and improved their life chances through our interventions.

Reason for Referral	Referrers Feedback	Pupil Feedback	Parent Feedback
Behaviour	XXXX has really improved his behaviour within school.	Independence - because there are some things you have to do alone. I learnt I should listen to instructions (then I would have brought a lunch with me)	Thank you for letting me know how he's got on, he is a good kid, but just plays up at school, typical teenage boy I'm afraid and he is determined and stubborn.lol.. But I think his behaviour at school has improved, I've not got any phone calls from the school for a while. Thank you for your feedback I appreciate it
Behaviour & Confidence	Behaviour is massively improved. He is now confident within his peer group and comfortable with his teachers but still needs more confidence with strangers.	Communication – You have to communicate to make sure you know what everyone is doing and what you have to do	XXXXX is really enjoying CHEXS and has come home both times telling me all about it and how he is looking forward to the next time. I think it will really help with his confidence. Thank you.

"XXX's attendance is phenomenal. She has gained a lot of confidence being on the project. Attendance is now 96.2%"

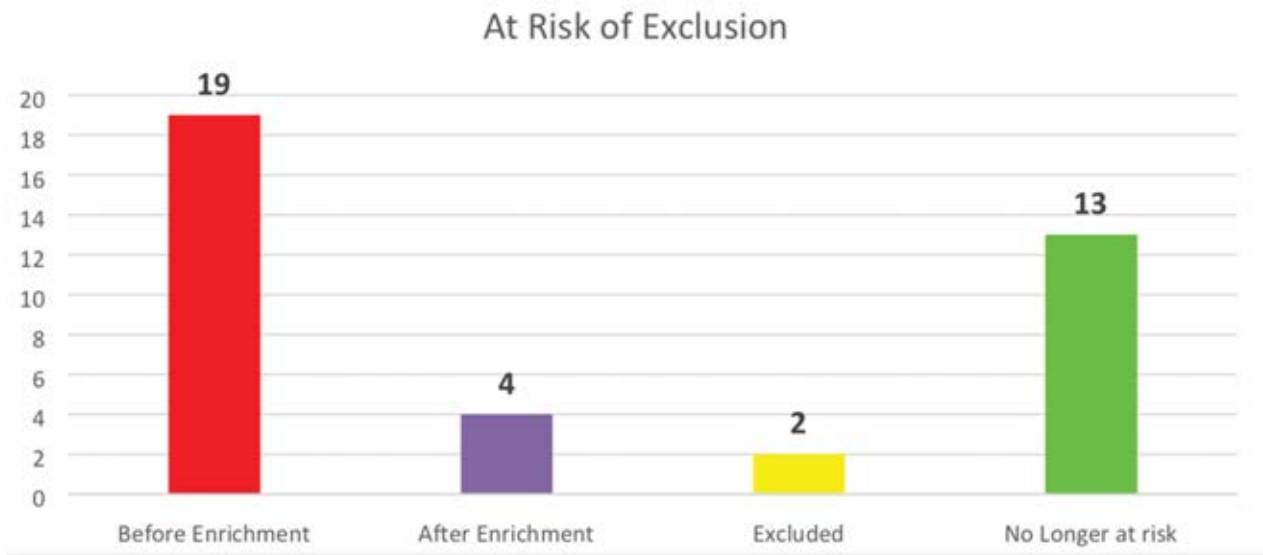
"Over the year XXX's behaviour has improved and will respond more quickly to instructions and guidance."

"XXXXX seems happier and confident in herself. Her attendance has improved."

"The project has given XXX the confidence and skills to overcome conflict. She used to struggle with friendship issues these seem reduced."

Risk of Exclusion

At the point of referral 19 young people were reported to be serious risk of exclusion however by the end of the project 4 were still at risk, 2 had been excluded and 13 were no longer at risk of exclusion.



Family Support Services (FSS) and Learning

CHEXS have supported number 173 families between September 2017 to August 2018 providing targeted more intensive support to those most in need.

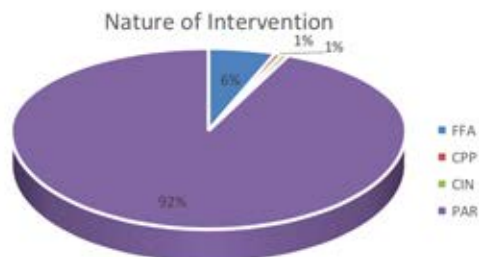
Origin of Referral



Referral via	%
School	83
Self-referral	14

Referrals are received via schools, CHEXS, self - referral and other agencies including; IFFST, Children's Services and CAHMS. 83% of referrals were received via your school, whilst self-referral accounted for 14%. The final 3% received through Children's Services, Health Services and CHEXS

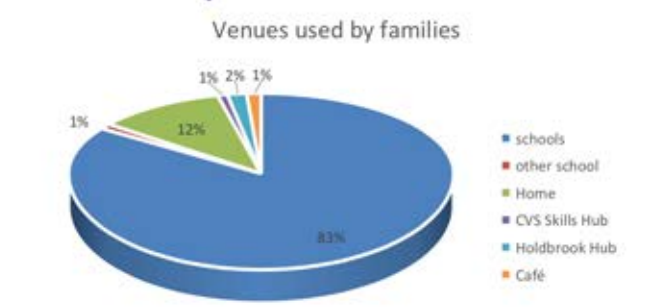
Nature of Intervention



Nature of Interventions	%
Parenting	92
Self-referral	6

92% of support required was parenting with 6% being supported by FFA. 1% was on Child in Need plan (CIN), 1% was Child Protection Plan (CPP) and 1% Families First (FF) - Intensive Family Support Team (IFST) Support sessions are available at a variety of venues including all CHEXS consortia school, in the family home or a neutral venue i.e. CVSBEH Skills Hub/CHEXS Children's Centre or local coffee shops.

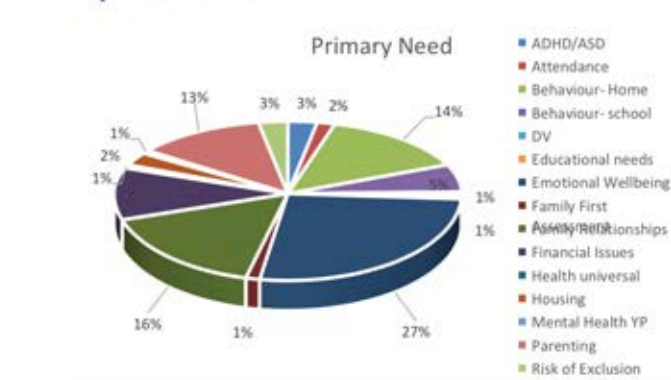
Venues used by families



Venues used by school name families	%
Schools	83
Family homes	12

A variety of venues are offered to ensure that families feel comfortable and relaxed when discussing sensitive issues and concerns. 83% attended meetings in schools and 12% preferred home visits. % of families preferred to meet in a neutral place 2% at Holdbrook Hub, 1% CVS Skills Hub, other schools and 1% in a café.

Primary need of referral



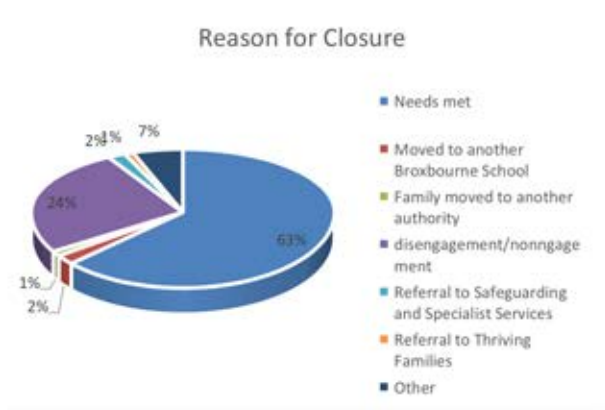
Primary referral need	%
Emotional Wellbeing	27
Family Relationships	16

On referral, the majority of families 27% identified their primary need as being emotional wellbeing. 16% have family relationships issues and 14% struggled with behavioural at home. whilst 13% requested support with parenting. 10% of families were having financial issues. 5% need support with child’s behaviour at school. 3% of families have a child at Risk of Exclusion and 3% with ADHD/ASD. Housing support was required by 3% of families and 2% had attendance issues. 1% of families were supported with Domestic abuse, 1% with Health service, another 1% had a child with Mental health needs and 1% were supported with Family First Assessments.

Behaviour covers a range of issues including a lack of confidence to self-harm. Children and young people may be referred for support with CHEXS enrichments.

(100%) families received one to one intervention

Reason for closure



Reason for closure	%
Needs met	63
Disengagement/Non-engagement	24

Of the 173 families supported 63% of cases were closed as their needs had been met. 24% almost a quarter of families either did not engage upon referral or disengaged after initial/subsequent meetings. 2% of those referred moved to another Broxbourne school and 2% were referred to Safeguarding and Specialist support services. 1% have moved to another authority and 1% referred to Family First Intensive Family Support Team. 6% were closed for other reasons. 11 families are receiving ongoing support in to next academic year.

The outcomes for the Families

The following chart is based on data collected from Parent Survey and verbal feedback completed by families who have received targeted family support from CHEXS.

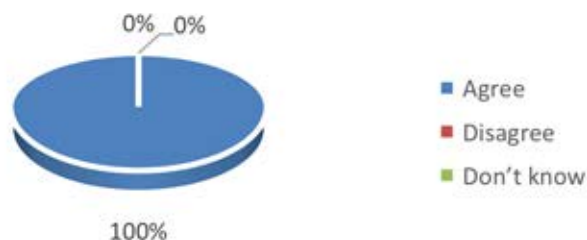
CHEXS has helped me improve my relationship with my child



Parent Survey Results	%
Improved Relationships	92
Improved parenting skills	100

Reason for closure

CHEXS helped me to be more confident
that I know what to do as a parent
(improved my skills)



Written feedback captured from the self-assessment questionnaires supports the positive quantitative data analysed above. Families / parents /carers

“Put mind at rest that services are available to help and that my son is also being helped.”

“The support I received was so helpful within a couple of weeks it had made a big difference with my child's behaviour. The parenting tips I received worked so well and I am so happy that I was able to get some help and support and not feel so alone.”

“The help and support I received had a big impact on my child's behaviour he is a lot calmer and happier in himself. He has stopped shouting and is starting to talk calmer to others and myself.”

“The support and service K has given me has helped so much. It was lovely to talk to K and she listened to me, pointed me to the services available, and helped with referrals. Thank you.”

School reported outcomes

Below is an example of the written and verbal feedback received from members of staff for the Family Support Services

"Also, I would just like to take this opportunity to thank you for your EHM help and support yesterday morning, it really was invaluable."

"I think the CHEXS FSS is a great idea. You have helped many of our families over the years through signposting, guiding and supporting. You are currently working closely with 4 of our families and I know they value your input."

"CHEXS FSS has been so beneficial to me, you have helped me build relationships with families that before were failing to engage with me. Your support at meetings has meant that families that normally refuse to attend meeting have showed up."



Family First Assessment



What is Family First Assessment (FFA)

Families First Assessment process provides early help to families in Hertfordshire, bringing together organisations who provide support to families under one 'umbrella'. The FFA process uses a "whole family" approach, which allows everyone's needs in the family to be taken into account, in order to make a lasting difference.



CHEXS have supported 23 families with Family First Assessments as Key worker or support between September 2017 – August 2018.



Family and Adult Learning

From September 2017 to August 2018, CHEXS delivered a variety of courses and activities to 628 families and community members within schools and other venues in the local area.

We ask all of our participants to complete a questionnaire form once they have completed one of our courses/activities. This year 55% indicated that the course exceeded their expectations and 100% of the participants found their course/activity was very useful or quite useful.

Outcome/Benefits of attending a course.



General comments and feedback from our learners

"First our English has improved because the teacher tries to explain and solve our mistakes, this means we can help our children with their homework."

"Excellent way to meet other parents."

"Good ideas and an enthusiastic approach by staff."

"Fun with children and other parents. Thank you."

CHEXS Stats

Children & Young People on enrichment - 1338

Universal Primary & Secondary - 1079

Targeted Secondary Students - 85

Targeted Primary Pupils - 174

Parents / Carers Supported - 139

Families Supported - 173

Adult Learning participants - 37

Family Learning - 628

Community - 17410

Volunteers - 142

Training for Organisation Staff - 198

Parents with more than one intervention - 34

Total number of FSS sessions - 235

Total number of Primary Self Esteem projects - 36

Total number of Secondary Self Esteem projects - 47

Number of FFA's - 19

Number of total families supported - 451
(FSS / Self Esteem projects / FFA's)



Safeguarding Training

Professional training available

CHEXS provides staff training that includes mop-up safeguarding, CEOP internet awareness, WRAP and first aid training. We also liaise with other partners to bring in training that addresses gaps highlighted by CHEXS schools and partners.

Training delivered in this academic year is as follows;

Course Title	Attended
CHEXS Safeguarding	116
CHEXS Wrap Training	72
Paediatric First Aid	10
	198



Staff quotes:

"Really interesting finding out about the different types of abuse."

*Primary School MSA
Mop-up Safeguarding TA*

"It's good to know what to look for but sad that we have to look for it!"

*Teacher
WRAP training*

Financial Overview



The following information has been extracted from the un-audited annual accounts for CHEXS . A full copy is available on request from our office at: Registered office: CVSBEH Community Skills Hub, 59 High Street Waltham Cross EN8 7JU or from our website: www.chexs.co.uk

CHEXS has continued to experienced significant funding cuts during the year. Whilst membership is continuing to grow, the funding to support the many school and community projects has been reduced. As a result CHEXS pro-actively continually reviews income & expenditure with Trustees and other key stakeholders. This approach ensures CHEXS is continuing to build a sustainable platform to enable the charity to remain pivotal in helping to support and enable families to reach their full potential.

Income:

Income for the year totalled £212,737, a decrease of 14% over the previous year. A significant cause of this is the reduction in local funding to for the projects that CHEXS undertakes during the year. This has meant that a number of projects have ceased to be run. The reduction was expected and the trustees, management and stakeholders were aware of the change in focus of the organisation.

Financial review:

The accounts for the year ended 31 August 2018 show an in-year deficit of £11,620 (surplus in 2017 of £23,377). Some of the in-year result was due to income received in 2017 but the related expenditure occurring in 2018.

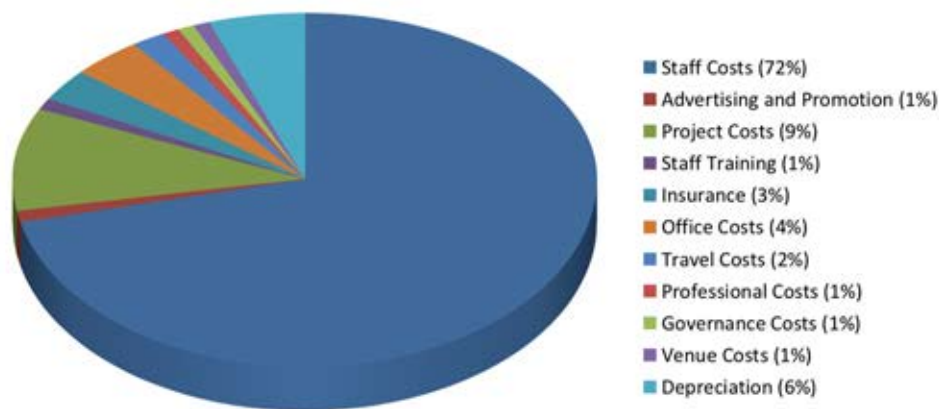
Income 2017-18



Expenditure:

Expenditure for the year totalled £224,357, an increase of 1% over the previous year. Whilst project costs have fallen in line with the reduction in income, other costs, including staffing, staff related and office costs have seen a rise, due to statutory conditions or inflation. The organisation continues to monitor these to ensure it receives good value.

Expenditure 2017-18



Reserve Policy:

The reserves policy of CHEXS is regularly reviewed by the Trustees to ensure that it meets the day-to-day requirements of the organisation. The aim is to ensure that in the event of the loss of major revenue streams there is adequate reserves to give time to secure alternative income streams and discharge contractual or financial obligations. The Board considers the year end reserves to be slightly below the expected level due to operational conditions of income and expenditure fluctuations, but are satisfied that they are able, with the current level to meet its day-to-day obligations. The Trustees and Senior Management have developed strategies to ensure that any lost revenue streams are either replaced, or the connected services supplied are ceased and new opportunities sought. The Trustees aim to increase the level of reserves over the next accounting period.

Community Outreach

We aim to create a united community working together with a sense of belief and ownership tackling local issues and improving community relationships. CHEXS targeted enrichments enables young people and pupils to create and manage areas within the local community.

CHEXS Volunteers!

The achievements of our volunteers and the work they provide to support CHEXS is helping towards our aim to create a sense of belief and ownership and to improve community relationships.

Volunteer	Total Numbers
Children and Young People Volunteers	122
Adult Volunteers	9
Corporate Volunteers	11
Total	142

CHEXS continues to attend numerous community events to highlight the services and activities we provide to our schools and local community. Please find below some of the events we attended this academic year.

Broxbourne Council Easter Egg Hunt Cedar Park

Deaconsfield Fete

Goffs Opening Evening

Goffs Churchgate Opening Evening

who's who in Family First Conference

Volunteer Conference at Fielder Centre Hatfield

St Georges Day at Grundy Park

Who's Who in Family First Early help service in Hertfordshire

Broxbourne Youth Awards

Lea Valley Christmas market

Senior Citizens Christmas meal at Goffs School

HCC Awards

Family First Launch at Wodson Park

SOCA - Waltham Cross

St Joseph's Flower Show

Brookland Infants Open Evening

Goffs Oak Garden Launch



This year our annual Family Fun Day and Grow Club Finale was held at a new venue; Grundy Park on Sunday 8th July. It was a fantastic day and a very hot one we had a good attendance. The event is growing year on year with more stalls and we had several performances by local dance groups and a local steel band.

Five schools brought their produce to the Grow Club Finale and all of them had amazing displays which were a credit to everyone involved. It was great to see the children up on stage receiving their trophies for the best on show. We concluded the day with our CHEXS Award ceremony, children and young people who we have worked with throughout the academic year were invited to attend. Our patron Charles Walker MP and Steve Wortley the Deputy Mayor were there to present the certificates to acknowledge their achievements. **This year over 70 children came with their families to receive their certificate of achievement for the Self Esteem programme.**



Grow Club results:

The competition was very close with amazing displays by all the schools who participated, well done to everyone involved.

The Winners for 2017 -2018

Overall Winner for Primary – Goffs Oak Primary School

Overall Winner for Secondary – Haileybury Turnford School

Winner of Best Display and

most unusual vegetable – Goffs Oak Primary School

Most Impressive Vegetable – Downfield Primary School



CHEXS Annual Senior Citizen's Christmas Dinner:

CHEXS Annual Senior Citizen's Christmas Dinner was hosted by Goffs Academy which was a huge success. A huge thanks to Goffs Academy for hosting this event. There was lots of fun, laughter, bingo and dancing bringing the young and old together! A fantastic evening.



Awards

CHEXS has also been recognised and nominated for its commitment to early intervention, community cohesion and working and supporting volunteers.

These have included:



Early Intervention
Team of the Year
FINALIST 2018

HCC Services to Young
People Team of the
Year
WINNER 2017



**BOROUGH OF
BROXBOURNE**
www.broxbourne.gov.uk

Broxbourne Youth Charity
of the year
FINALIST 2018
RUNNERS UP 2017
WINNER 2016



National Youth Agency
Awards
FINALIST 2016



Queen's Award for
Voluntary Service
SHORTLISTED 2016



**BOROUGH OF
BROXBOURNE**
www.broxbourne.gov.uk

Broxbourne
Civic Award
WINNER 2018

Pete Maiden CHEXS CEO was presented with the Borough of Broxbourne Civic Award this year. In appreciation of his exceptional service to the community of the Borough of Broxbourne.



Conclusion

CHEXS is unique in the South East of England. The charity helps consolidate the work of other organisations into a single vision for how all parts of society can work together to help all families, children, young people and the local community realise their potential. By supporting them and their families we aim for all young people to develop a sense of belonging and the supportive relationships, strong ambitions and good opportunities they need to succeed.

CHEXS approach ensures the charity and partners are part of the fabric of our society.



For further information please contact: Pete Maiden, Chief Executive Officer.
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petem@chexs.co.uk | 07974 262875 | www.chexs.co.uk

Thank you

The CHEXS team we would like to thank all of our partners, trustees and volunteers who have helped and supported us over the last academic year.

Hertfordshire County Council
Herts Aid
Money Advice Unit
CAB Herts
Safer Places
Hertspeak
SPOCAN

Broxbourne Council
YC Herts
Valle Academy
Four Swans Vision
Sea Cadets
Steel Pan in motion
Army Cadets
Friends of Cedars Park

Valle Academy of performing arts
South East Bee Keepers
Impulse Dance
Walking Animal Fun
LMA Studios
Sandy Hands

Special thanks to:

Lea Valley Park Authority for allowing CHEXS access to the park so that young people can volunteer for the community projects, **CAB and Mind** for our partnership for the BBF project and the lottery needs community grant.

Generations Multi Academy Trust for their support and guidance.

Sainsbury's Waltham Cross Point Depot in helping support children understanding of the dangers on today's roads and for the children, Depot tours and supporting our annual Family Fun Day.

Broxbourne Borough Council in supporting numerous projects and helping us support the local community.

Aylett's Nursey for their expertise and knowledge with the CHEXS Grow Club.

B3 Living for allowing us to be key partners and having our base at the Holdbrook Hub until April 2018.

CVS East Herts and Broxbourne for their continued support for enable us to set up our new office in your new Skills Community Hub in Waltham cross and for inviting us to be one of the charities for your Dragons Apprentice Challenge.

Hertfordshire Community Foundation for the Youth Social Action Funding #iWill.

Local County Councillors Locality Budget, CAF Charities and to the **public** who have attended our events and community days and donated funds to our charity throughout the years

Special thanks **Hertfordshire County Council** for their continued support and guidance.

Special thanks to the **Department of Transport** and **CTA** for our new minibus which is a huge asset to our charity.

Thank you to **Haileybury Turnford School** for their continued support of CHEXS by allowing the charity to keep our minibus at Haileybury Turnford, housing our storage container on site. All of the support Haileybury Turnford gives to CHEXS in turn helps the charity to further support families and your local community.



Broxbourne Better Futures



About the service

Broxbourne Better Futures is a brand new project available to the residents of Broxbourne. This project is a partnership between Hertfordshire Mind Network, Broxbourne Citizen Advice Bureau and CHEXS.

Broxbourne Better Futures has been developed with an aim to improve mental health within the family home and reduce poverty across family generations.

Each service will provide tailored support to encompass the whole family. Hertfordshire Mind Network is a local mental health charity and will provide combined mental health and vocational support with an aim to reduce family tension in the home and increase employment, volunteering and training opportunities.

Broxbourne Citizen Advice is a free confidential service that provides independent advice and will offer support around tackling poverty by reducing debt and provide tools and techniques to help families manage their finances independently.

CHEXS provides children and young people with support outside of the school curriculum via outdoor experiences. Team building and volunteering projects incorporate the use of many natural materials and peer mentoring provides raised confidence and self-esteem. The aim is to increase skills and resilience for the future. Some projects culminate in a residential programme to consolidate learning. Our work enables young people to step outside their comfort zone and be challenged in a safe, supportive learning environment.

If you feel this is a service you would like to access and meet the key eligibility listed opposite please contact us direct or complete a referral form which can be found online: www.hertfordshiremind.org/accessourservices/



SUPPORTING FAMILIES AND THE LOCAL COMMUNITY



Prospectus

CHEXS helps to prevent escalation of needs in the lives of many vulnerable children and young people. CHEXS develops innovative approaches to raise aspirations, expectations, which expands individuals mindsets and benefits them and their families.

tion Day

Help with:

guidance for
ment support,
for children
ing courses,
services and
for children
supporting
development

official

official

Cost

£140.00
£630.00
£315.00
£630.00
£630.00
£224.00

Total £2569.00

Impact. Which
all the projects would
in the Community
school and pupils.

Cost

£140.00
£2,518.00
£2,518.00
£2,518.00

£1,888.00
£244.00

Total £5,806.00

h project for the
needs of the

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