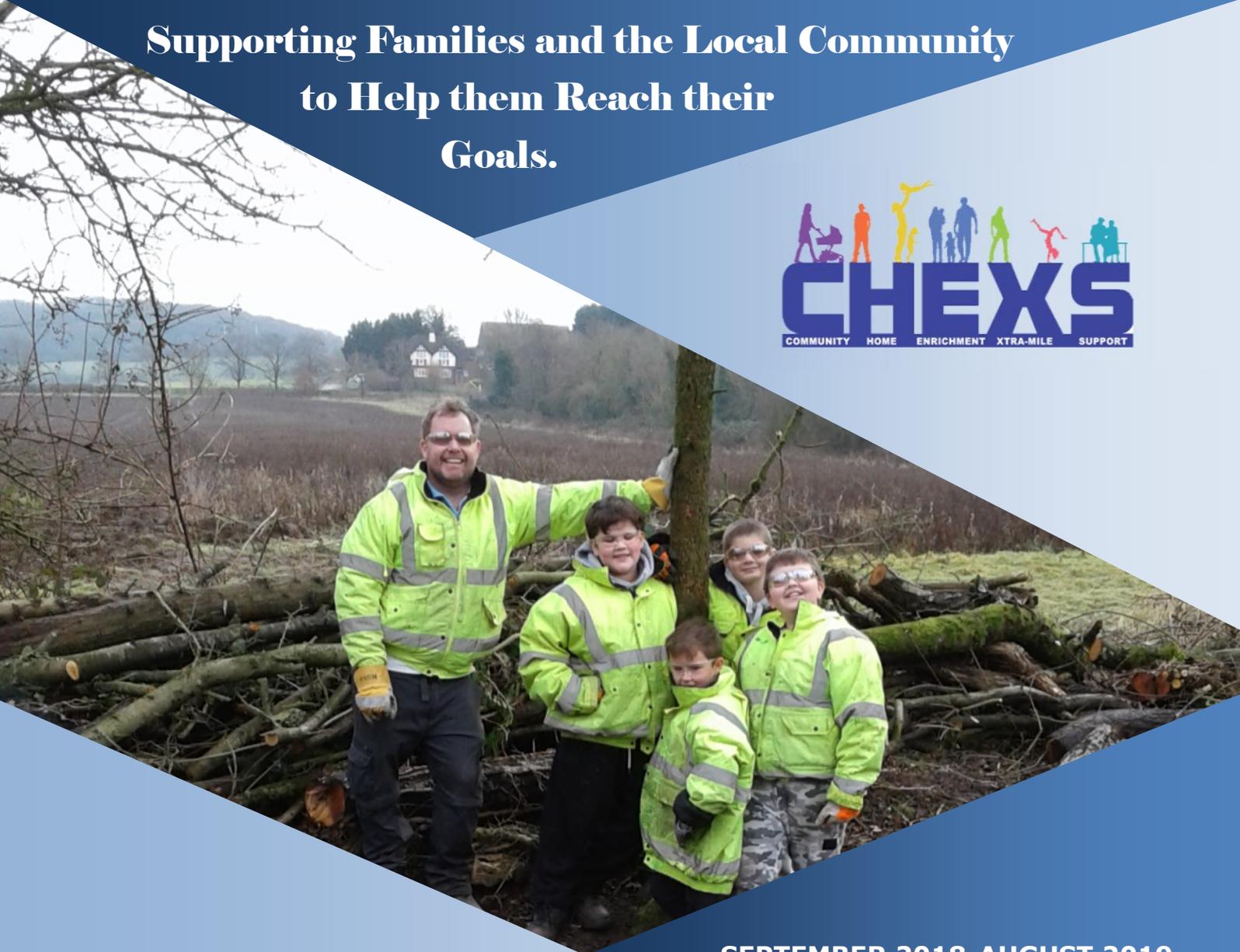
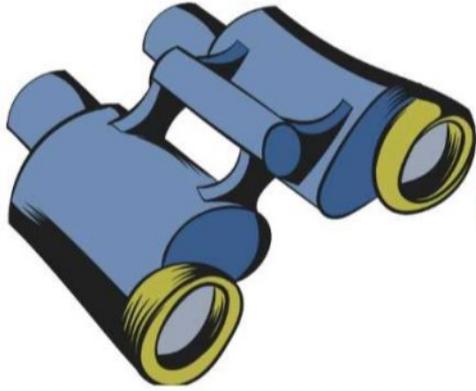


**Supporting Families and the Local Community
to Help them Reach their
Goals.**



SEPTEMBER 2018-AUGUST 2019

*Impact and
Annual Review*



OUR VISION

“Our vision is of a community of strong families working together to reach their goals. Our whole-family approach builds trust and resilience to support young people realise their aspirations.”



OUR MISSION

“Our mission is to build strong relationships, communication and trust within the family. Through teamwork, skill development and problem solving we work with children and young people to give them self-esteem, meaning and purpose for the future.”

CHEXS



Community

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

Homes

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

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 the communities best interest at the heart of everything that we do.

Support

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

Message from the Chair - **Tony Gorton**



CHEXS vision and mission is a true reflection of the purpose of the charity. Whilst this is certainly true, it merely provides a very brief synopsis of the incredible breadth of the work that CHEXS carries out in the local community and the life-changing impact that its work has on the lives of so many, both directly and indirectly.

The CHEXS 'team' is currently stronger and larger than ever before in its history, and the value that each member of the team brings to the organisation's collective efforts is truly inspirational. During the last 12 months, the whole infra-structure of CHEXS has improved beyond recognition, with Trustees now providing both challenge and support in equal measure, ensuring that the organisation's strategic vision is continuously reviewed to ensure that CHEXS continues to 'deliver' in terms of the outcomes for the families with which it works on a daily basis. This increased clarity of vision and more focused 'direction of travel' and is subsequently underpinned by the previously mentioned 'team' who provide intensive support for an increasingly broad range of families within our community.

The increased clarity of vision within CHEXS is clearly exemplified in the various activities undertaken at a leadership level with a view to the long-term sustainability of the organisation in terms of the scope of the support that it offers/provides; it is pivotal that CHEXS continues to be proactive in its approach to ensure that it continues to identify the needs of the community that it serves and is able to respond readily to changes in these needs.

It is incredible to think that during the course of the year, the CHEXS team have supported 282 targeted children from 164 families across 13 primary schools and two secondary schools in our community; this is truly exceptional.

Of course, much of this work often highlights the need for additional support based on the needs of individual children/families and CHEXS has subsequently worked in partnership with 26 agencies/organisations to support schools this academic year. Once again, this is truly amazing.

It is with a sense of awe and wonder that I read the content of this document; I'm sure that you will feel the same once you have celebrated the incredible achievements and the numerous success stories contained in this annual report.

A sincere and heartfelt thanks to all concerned for their dedication to CHEXS...and for going that 'X'tra mile' as part of your daily practice; it is truly appreciated by all concerned.

CEO's Report - *Pete Maiden* – CEO Foreword



It gives me great pleasure and honour to present the incredible difference our dedicated and passionate staff, trustees and volunteers have made with the children, young people, families and local community we are here to serve.

Our long and successful delivery of our mission to build strong relationships, communication and trust within the family is strongly conveyed within this report. Through teamwork, skills-building and problem solving we work with young people to give them self-esteem, meaning and purpose for the future.

CHEXS has rapidly embraced and implemented significant developments to our strategic structure, direction and governance.

This new approach has been supported by the whole CHEXS team. Their enthusiasm and appetite with the addition of new members both at governance and operational levels to underpin our new practices and direction has created an amazing level of energy and momentum. This vigour has enabled the charity to articulate and illustrate the charities clear, Vision, Mission & Values.

I would like to thank the Foundation for Social Improvement (FSI) who have supported CHEXS on the charity's journey to help build knowledge, understanding and training in developing and building strategic direction to meet the needs of our beneficiaries.

CHEXS conducted a Theory of Change workshop in the summer to develop and guide the implementation of CHEXS' services and projects. The workshop was well attended by CHEXS leadership, operational teams, stakeholders, key partner agencies and our beneficiaries. They were able to give CHEXS further insight on current and emerging needs. This feedback and evidence will ensure that the needs of children, young people, families and the local community will steer and strengthen our Strategic Plan for 2020 – 2025.

The journey CHEXS has undertaken this year has helped to build strong and dynamic bonds within the organisation. This will ensure our firm foundations can help CHEXS to flourish and create a long term sustainable future to meet the needs of all we are here to serve.

Context

CHEXS utilises a unique model to build strong families that contribute to a thriving community. By working with the whole family, CHEXS helps parents build strong, positive relationships and trust with their child.

In turn, we work with young people through a variety of innovative projects designed to build self-esteem, teamwork, problem-solving and tangible skills.

The projects instil a sense of purpose, meaning and aspirations for the future. Our focus on resilience equips young people to face everyday challenges and achieve their potential for a better future.



Projects and Services

CHEXS delivers the following 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)

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 achieve their personal goals. The sessions are tailored to the needs to the group with the aim to improve their aspirations and learning. CHEXS link experiences with challenges to highlight that with dedication, enthusiasm and support everyone can achieve and reach their goals.



Model Mentor Programme within outreach setting - (primary and secondary)

This aids inclusion, support and mentoring between the different ages 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.

Community - (Primary and Secondary)

The CHEXS team mentor young people with emotional, behavioural and social difficulties who volunteer in the local community areas where they can achieve tasks and experience working as a team to enhance and develop these 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.



CHEXS Activity Sessions

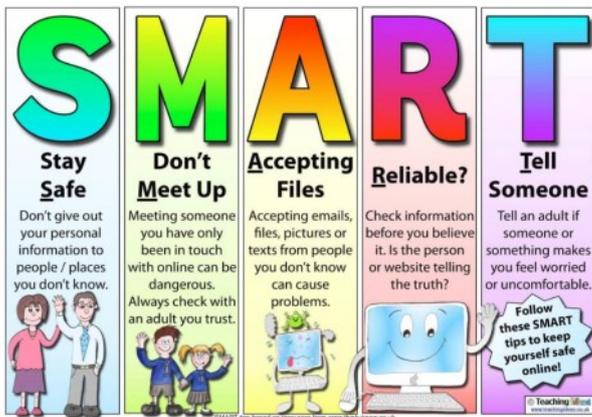
At the end of the projects CHEXS offer the young people a challenging activity that will involve self reflections to consolidate their personal development on the journey they have participated on. This will reinforce a positive impact with the young person/s and readdress the targets with them.

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 part of the young persons life and can be tailored to suit the needs of the group. Programmes include a team building activity day followed by an 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.



Keeping children safe on the internet and social media



We are raising children's knowledge of the dangers of the internet, social media and gaming.

- We will improve children's self-esteem by giving them the confidence to use the internet, social media and gaming safely.
- We'll improve children's ability to identify inappropriate contact and content via the internet, social media and gaming.
- Parents/carers will have the knowledge and insight on how to secure electronic devices. This will enable them to keep their homes and children safe.
- Children and parents will have the knowledge and confidence of who to contact should they be concerned or require support

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.

CHEXS can help with...

- Support/Advice and guidance for parents, young people and children
- Family and adult learning courses
- Parenting groups
- Signposting to local services and activities
- Enrichment projects for children and young people both supporting their learning and development

Excellent presentation, with lots of practical examples. **STAFF**

WHAT DO WE WANT TO ACHIEVE?

CHEXS Strategic Plan 2019 – 2022

Our plan has 5 OUTCOMES detailed in the following pages, illustrating what we have achieved so far.

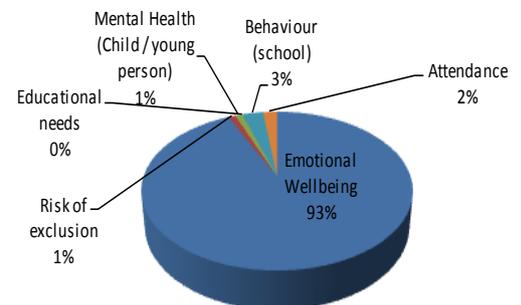
OUTCOME 1

What we want to achieve Outcome 1	Measurable Key Targets - Year 1	Measurable Key Targets – Year 2	Measurable Key Targets Year 3
Children/young people engaged in positive activities within the community raising self esteem, confidence and aspirations whilst developing vital life skills	Children / young people learning life skills through engaging in positive activities being able to mentor their peers.	Children / young people displaying raised self esteem and confidence through presenting knowledge skills learnt to peers, local authority members and families.	Children / young people developing activities for the benefit of the community
Timeline In Year One, Two & Three Time	80 Percentage of the children (out of 150 children) 71 Percent young people (out 45 YP) gain vital life skills i.e communication, confidence, independent thinking and team work	83 Percentage of the children over 2 Yrs (out of 300 children) 71 Percent young people over 2 Yrs (out of 90 YP) Express feeling a greater confidence and raised aspirations as a result of presenting projects/activities	87 Percentage of the children over 3 yrs (out of 450 children) 73 Percent young people over 3 yrs (out of 135 YP) Lead, motivate and enthuse others in community activities/projects
Time Scale	2018/19	2019/20	2020/2021

The Number of Children and Young People supported

We have supported 282 targeted children and young people between September 2018 – August 2019 providing targeted and more intensive support to those most in need with some taking part in multiple enrichments. CHEXS worked with 172 children and 110 Young People.

The primary need at referral 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



Primary needs at Referral

Pupil Premium and Additional Areas of Support

Prior to engagement children and young people are identified as to who would benefit from extra help to improve education, behaviour or to meet specific health or emotional needs. See below chart for breakdown of needs supported:-

Pupil Premium	English as an Additional Language	Free School Meals	Special Educational Needs	Young carer	Traveller
131	14	33	84	2	1

The Outcomes and Impact Primary Children Achieved

CHEXS works with 13 primary schools within Waltham Cross, Cheshunt, and Goffs Oak and the pupils completed feedback questionnaires at the end of the final enrichment. The following illustrations are based on data collected from the questionnaires completed by the children and young people who received targeted support from CHEXS during 2018-2019. All questions are worded to suit the key stage of the child.



CHEXS provides a mentoring scheme for children from each school and the results are shown here. This chart illustrates the positive impact the mentoring has on those pupils who have been put forward for the intervention.



MENTORED CHILDRENS SELF-ASSESSED OUTCOMES



96% of the children/young people taking part in the CHEXS self esteem programme felt that they had gained a sense of ownership in their community and local area.

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.

CHEXS has helped me with my socialising because before I used to be so shy to people and not confident and now CHEXS have helped me to talk to people and it's been nice as I got to make more friends.

(Pupil)

CHEXS helped with my behaviour as I do not talk over people. I am listening to them instead.

(Pupil)

BEHAVIOUR - My behaviour has improved. Bob (CHEXS Volunteer) helped me to stay calm and focused when we were making the deer last time.

(Pupil)

Reported Outcomes - Schools, Parents/Carers, CHEXS Staff & Children

Primary School Outcomes

Below are examples of two pupils journeys; through support they have raised their aspirations and improved their life chances through the CHEXS programme.

<u>Reason for Referral</u>	<u>Referrers Feedback</u>	<u>Pupil Voice</u>	<u>Parent Voice</u>
<p>Behaviour - ongoing niggles in class and playground. Understanding when not to act and tell an adult.</p>	<p>XXXX has matured massively. His attitude to his work, how he wants to be perceived both by his peers and other adults and his involvement in the class have absolutely improved and increased. He has much more self-control and maturity in dealing with things that would have (previously) set him off in an emotional downward spiral. I would definitely recommend XXXX take part next year.</p>	<p>ENLIGHTENED - I have learnt to work with people older and have been inspired and have done less dancing yay! I have an achievement of working with someone older! I Love CHEXS because I have learnt to be confident and work well with people. It's inspired me to work good and is FUN!!</p>	<p>Working with CHEXS helped XXX physically, socially, mentally and academically. It has boosted his confidence. If possible I suggest that such opportunities be provided more often.</p>
<p>XXXX needs support in developing confidence, social skills, being part of a team and getting a sense of achievement. She is a young career.</p>	<p>XXXX is slowly growing in confidence but is still much happier socialising with adults or a particular group of like-minded friends and finds it difficult to socialise in larger situations. She will still sometimes choose to spend break times in class rather than be out on the playground with her peers.</p>	<p>CHEXS has been incredible for me because before I would have answered NO for practically all of the feedback questions but now they all say yes! I feel more confident the most - it will help me throughout my years. Before I would never put my hand up in class but now I will. Before I would never talk to my mum about problems, but I have been able to talk to her which shocked her.</p>	<p>Working with CHEXS helped to improve my child's emotional wellbeing, social and communication skills. My daughter now talks more about school and what she wants and she talks in groups more.</p>

XXXX is now more self-motivated and responds well to praise. He has developed techniques to deal with volatile situations more effectively and mostly listens to instructions given. He has become more tolerant of others and is able to work in small groups productively.

Teacher

XXXX is doing really well. He is controlling his anger and is able to be a good role model for others experiencing difficulties.

Support Staff

XXXX has grown in confidence this year as a result of his work with CHEXS.

Support Staff



Reported Outcomes - Schools, Parents/Carers, CHEXS team & Children

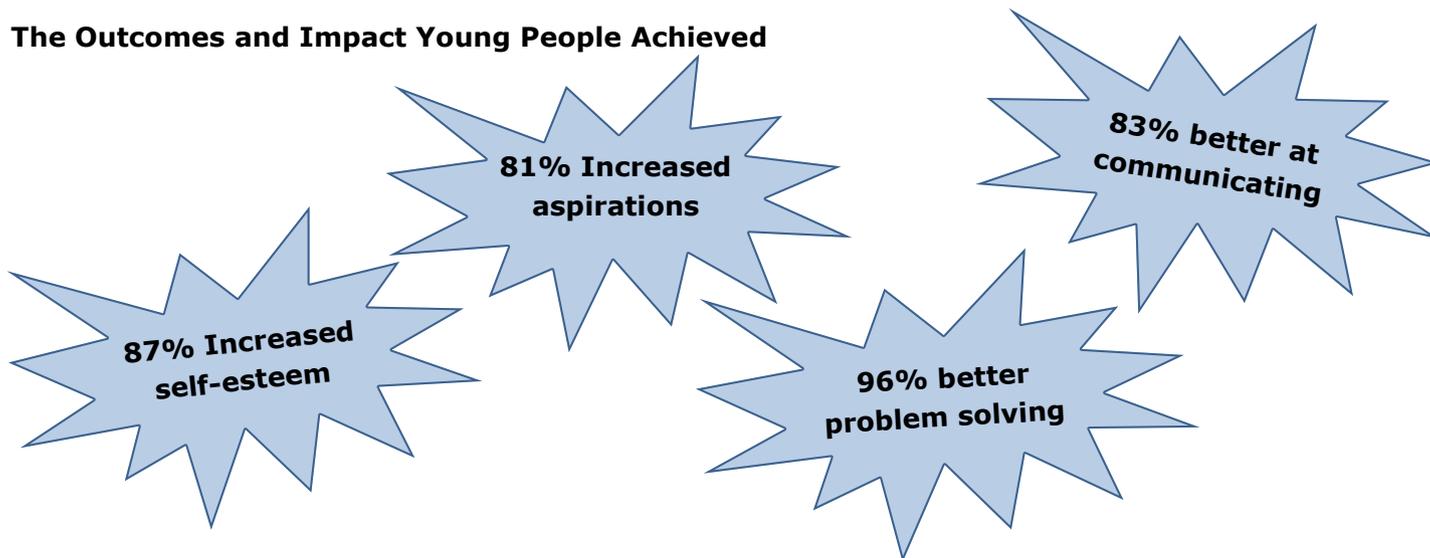
Secondary School Outcomes

Below are two examples of young peoples journeys; through support they have raised their aspirations and improved their life chances through the CHEXS programme.

Reason for Referral	Referrers Feedback	Pupil Voice	Parent Voice
Involved in low level behaviour, has been excluded for fighting, inclusion for unkind/derogatory comments	More settled at school. Less behaviour issues.	GREAT - I worked hard, but as a group we could be more mature. GOOD PHYSICALLY AMAZING – you have to try hard because it clears your head and good to give something back to the community. It was great. Learning how to work together and just being outside.	XXXX mother was very concerned that his health issues were stopping him from achieving. It was great for XXXX to have the chance to get out of school to succeed at something physical.
XXXX is usually a quiet pupil, especially around staff. He is usually well behaved but has his moments. The referral is to increase his confidence and self esteem	XXX is maturing and this was best exemplified by his participation, leading basketball sessions at the school. XXX's data reports 1-4 show a marked improvement as the year has gone on. He is under expectations in one subject only. Attitude to learning is very good	Confidence - I can talk to people better now. I have interviews coming up and I feel I will be better at these.	Thank you so much for all the positive messages we have received about our XXXX. He definitely has grown in confidence with a clear understanding of where he wants to go in life. We are very proud of his achievements and so pleased that he has been able to raise the confidence in others. Thank you for giving him the opportunity to shine.



The Outcomes and Impact Young People Achieved



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

PRIDE - It's good to see what we can achieve as a team. Also being a good role model for the younger kids.

9 Young Person



COMFORT ZONE- I have come out of my comfort zone. It has pushed me to talk people getting them to either to talk or keeping them occupied so they behaved.

Year 10 Young Person

RAISED SELF-ESTEEM I may not seem shy but I am inside. I feel better about myself for talking to young children

Year 10 Young Person

Thank you I know XXX has really enjoyed himself and I have seen a really good attitude change for him in areas and his confidence has been boosted a lot more. Thank you for helping him.

Parent of 15 year old young person

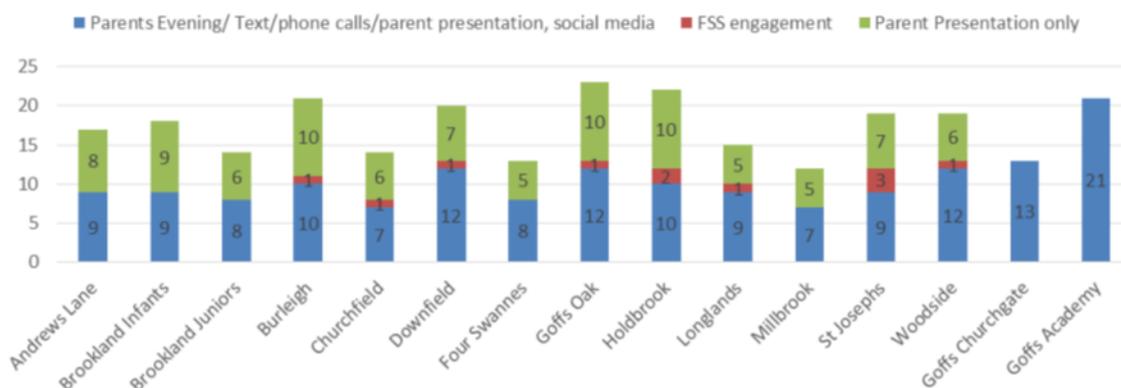
CHEXS helped me to improve my relationship with my child.

Parent of 14 year old young person

Parents engaged via CHEXS Self esteem Programme

Parental engagement via the Self Esteem project helps to build trust with parents/carers through positive reinforcement of the child's development during the project. This approach builds positive and constructive relationships amongst family members with the CHEXS Self-Esteem team having a shared approach and techniques that helps parents develop communications skills and strategies to manage children's behaviour. This in turn helps improve family relationships, building parental skills and communication, resolving underlying practical issues and increasing parents' ability to support their children's development. Some of the parents/carers have negative attitudes or barriers themselves that prevents them from engaging with statutory agencies therefore, the CHEXS Self Esteem Project and Family Support Service compliment each other ensuring that all parents and children are the prime focus of CHEXS services.

Parental Engagement Linked to Self-Esteem Programme and Cross Referrals

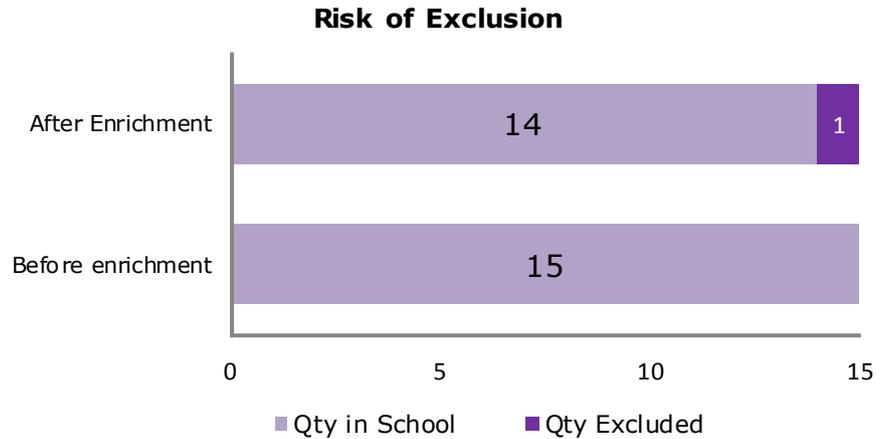


This chart indicates the number of parents engaged through the CHEXS Self-Esteem project and cross referrals to CHEXS Family Support Sessions (FSS) along with the different methods used to build these trusting relationships.

68% Parents attended a Parent Presentation

Risk of Exclusion

At the point of referral **15 children/young people** were reported to be at serious risk of exclusion, however by the end of the project 14 were still in school and only 1 was excluded.



'Being able to support and help vulnerable children I feel responsible for giving them the support they may need and improving positive behaviour'

Year 12 Work Experience Student

Additional Support

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.

One student joined the CHEXS team for their work experience week working in the office and attending the CHEXS charity Theory of Change day and the Community day.

Two students from year 12 joined the CHEXS team on the enrichment projects and were fantastic role models to the year 9 and year 6 students.

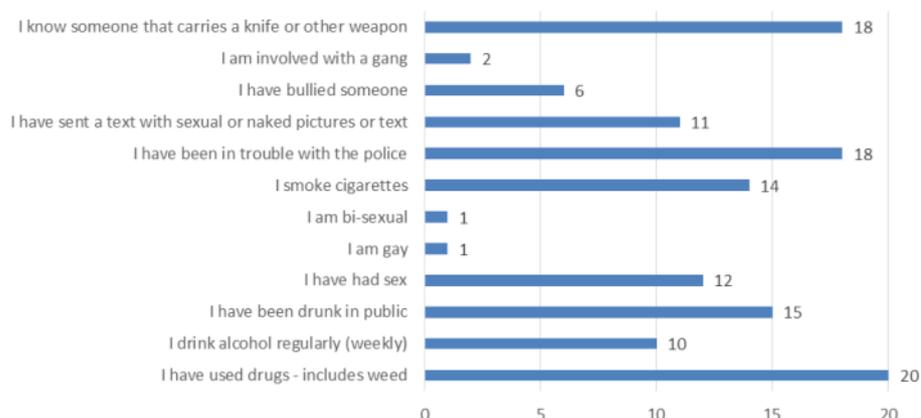
Two students who have previously worked with CHEXS have been supported via one to one mentoring due to them being at risk of exclusion and having family concerns.

Children and Young people Safeguarding Awareness

When working with the children/young people on the enrichment programme CHEXS staff are always raising awareness of potential safeguarding issues through conversations that arise. Many of these conversations are around relationships, internet safety, computer gaming and their activities after school hours. Any concerns are always raised with the school designated senior staff.

In a secondary school 30 pupils attended a safeguarding awareness session where discussions around internet safety, child exploitation and abusive relationships were discussed.

Young peoples Anonymous Questionnaire Results



Young Peoples Anonymous Questionnaire

CHEXS asked 45 young people aged 13-15 years old to complete an anonymous questionnaire in order to ascertain subjects that should be targeted for future potential projects.

Children and Young People Achievement Award

Children and young people who had taken part in a CHEXS Enrichment attended the CHEXS Community Day and were invited onto the stage to receive a certificate as recognition of the achievements for not only their community but for themselves personally as all of them go on a journey to achieve their personal goals.



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 days. More information about these can be found in the community outreach section of this document.

Activity	Number Attended
Aspirations Talk	752
CEOP to KS2	60
Easter Craft	210
Christmas Craft	327
Sainsburys Road Safety	350
Sainsbury Depot Tour	210



**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**



Better Family Life

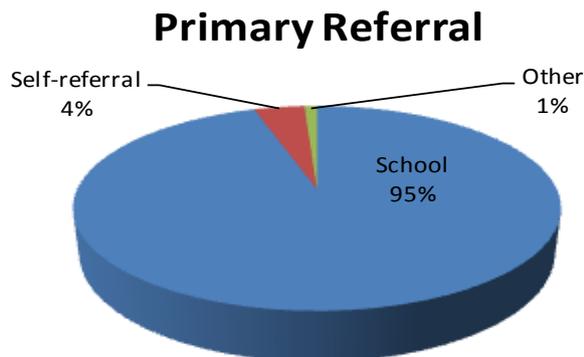
OUTCOME 2

What we want to achieve Outcome 2	Measurable Key Targets - Year 1	Measurable Key Targets – Year 2	Measurable Key Targets Year 3
Better family life through improved communication, relationships and life skills for the whole family	Number of parents who have engaged with opportunities available to support their family’s i.e. individual and group support to build confidence and strategies within their home life.	The number of families who demonstrate improved communication and life skills after receiving parental support by attending family activities i.e. Family Art & Craft	increased participation in family activities
Timeline In Year One, Two & Three	56 Percentage of the people (out of 125 people) attend individual and group parenting support	56 Percentage of (out of 250 people) family members attend family activities after parenting support.	56 Percentage of (out of 375 people) family members attend family activities improving family relationships and communication
Time Scale	2018/19	2019/20	2020/2021

CHEXS have supported 164 families between September 2018 to August 2019 providing targeted more intensive support to those most in need.

Origin of Referral

Referrals are received via schools, self - referral and other agencies including; Children’s Services and CAHMS. 95% of referrals were received via school, whilst self-referral accounted for 4%. The remaining 1% received through Children’s Services, Health Services and CHEXS.



Primary needs identified at referral %

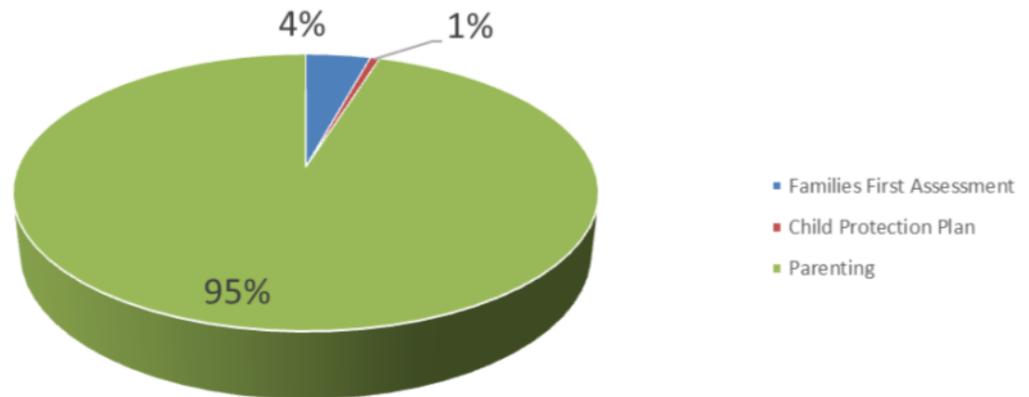
Primary Need	%	Primary Need	%
Emotional Wellbeing	43	Domestic Abuse	3
Family Relationships	10	Behaviour at school	2
Behaviour at home	10	Child at risk of exclusion	2
Financial Support	7	Attendance	2
Parenting Support	4	Mental Health	2
ADHD/ASD	4	Health Service	2

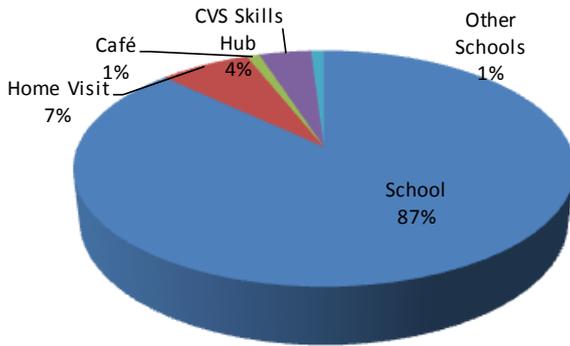
Behaviour covers a range of issues including a lack of confidence to self-harm. Children and young people may be referred for support with CHEXS enrichments. (100%) families received one to one intervention

9% of families that needed Family First Assessments were supported through CHEXS Family Support Sessions

Nature of Intervention

95% of support required was parenting with 4% initially being supported by FFA, however this rose to 9%. 1% was as part of Child in Need plan (CIN)



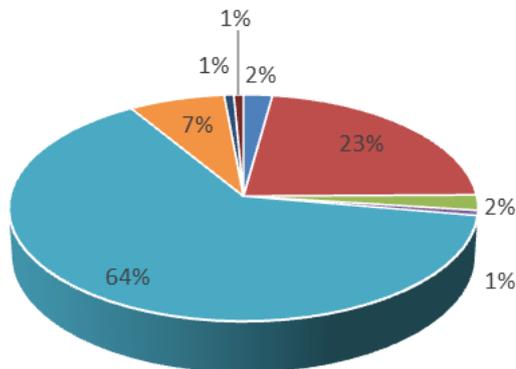


Venues used for Family Support Sessions

A variety of venues are offered to ensure that families feel comfortable and relaxed when discussing sensitive issues and concerns. 87% attended meetings in schools and 7% preferred home visits. Parents were also met in a neutral place such as the CVS Community Skills Hub or in a café.

Reason for closure

Of the 164 families supported 64% of cases were closed as their needs had been met. 23% of families either did not engage upon referral or disengaged after initial/subsequent meetings. 1% of those referred moved to another school and 1% were referred to Safeguarding and Specialist support services. 2% have moved to another authority and 1% referred to Family First Intensive



- Consent Withdrawn
- Disengagement
- Moved to Another Authority
- Moved to Another School
- Needs Met
- Other
- Referral to Safeguarding Specialist
- Referral to Intensive Family Support

7% were closed for other reasons.

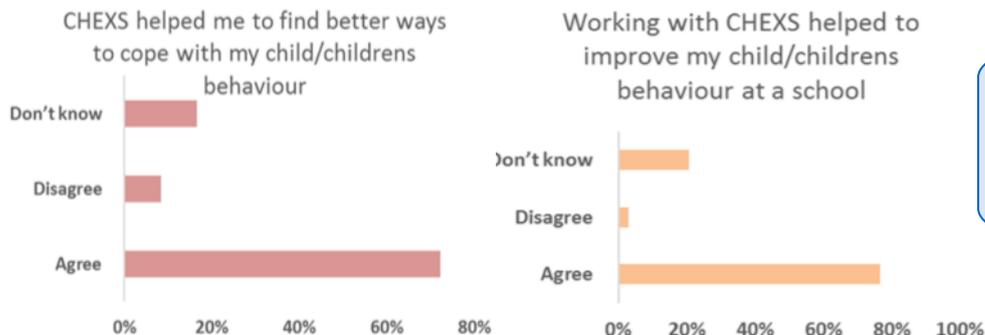
27 families are receiving ongoing support in to next academic year.

Reason for closure	%
Needs met	64

Reported Outcomes Including Schools/Parents/ Carers, CHEXS Staff

The following information is from the data collected from our anonymous Parent Survey and verbal feedback received from the families who have received targeted family support from CHEXS.

Family Support Outcomes



I have sorted all my finances out with the help of CHEXS and my children have calmed down

Written and verbal feedback captured from the outcome from the parental support.

I know that anytime I need support, I can pick up the phone to you.

Secondary School Parent

Thank you for all support, you were the only person that tried to help us. Thank you for everything.

Primary School Parent

Parents Referral link to Self Esteem Programme

Family support has been provided to 32 families with a child on the Self Esteem programme. Please refer to page 17 via CHEXS Self-Esteem Programme for more information about our parent engagement.



Family First Assessments

CHEXS have supported 15 families with Family First Assessments as a Key worker or attending as a team for meetings between September 2018 – August 2019

Employability and Economic wellbeing

OUTCOME 3

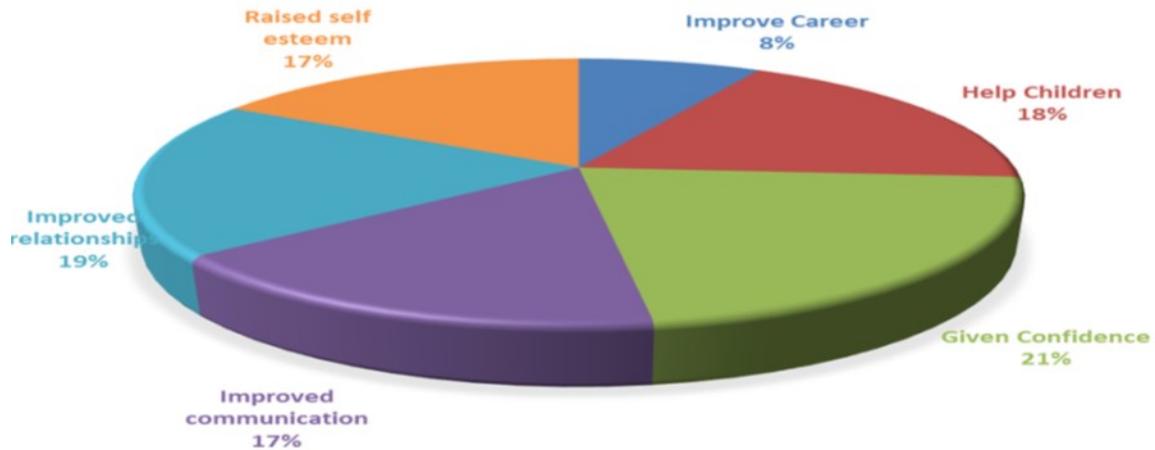
What we want to achieve Outcome 3	Measurable Key Targets - Year 1	Measurable Key Targets – Year 2	Measurable Key Targets Year 3
Parents/carer’s employability and economic wellbeing increased through raised attainment, self esteem, confidence and financial capability decreasing dependency culture	Number of people who have demonstrated they have raised self-esteem and confidence. By presenting their achievements and sharing their experiences at a celebration event and or feedback from questionnaire.	Number of learners who have applied for employment or sourced progression courses. By collating evidence through work produced i.e. CV and letters of application for jobs.	Improved economic wellbeing
Timeline In Year One, Two & Three	15 people will attend a celebration event or receive the certificate of achievement to demonstrate their achievement ie raised self esteem/ confidence	50 people will have applied for employment and/or sourced progression courses.	120 people will have increased confidence to source employment and/or progression courses
Time Scale	2018/19	2019/20	2020/2021

From September 2018 to August 2019, CHEXS delivered a variety of courses and activities to 547 families and community members within schools and other venues in the local area. This is a strategy we use to engage with hard to reach parents who can meet the team in a soft approach to build relationships to support the parents.



We ask all of our participants to complete a questionnaire form once they have completed one of our courses/activities. This year 53% indicated that the course exceeded their expectations and 82% said they found them very useful providing benefits such as improved relationships and raised self-esteem.

Outcome and Impact of attending a course



General comments and feedback from our learners

Enjoyable family fun time making decorations together

Parent

Nice to spend time together in school setting

We have taken part at crafts at Downfield every year and we love it so much. With your amazing staff and our kid's imagination we are having a wonderful time thank you

My son loves getting involved with all the activities. We had a lovely time together creating stuff. Great mother and son time

Broxbourne Better Futures EAL Club

This academic year we were able to run a 30 week EAL club (English as an Additional Language) at Downfield Primary School due to funding received from the Broxbourne Better Futures project. The tutor also arranged lessons with the learners in the local community visiting the library, museum and Cedar Park with their families. The funding is for 2 years and will continue in 2019/20.



The aim of is to enable the members of the club to gain confidence in English to better integrate in all aspects of the local community: work, culture, access to amenities and services, contribute to local life and support children with their education.

We would like to thank CHEXS for providing such a valuable resource.

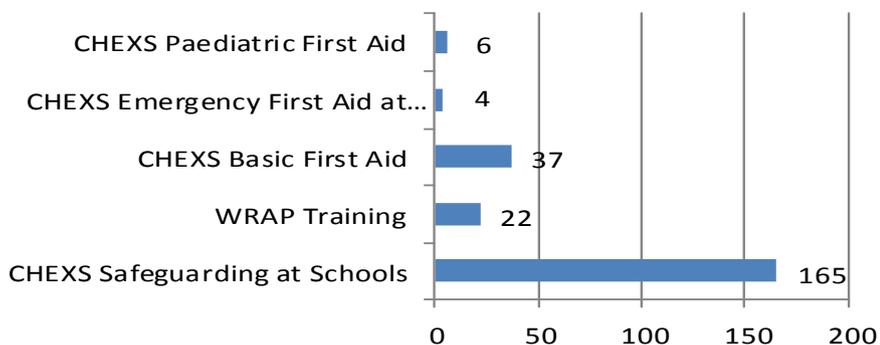
EAL Learner



To enable members of the club to form a self support group, to have fun and enjoy learning and combat isolation.

The aims have been well fulfilled this year as the students have formed good friendships and a strong self support group with a class WhatsApp group exchanging information and advice about everything; child care, local events and facilities for their families and find work.

Total Attended



Safeguarding Training

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.

Community Focus

OUTCOME 4

What we want to achieve Outcome 4	Measurable Key Targets - Year 1	Measurable Key Targets – Year 2	Measurable Key Targets Year 3
A united community working together with a sense of belief and ownership tackling local issues and improving community relationships .	The number of community members including CYP who have demonstrated they have a sense of ownership by supporting and delivering outreach projects.	Number community volunteers tackling local issues through steering and delivering projects in the local area.	Residents feeling safer and having a sense of belief and ownership within their community
Timeline In Year One, Two & Three Time	30 community members including CYP demonstrating they have a sense of ownership to the local area.	50 community members volunteering their time to local projects.	150 people feel a sense of belief and ownership as a result of a project/activity
Time Scale	2018/19	2019/20	2020/2021

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 students and pupils to create and manage areas within the local community.

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.

Events Attended 2018 -2019	
Broxbourne Council Easter Egg Hunt Cedar Park	St Josephs Flower Show
Lee Valley volunteer awards evening	Brookland Infants Induction
Goffs Opening Evening	Brookland Infants Celebration Evening
Goffs Churchgate Opening Evening	Brookland Junior Induction Evening
CHEXS Easter Egg Hunt	Churchfield Parent Induction
Who's who in Family First (Early Help) services	New Parents Longlands
St Georges Day Laura Trott	Goffs Parents Evening
Broxbourne Community Day	Nursery Induction Goffs oak
CHEXS Family fun Day	Goffs Yr 9 Parents Evening
Broxbourne Youth Awards	Awards Ceremony Dragons Apprentice
Senior Citizens Christmas meal at Goffs School	HCC Family First Awards



Our first community day was our Easter Egg Hunt in March 2019. We had at least 1500 people attend with many children participating in the egg hunt around the lovely setting of Cedar Park. This is a great day for local families to come along to enjoy children activities and stalls.

CHEXS Family Fun Day and Grow Club Finale was held at Grundy Park on Sunday 6th July. It was a fantastic day with a great attendance. The event is growing year on year with more stalls and we had performances by local dance groups and the Shaolin Monks.

We had five schools; Goffs Oak, St Joseph's, Churchfield, Four Swannes and Downfield who brought their produce to the **Grow Club Finale**. All of them had amazing displays, which were a credit to everyone involved. We were privileged to have three VIP's including our patron Charles Walker MP, Deputy Mayor Steve Wortley and the High Sheriff of Hertfordshire Sarah Beazley to present the Grow Club trophies for best on show and the Certificate of Achievement to the children who we have worked with throughout the academic year.

Goffs Academy hosted the **Senior Citizen Christmas Dinner Party** for residents of nearby care homes. The event was attended by more than 80 senior citizens and carers from the Beaumont Centre, Emmanuel Lodge, Highgrove Court, The Friary Centre and Cliff Richard's Court.

CHEXS provides funding and coordination of the care homes and the staff and students of Goffs Academy organise the whole event. What a great job they did and they should be very proud of what they achieved as the evening was a great success. The students provided live entertainment including singing and dancing and helped cook and serve a delicious Christmas dinner.



Financial Review

OUTCOME 5

What we want to achieve Outcome 5	Measurable Key Targets - Year 1	Measurable Key Targets - Year 2	Measurable Key Targets Year 3
Outcome 5 - Ensure the Charity is sustainable, appropriately resourced, and has the broadest strategic choice to best enable achievement of its vision .	Recruit additional stakeholders to fund our increased services to our beneficiaries at £5000 Maintain existing levels of trust & Foundations incomes at £20,000 <i>CHEXS Community Events - £5000</i>	Develop a major donor relationship to support CHEXS mission at £20,000 in 2020/21 Develop an individual committed giving at £20,000 in 2020/21	Develop a legac programme, securing five pledges at £5,000 per year in 2021/22
	Corporates (sponsorship of annual event): £5,000 Develop corporate donor relationships to support CHEXS mission at £10,000		
Timeline In Year One, Two & Three	Additional Income Secured £45,000 (Actual £30,000)	Additional Income Secured £40,000	Additional Income Secured £5,000
Time Scale	2018/19	2019/2020	2020/2021

Liz Allum—CHEXS Treasurer



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: CVSBEH Community Skills Hub, 59 High Street, Waltham Cross EN8 7JU or from our website www.chexs.co.uk

CHEXS Strategic Funding Plan 2019 - 2022 ensure the Charity is sustainable, appropriately resourced, and has the broadest strategic choice to best enable achievement of its vision.

Social Value:

CHEXS provides value for money and a responsive service. Our approach embraces the Social Values Act; we continually raises and promote this methodology to key statutory and private sector organisations, to ensure limited funding and resources reach out to the wider community allowing the benefits to be accessible by all, especially the vulnerable and disadvantaged. We are extremely happy to share our approach strategically with national and local government agencies to ensure Family Support Services are sustainable for the ever uncertain future.

Using the HACT Social Value Calculator please see the social return on CHEXS' services /projects:

Self Esteem Projects:

Activity	Overall budget	Overall social impact	Analysis of benefit	
			Budget : social impact	Net benefit
TOTALS:	£ 91,518	£ 6,767,107	1 : 73.94	£ 6,675,589
Self Esteem Projects	£ 91,518	£ 6,767,107	1 : 73.94	£ 6,675,589

Family Support Services:

Activity	Overall budget	Overall social impact	Analysis of benefit	
			Budget : social impact	Net benefit
TOTALS:	£ 69,714	£ 3,423,650	1 : 49.11	£ 3,353,936
Family Support Services	£ 69,714	£ 3,423,650	1 : 49.11	£ 3,353,936

The evidence on CHEXS social return is massive. It shows the charity with limited funding delivers:

- * **£1 spent to £73 social impact return with the Children & Young People we support via our Self Esteem projects**
- * **£1 spent to £49 social impact return with the families we support via our Family Support Services.**

Financial review

CHEXS pro-actively continues to review income & expenditure with Trustees and other key stakeholders and is constantly looking to new funding streams that can compliment the existing ones and also support the projects for the benefit of the 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. The accounts for the year ended 31 August 2019 show an in-year deficit of £14,630, this includes depreciation cost of £13,252 and redundancy payment of £11,430. Without these two items of expenditure the financial results for the year would show a surplus of £10,052. In 2018 there was a deficit of £11,620 (surplus £1,632 before depreciation). Which demonstrates that changes that Trustees are making are having a positive impact on the finances to the charity

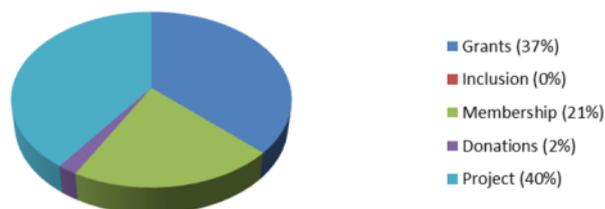
Income:

Income for the year totalled £226,186 an increase of £13,449 over the previous year. Part of this increase comes from additional project funding received.

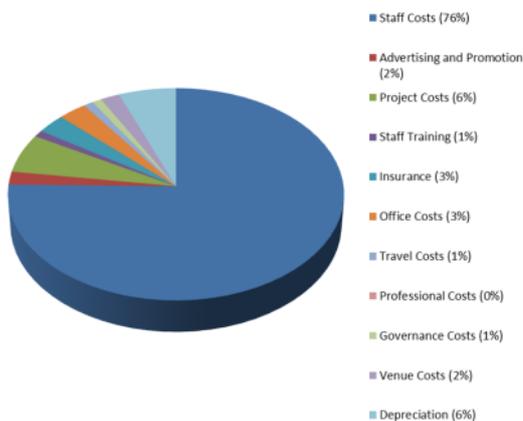
Expenditure:

Expenditure for the year totalled £240,817 a increase of £16,460 over the previous year. As stated above this includes depreciation cost of £13,252 and redundancy payment of £11,430. Without these two expenses the accounts would show a surplus of £10,051

Income 2018-19



Expenditure 2018-19



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. In light of the in year results and the financial commentary provided, the Board considers the year end reserves to be slightly below the expected level due to the redundancy payments made, 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.

Awards

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

These have included:



Finalist 2019



Shortlisted 2016



Broxbourne Youth Charity of the year
Finalist 2018
Runners-up 2017



Early intervention team of the year
Finalist 2019
Winner 2017



Broxbourne Civic award
Winner 2018



Broxbourne Youth Awards 2019
Winner - Karen Morley-Hayes
(CHEXS Outreach worker)



Youth Group of the year award
Winner 2018

We're delighted to have presented our CHEXS Awards this year at our Annual General Meeting.



- * Hertfordshire MIND
- * Sainsbury's
- * CVSBEH



Thank you

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

Special thanks to...

Lee 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 Broxbourne Better Futures (BBF) project and the Lottery needs community grant.

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

Sainsbury's Waltham Cross Depot in helping support children to understand the dangers on today's roads, for the depot tours and supporting our annual Fun day.

Aylett Nurseries for their expertise and knowledge for the CHEXS grow club

CVS East Herts and Broxbourne for their continued support in enabling our offices to be housed in the Community Skills Hub in Waltham Cross.

Generations Multi Academy Trust for their support and guidance and to

Goffs Academy for housing our storage container and minibus on site.

Hertfordshire County Council in supporting numerous projects and helping us support the local community

Grants Received With thanks to * Lottery Awards for All * St James Palace * HCF * Trusthouse Foundation * Chapman Charitable Trust * CAF Charity * Tesco Bags Grant

Locality Budget scheme County Councillors Dave Hewitt, Lesley Greensmyth & Tim Hutchings

National Lottery for their community funding support with the Broxbourne Better Futures (BBF) project in partnership with MIND and CAB Broxbourne.



Conclusion

Most of us are keen on making big life changes, but making these kinds of changes are hard. It requires a huge commitment and a lot of mental strength. We at CHEXS strongly believe small changes can make a big difference, tiny habits can pile up quickly and result in a major difference over time.

“The person who moves a mountain begins by carrying away small stones.”

CHEXS' approach builds on experiences as small stepping stones continually reflecting on achievements and learning experience. This methodology links small changes which are easier to make and easier to stick with. The littlest of things can have the biggest impact, while it may seem small, the ripple effects of small things is extraordinary. Laying a seed in a positive experience can grow into something massive. The more seeds (experiences) the bigger the impact.

CHEXS is a vehicle for children, young people and families to share opportunities and experiences, to enable them to reach their own goals!

CHEXS is also a vehicle for the team to develop innovative ideas into projects that inspire all involved. Their own journey helps build the momentum and energy that positively influences people around them.

It gives us all at CHEXS great pleasure and honour to see the incredible difference our dedicated and passionate staff, trustees and volunteers have made with the children, young people, families and local community we are here to serve.



For further information please contact: Pete Maiden, Chief Executive Officer, CHEXS, CVSBEH Community Skills Hub, 59 Pavilion High Street, Waltham Cross, EN8 7JU

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www.chexs.co.uk

CHEXS EASTER HUNT

CEDAR PARK, THEOBALDS LANE, WALTHAM CROSS

BOUNCY CASTLES



EGG HUNT



ARTS & CRAFTS



FACE PAINTING



BOROUGH OF BROXBORNE
www.broxbourne.gov.uk

Cedars Park

CHEXS

SUNDAY 4TH APRIL 2020
12PM - 4PM

CHEXS FAMILY FUNDAY

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 wristband for unlimited use of the activities including:

CLIMBING WALL * GIANT SLIDE
BOUNCY CASTLE * ARTS & CRAFTS
FACE PAINTING AND MUCH MORE...



Sainsbury's
Live well for less



**SUNDAY 12TH JULY 2020
12PM - 4PM**

YOURTOWN

RUN

**17.05.20
SIGN UP
NOW**

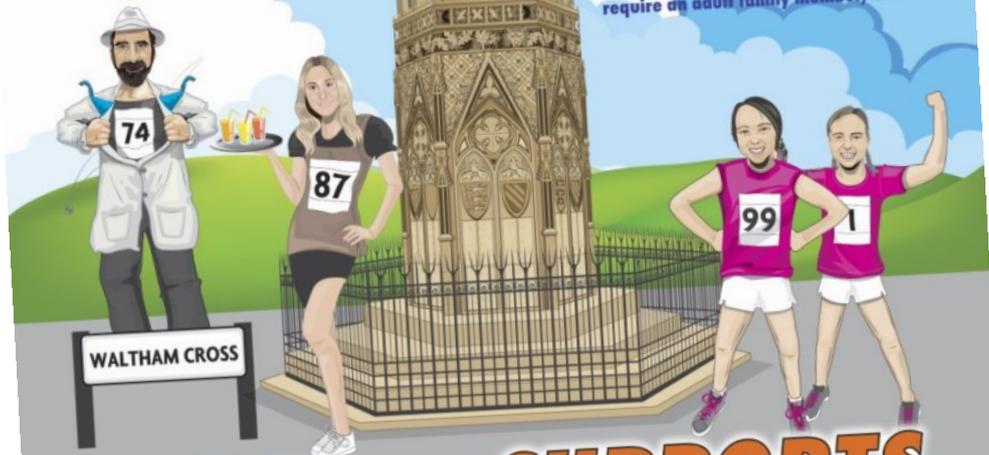


'Supporting families and the local community to reach their goals'

**HIGH FIVE
FUN RUN**

As many 1K laps as you want in 30 mins!

**All children running will require an adult family member/friend*



**A RUN THAT SUPPORTS
WHAT MATTERS LOCALLY**
www.yourtown.community/EN8



#TownEnergy #TownRunning #Community #HertsRun



128 SELF ESTEEM ENRICHMENTS DELIVERED

91% Children reported increased Self Esteem

164 FAMILIES SUPPORTED

83% Children reported increased aspirations

43 FAMILY CRAFT SESSIONS DELIVERED

97% Parents report communicating better with their children

234 ATTENDED OUR PROFESSIONAL COURSES

282 CHILDREN SUPPORTED

Contact us at:-

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 **admin@chexs.co.uk**

 **/CHEXS**

 **@Chexsofficial**

www.chexs.co.uk