

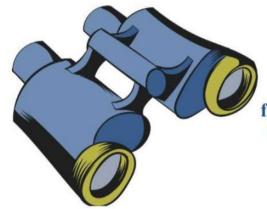
# Impact & Annual Report

September 2019-August 2020



Supporting Families and the Local Community To Reach their Goals.

Registered charity number: 1153769



# **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."



# 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

# e **X**tra-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



In composing my foreword for this year's Annual Review and Impact Report, I was determined not to use a particular word which has become something of a 'go to' in relation to the current global situation; however, having read through our CEO's introduction, there is simply no other word that could be used to describe CHEXS' response to the COVID -19 crisis which has, in numerous ways, significantly impacted on the lives of each and every member of our local community, particularly the most vulnerable...it has quite simply been 'unprecedented', as indeed has the impact of the tireless efforts of all concerned, particularly those frontline staff who, in my view, should be considered as the 'fourth emergency service' in our local community.

Whilst as Trustees, we have received regular COVID-19 updates detailing the phenomenal and selfless work of every single member of the CHEXS' team during the last six months, it is not until you read the collated figures/statistics for this period that you fully appreciate the previously mentioned' unprecedented' support provided by our dedicated team, and the subsequent impact that it has had on so many individuals and families in their time of greatest need.

Of course, this has always been CHEXS' core moral purpose; to 'go that extra mile' in support of those most in need, and whilst this has been truly exemplified by the response to COVID-19, it is vitally important not to lose sight of the fact that this has been underlying principle behind everything that CHEXS strives to accomplish for a number of years now. Indeed, it could be said that through its work during the last 8-9 years, CHEXS has provided the template for much of the positive response to this crisis that has been witnessed from other larger/national organisations.

Of course, whilst the statistics contained in this report detailing the wonderful impact of the work undertaken by the CHEXS team throughout this year are truly outstanding and to be celebrated, it is also important that as an organisation, we do not rest on our laurels. The magnitude of the impact of COVID-19 on our daily lives, whilst clear for all to see at present, will only become fully evident in the months and years to come; it is this which must become our focus – the future and how CHEXS can ensure that it continues to play such a pivotal role in ensuring the wellbeing of all members of our community, particularly those most in need. Hence, as an organisation as a whole, including trustees, staff and volunteers, we continue to work relentlessly towards achieving our aspirational targets for each and every individual member of our local community.

It is truly humbling to read of the impact of the outstanding efforts of our 'team on the ground' throughout this report, and it is with a sense of both pride and awe in equal measure that I invite you to share in CHEXS' 'unprecedented' contribution to our local community during the last 12 months. Sincere and heartfelt thanks to those unnamed heroes who have contributed to the incredible 'stories' and statistics contained within this report; the true impact of your work goes far beyond that which we celebrate in this document.

#### CEO's Report - Pete Maiden - CEO Foreword



CHEXS is a unique charity in our borough of Broxbourne and surrounding areas. Since 2011 we have been championing outstanding children, young people and families. Today we are a charity on a mission: Our mission is to build strong relationships, communication and trust within the family. Through teamwork, skills-building and problem solving we work with young people to give them self-esteem, meaning and purpose for the future.

This is critical during the current time because COVID-19 has created enormous extra challenges. CHEXS is at the fore front of supporting vulnerable children, their families and the local community.

CHEXS' Board has been actively engaged with the Senior Management Team in developing an extremely fast response to Covid-19. We developed a Covid-19 response plan, with the Board ensuring our plans were in-line with the newly developed three-year strategy. The Board agreed that children, young people and their families we support were at high risk of suffering further disadvantage so approved plans not to furlough any staff and agreed extra hours for staff to ensure we could support families who now need our help more than ever.

This enabled us to launch our emergency support programme within the first few days of lockdown, when many organisations were providing little or no support. In light of increased risks children and young people face during the lockdown period, we created a Covid-19 Addendum to our Safeguarding policy to enable us to deliver our work through telephone, text and video conferencing. This ensured all our staff were aware of the increased risks to young people during the pandemic. Our policy ensured our staff knew what signs to look for and how to report their concerns.

As much of our work moved from face-to-face to online during the Covid-19 pandemic, we've also undertaken an in-depth Risk Assessment and updated our online safeguarding practices and our Code of Conduct to ensure the safety of children, families and our staff. During the COVID-19 crisis we maintained weekly contact with the majority of young people and families we supported. We provided a bi-weekly update on our Covid-19 work to all our partner schools and community stakeholders.

We altered our Governance policy to include crisis management procedures, e.g. if multiple staff or trustees are unwell. We supported children who didn't have access to IT equipment by loaning reconditioned laptops which had been securely updated.

Our online support followed the same principles set out in the CHEXS code of conduct, ensuring online learning tools and systems are operated in line with privacy and data protection/GDPR requirements.

#### CEO's Report - Pete Maiden - CEO Foreword...continued

To keep children & young people engaged, we ran a series of fun/educational activities through our Facebook page, including baking and gardening challenges. Thanks to the strong relationships our team had built over the last year, most children & young people we supported engaged with us on a weekly basis throughout lockdown. It's important to stress, that we cannot achieve the same outcomes we normally would, but we have helped to alleviate some of the worst problems of lockdown by helping them reflect on and apply their learning.



Schools asked us to help distribute food vouchers and it quickly became apparent that many families/young people were struggling with food insecurity. Broxbourne

Foodbank closed the Holdbrook Hub due to difficulties with social distancing. We worked with Broxbourne foodbank and Holdbrook Primary school to use our minibus and delivered weekly emergency food parcels to struggling families and community members over 26 weeks, in total delivering over 416 food bundles, travelling 362 miles. We also delivered donated play and educational equipment to families in need.

#### As an example of our Covid-19 response, in a typical May week our Family Support Workers:

- Contacted 269 children & young people by phone/text to check on their wellbeing
- Made 22 video calls involving the child's family to provide advice/support
- Provided 41 parents with advice by phone and 20 by text
- Helped one family get support from Citizens Advice and another from the Money Advice Service
- Helped 2 teenagers access mental health support they needed
- Provided multiple families with food parcels/vouchers

### As a charity we faced two significant Covid-19 challenges of our own:

- □ we lost £20,000 of community fundraising income we expected to raise during our summer activities;
- our support programme for children, young people and families normally is reduced during the summer holidays, however, we identified that families desperately need continued support until schools restart properly for all pupils in September.



We were successful in securing £41,056 from the National Lottery Community Fund to cover the shortfall and to fund a summer 2020 programme of support to families.

Schools are under pressure. The continuous loss of funding for schools threatens their ability to be there for children and young people outside of core curriculum. And we know that children, young people and families need support.

As such, we strongly believe that charity's approach provides value for money and a responsive service; an approach which embraces the Social Value Act and the Civil Society. CHEXS continually raises and promotes this methodology to key statutory, private sector and VCS organisations. CHEXS ensures limited funding

and resources reach out to the wider community, allowing the benefits to be accessible by all, especially the most vulnerable and disadvantaged.

Schools will be open to the vast majority of pupils from September and current and emerging needs will quickly be identified and services / resources will need to be reactive to these new challenges.

By working in close partnership with schools and key partner organisations in and around Waltham Cross and surrounding areas, CHEXS is uniquely placed to support communities with the direct impact of COVID-19 and we will divert all our resources to support communities facing increased demand and challenges as a direct—result of the lockdown measures.

Our challenge is to do even more. We know the difference our services and projects make to children, young people and families lives. We need to ensure we make a difference for them. We feel the coming months will compound our existing vulnerable family's needs but there will also be an increase, with new families identifying issues and needs that affect their home life and financial security. These issues are going to have a profound impact on their wellbeing for months & years after this current crisis has passed. CHEXS' is applying for additional funding to increase our capacity and resources to help both during and after this crisis passes!

It's our trustees, staff and volunteers who make our charity what it is and during the COVID-19 crisis CHEXS' values have been at the forefront of everything we have done.



Particular recognition to our previous Vice Chairperson, Lee-Ann Britten, who stepped down from the Board at the end of this financial year after 5 of outstanding service to the charity.

It has been inspiring to witness and experience the relentless dedication, enthusiasm and passion during this crisis. The extra-mile is the beacon value that has been the contributing positive difference in enabling CHEXS to remain a reliable, consistent, approachable, professional and friendly service supporting families and the local community during these challenging times.

#### 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, team-work, 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.

# CHEXS Self Esteem Programme supporting children and Young people before and during COVID-19 lockdown

Our Self-Esteem Programme provides a structured programme of extra-curricular, outdoor learning to disadvantaged young people not achieving their potential at school. They undertake a creative project (e.g. building a willow deer), receive 1-2-1 support and deliver a project benefitting the community. Secondary school-age children mentor younger peers to develop their leadership skills and foster supportive relationships.





- To help children and young people develop coping strategies and increase their skills to communicate their feelings effectively and help them manage problem behaviours, e.g. aggression and/or disruptive behaviour
- To help young people increase their aspirations and goals, giving them confidence to step outside their comfort zone so they can approach school life with dedication and enthusiasm
- To help young people recognise pathways that lead to involvement from risky behaviour, and the risks of doing so, helping them develop the confidence, knowledge and ability to take alternative, positive choices

#### **CHEXS Mentoring Programme**

We provide mentoring support to children and young people on the self-esteem programme facing significant challenges, e.g. low self-esteem, witnessing domestic abuse, being a carer or facing exclusion. consider how it can be developed.

# CHEXS Mentoring Programme supporting children and young people to improve coping strategies, communication skills & aspirations.



- Each child has a trained mentor, usually someone who's supports them on the Self Esteem programme.
- Each child and parent(s) will meet mentors at their school (the mentor will give a programme overview & the child & young person will set personal goals for their participation)
- ◆ The mentor/mentee meet 1-2-1 tri-weekly for 20-60 minutes throughout the academic year, respecting social distancing, with schools' support; children & young people will become familiar with their new surroundings and discuss fears, risks & coping strategies for the new term
- Each session will help the child understand risks/progress towards goals, we use Outcome Star throughout to track progress
- Mentoring sessions will continue during autumn, spring and summer terms to help the child reflect on their experiences/progress; after each session we'll give parents & teachers an update
- In autumn term, mentored young people will work together in teams of 6 (at social distance) on an all day, community enrichment project in Lea Valley Park,
- The programme will be implemented by 3 CHEXS Family Support Workers & overseen by our Young Person Support Lead.

#### **Our Family Support Service (FSS)**

Building a supportive, nurturing environment requires a whole-family approach. Our Family Support Team helps parents support their child's learning, develop better communication and behaviour-management strategies, and relieve family pressures, e.g. with money, employment or housing.

#### Support the FSS provides varies per family, but can include:

Initially meeting parents to assess their needs and identify support required.

Working intensively with parents over several 1 to 1 meetings to improve parenting skills and build confidence until needs are met. This includes coaching on how to:

- i) communicate effectively with children;
- ii) strengthen family relationships;
- iii) manage difficult behaviour;
- iv) support children's learning

As well as making referrals, our FSS team often accompanies parents who lack confidence or understanding to first meeting(s) with other agencies

Working with the whole family to improve communications and strengthen relationships, this can involve the FSS team working directly with the whole-family and encouraging parents to volunteer with CHEXS alongside their children, so they complete outdoor enrichment tasks together

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. 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 complement each other ensuring that a parent's voice is heard and that their needs are addressed through our services and projects. An example of this is parents volunteering to support the self esteem projects.

#### WHAT DO WE WANT TO ACHIEVE?

CHEXS Strategic Plan 2020 - 2023

CHEXS has the capacity to do more and would welcome the opportunity to work with other organisations to help them support their families, residents and communities.

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

# OUTCOME 1— To build skills and confidence of parents from deprived families to enable the, to reach their full potential.

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What we want to	Measurable Key	Measurable Key	Measurable Key Targets
achieve over 3	Targets - Year 1	RESULTS	Year 2
years		Year 1	
Outcome 1			
To build the skills and confidence of 345 families over 3 years - 328 parents from these families to communicate more effectively with their child(ren) - 328 to have better parenting skills	100 parents from these families to communicate more effectively with their child(ren) 100 parents to have better parenting skills 80 parents to have resolved practical issues contributing to family stress, e.g. debt and housing	Sept 19 – August 20 we supported 158 parents — refer to 1.4 for breakdown. 68% parents from these families to communicate more effectively with their child 71% parents to have better parenting skills 44% parents to have resolved practical issues contributing to family stress, e.g. debt and housing	108 parents from these families to communicate more effectively with their child 108 parents to have better parenting skills 88 parents to have resolved practical issues contributing to family stress, e.g. debt and housing
Output / Activities In Year One, Two & Three	270 Family Support Sessions (partners to attend to explain the services they offer, to raise awareness and improve relation- ships and trust) One to One support with family to resolve emerging needs Signposting parents/carers to services which support them/ address their emerging needs. 3 Workshops on parenting skills Group members will be invited to speak of their personal experi- ences during CHEXS celebration and information events	One to One support Sessions One to One support with family to resolve emerging needs  Workshop focusing on parenting (More had been planned, due to COVID19 unable to deliver)  SWOT analysis conducted in March – to confirm delivery of FSS in schools.  School preference advised.  Analysis of parent consultation for future workshops were: Behaviour, Routines and Boundaries and Anxiety and my Child.  Group members will be invited to speak of their personal experiences during CHEXS celebration and information events	270 Family Support Sessions One to One support with family to resolve emerging needs 3 Workshops on parenting skills Parent champions coproducing and developing peer support groups.to build confidence and strategies within their home life. Create an empowering celebration event for group members only to celebrate the achievements. Group members invited to speak of their personal experiences.
Time Scale	2020	2020	2020/21

#### **Needs identified at referral**

The 5 primary needs identified at referral are detailed below. The main reason was emotional well-being, covering a range of issues from a lack of confidence, low self-esteem to home life impacting on the child or young person.

1 2 3 4 5

Emotional Wellbeing Behaviour at home DV & SEN Financial support

#### The Number of Parents supported

We have supported 158 parents between September 2019 – August 2020 providing one to one support and guidance to those in need with some taking part in parenting workshops.

#### Surveys from parents

CHEXS analysed data from 100 parents filling out our anonymous questionnaires.



Written feedback captured from the anonymous questionnaires supports the positive quantitative data analysed. Parents commented on feeling more confident and improved relationships with their children and feeling more positive about the future.

"Thank you so much for all your help and making me feel better that XX will not be anxious about going to senior School. You are a fantastic service and have supported us all so much." "Thank you so much, I feel that I am not alone and you are there if we need advice or just someone to talk to. Thank you for all your support at this time, we are grateful!"

"Just wanted to thank you for all the support you give me and my family. I know you are always there for me."

"I couldn't have done this without your help, thank you."





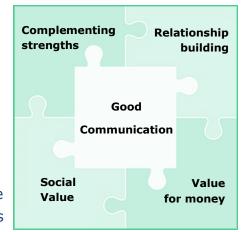
#### **FAMILY SUPPORT SESSIONS**

#### **CHEXS Family Support Service and Activities**

We endeavour to Support all the families and local communities that we serve and provide them

with the services that meet their needs. We continue to offer family craft sessions and courses, this academic year we have introduced new sessions for our parents and carers to give them the opportunity to meet the team and other parents at our coffee mornings. We held our first parent workshop on 'Behaviour, routines and boundaries' and have planned 'Anxiety and my child' workshops which will be rolled out on a monthly basis in every school to reach out to more parents.

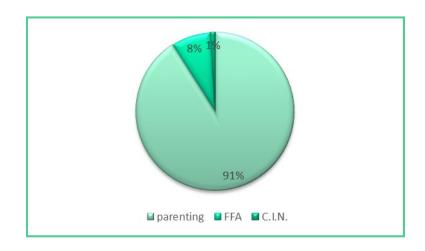
Following on from the SWOT service analysis 'You Said We Did' we have allocated the Parent Support sessions based on requirements of school schedules.



#### Signposting to other agencies

During the course of the last year CHEXS family support team has signposted or referred to the following other agencies.

HYH Mediation School Nurse	Transgender support groups	Herts Young Carers
CAB Autism Advisor DSPL4	Referral to Adult Care Services BBO	Safer Places TYS
CHEXS enrichment	SPA	Square 1 Tier 1
MIND	Child Wellbeing Team Referral	IDVA
CAMHS	Young Carer Referral	



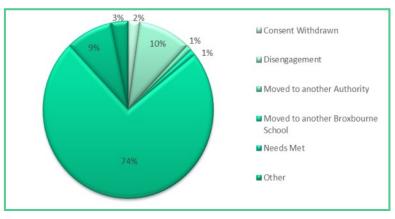
#### **Nature of Intervention**

91% of support required was parenting with 8% initially being supported by Families First Assessment, 1% was part of the Children in Need plan.



#### **Reason for Closure**

Of the 158 families supported 74% of cases were closed as their needs had been met. 10% of families either did not engage upon referral or disengaged after initial /subsequent meetings. 1% of those referred moved to another Broxbourne school and 3% were referred to Safeguarding and Specialist support services. 1% have moved to another authority and 2% Consent Withdrawn. 9% were closed for other reasons.





"Thank you so much for all your help, I know you are always there at the end of the phone."

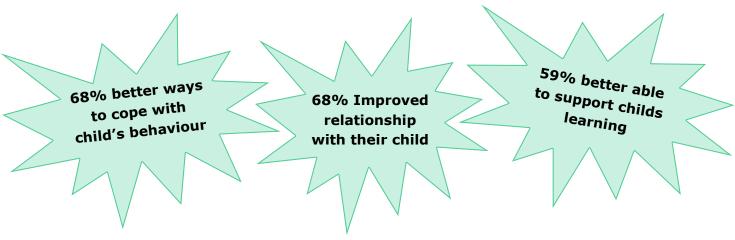
#### **OUTCOME 2 - Improving relationships and Supporting Learning**

# Parents will have better relationships with children and improved skills to manage behaviour and support Learning

What we want to achieve Outcome 2	Measurable Key Targets - Year 1	Measurable Key RESULTS Year 1	Measurable Key Targets Year 2
Parents will have better relationships with children and improved skills to manage behaviour and support learning - 316 to cope better with their child's behaviour - 316 to have better relationships with their child - 316 to be confident in supporting their child's learning	- 100 parents to cope better with their child's behaviour - 100 parents to have better relationships with their child - 100 parents to be confident in supporting their childs learning	In 2019-20 we supported 158 parents. 68% parents to cope better with their child's behaviour - 68% parents to have better relationships with their child) - 59% parents to be confident in supporting their child's learning	- 108 parents to cope better with their child's behaviour - 108 parents to have better relationships with their child - 108 parents to be confident in supporting their child's learning
Output / Activities In Year One, Two & Three	270 Family Support Sessions One to One support with family to resolve emerging needs Signposting parents/ carers to services which support them & their needs. 26 Family activities 3 Workshops on parenting skills Provide transition information sessions Group members will be invited to speak of their personal experiences during CHEXS celebration and information events	145 Family Support Sessions (partners to attend to explain the services they offer, to raise awareness and improve relationships and trust) One to One support with family to resolve emerging needs 16 Family activities 1 Workshop on parenting skills Provide transition information sessions Group members will be invited to speak of their personal experiences during CHEXS celebration and information events 20 parents engaged with the FSL through the Self Esteem Programme	270 Family Support Sessions One to One support with family to resolve emerging needs 26 Family activities 3 Workshops on parenting skills Provide transition information sessions Parent champions coproducing and developing peer support groups.to build confidence and strategies within their home life. Parent champions support Community Days including: • Canvasing and consultant members of the public • Setting up the community event • Supervising the use of specialist equipment Create an empowering celebration event for group members only to celebrate the achievements and personal life journeys they have undertaken. Group members invited to speak of their personal experiences during CHEXS celebration and information events Create steering group to identify CHEXS desired long-term parenting support needs and working back from these to identify the pathways we can follow to reach them. All the related engagement opportunities can be mapped (in this case programmes, interventions and change initiatives) as well as the desired outcomes to create the pathway
Time Scale	2020	2020	2020/21

#### **Surveys from parents**

CHEXS analysed data from 100 parents filling out our anonymous questionnaires.



Written feedback captured from the anonymous questionnaires supports the positive quantitative data analysed. Parents commented on feeling more confident and improved relationships with their children and feeling more positive about the future.

"My child's behaviour is so much better, thank you for your support."



"Thank you for all your help and support. We have seen much improvement and are all so much happier."

"We have a routine and do homework together, XX is much calmer."

#### **Parenting Workshops**

We had planned parent workshops to run throughout the Summer term, however due to coronavirus we were only able to deliver one: Boundaries, Routines and Behaviour



"Workshop was very interactive and lots of ideas and good practice shared. All attendees enjoyed this and would like more workshops throughout the year."

"I wouldn't change anything, this course has made me realise I need to be more consistent with my son and stick to routines." "It was a very positive session, I found it to be very helpful. I will try to be more consistent."

#### **Engaging with Families during Covid 19**

During the pandemic, CHEXS continually contacted all parents/carers that were being supported by the Family Support Workers via text/telephone and email to offer support and advice.

- Provided continuous and continuity of support for parents and carers
- Reassurance for parents and carers that they could contact CHEXS anytime
- Supported parents and carers giving guidance, advice and coping strategies with home schooling and behaviour.

"Thanks so much for calling, it means a lot to me."

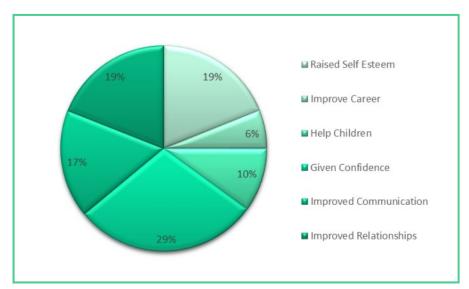
"Thank you so much for all of your help, I know you are always at the end of the phone."



#### **Family and Adult Learning**

From September 2019 to August 2020, CHEXS delivered a variety of courses and activities to 513 parents, children 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 59% indicated that the course exceeded their expectations and 76% said they found them very useful providing benefits such as improved relationships and given confidence.





"Improved my daughter's confidence to try new things and be around lots of people at a one time." "Really enjoyed this session with both my children, brings children's ideas out and for them to spend time with parents being creative as both parents work full time."

#### **Broxbourne Better Futures EAL Club**

This academic year we were able to run the 30 week EAL (English as an Additional Language) club for a second year at Downfield Primary School due to funding received from the Broxbourne Better Futures project. Unfortunately, this did end earlier than planned due to the lockdown.

The aim 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, support children with their education. To enable members of the club to form a self-support group, have fun enjoy learning and combat isolation.









The class was going well, the tutor arranged lessons in the local community visiting William Morris museum. And during the lockdown the tutor also set up WhatsApp group with the class to enable them to keep in contact during this difficult time.

#### **OUTCOME 3 -** Self esteem programme for Children and young People

# OUTCOME 3 - Children and young people will have improved family relationships, raised aspirations and performance.

Our Self-Esteem Programme provides a structured programme of extra-curricular, outdoor learning to disadvantaged children and young people not achieving their potential at school. They undertake a creative project (e.g. building a willow deer), receive 1-2-1 support and deliver a project benefitting the community. Secondary school-age children mentor younger peers to develop their leadership skills and foster supportive relationships.

We provide mentoring support to children and young people on the self-esteem programme facing significant challenges, e.g. low self-esteem, witnessing domestic abuse, being a carer or facing exclusion.

What we want to achieve over 3 years Outcome 3	Measurable Key Targets - Year 1	Measurable Key RESULTS Year 1 Number of supported Children 148 Number of supported Young People 79 Total - 227 Note: 54 children and 25 young people undertook multiple enrichments	Measurable Key Targets Year 2
Children will have improved family relationships, raised aspirations and performance 550 to have improved behaviour at home - 600 to have Improved confidence, wellbeing and communications skills - 330 to have improved behaviour at school - 330 to have improved school performance - 600 to have higher aspirations	- 180 to have improved behaviour at home - 180 to have improved confidence, wellbeing and communications skills - 100 to have improved behaviour at school - 100 to have improved school performance - 180 to have higher aspirations -24 children in families supported by the FSL will be engaging in risky Behaviours such as being at risk of abuse, exploitation, pregnancy or drug/alcohol addiction.	89% have improved behaviour at home 92 % have improved confidence, 74% wellbeing and 92% communications skills 49% have improved behaviour at school 64% to CYP reported improved performance 70% to have higher aspirations 20 children in families supported by the FSL will be engaging in risky behaviours such as risk of abuse, exploitation, pregnancy or drug/alcohol addiction.	- 180 to have improved behaviour at home - 200 to have improved confidence, wellbeing and communications skills - 110 to have improved behaviour at school - 110 to have improved school performance - 200 to have higher aspirations - 24 children in families supported by the FSL will be engaging in risky behaviours such as risk of abuse, exploitation, pregnancy or drug/alcohol addiction.

What we want to achieve Outcome 3	Measurable Key Targets - Year 1	Measurable Key RESULTS Year 1	Measurable Key Targets Year 2
Output / Activities In Year One, Two & Three	CHEXS will help parents build strong, positive relationships and trust with their child. whilst we work with young people through a variety of innovative projects designed to build self-esteem, team-work, problem-solving and tangible skills.  The feedback to parents from the activities will be shared to help the impact/outcomes reach further into the child's school/home environment. This approach will reinforce the positive impact helping embed CHEXS projects within the home.  Parents/carers are invited to attend a presentation about the activities their children have taken part in and what they have achieved. This is an opportunity for the parents to recognise and celebrate their childrens achievements  CHEXS awards presented at our annual community event to celebrate the achievements of the young people and children we have worked with.	CHEXS have engaged with 154 parents during the self -esteem programme helping them to build strong, positive relationships and trust with their child 69 primary parents/carers attended a presentation about the activities their children have taken part in and what they have achieved.  154 parents were support- ed via the Self Esteem and Afterschool Leadership Programme with issues that support Outcome 1 and Outcome 2	CHEXS will help parents build strong, positive relationships and trust with their child. whilst we work with young people through a variety of innovative projects designed to build self-esteem, team-work, problem-solving and tangible skills.  The feedback to parents from the activities will be shared to help the impact/outcomes reach further into the child's school/home environment. This approach will reinforce the positive impact helping embed CHEXS projects within the home.  Parents/carers are invited to attend a presentation about the activities their children have taken part in and what they have achieved. This is an opportunity for the parents to recognise and celebrate their children/s achievements (i.e. improved confidence, wellbeing and communications skills).  CHEXS awards presented at our annual community event to celebrate the achievements of the young people and children we have worked with.
Time Scale	2020	2020	2020/21

#### **Surveys from Referrers, children and Young People**

CHEXS analysed data from Children and young people's feedback forms.

41% improved behaviour at home 70% higher aspirations

Written feedback captured from referrers and the children and young peoples feedback sheets supports the positive quantitative data analysed. Children and young people commented on feeling more confident and have improved with their families and are feeling more positive about the future.

"CHEXS has supported both XXX and I through a range of challenging situations which has been invaluable and even when that challenge is dealt with they always check in on you periodically. They always give you the level of support you need by listening carefully and I find that particularly important. I have used CHEXS over and over for all my children even in primary. It is such a excellent resource and the people are lovely."

"Thanks for supporting the families at this testing time, it is good to know that there is additional support there for them."

**Deputy Head** 

**Secondary parent** 

"I feel like this has helped me be more open and talk about my problems."

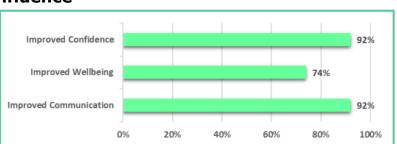
14 year old

"CHEXS has taught me strength to move forward and to never look back."

14 year old

#### **Wellbeing, Communication and Confidence**

180 children and young people surveyed 92% confirmed improved communication with their peers and families.



#### **Improved School Performance**

100 children and young people showed positive progress in both the primary and secondary setting.

	Outcome Star	Decreased (Dropped back)	No Change (Stayed the same)	Improved (made positive progress)
Primary	How you are managing - Education & Learning	0%	43%	57%
Secondary	How you are managing - Education & Learning	0%	20%	80%



"\*\*\*\* has shown a massive transformation since returning to school after the COVID-19 break as he has engaged a lot more in his learning, has begun to come out of his shell more and we have seen a much more positive and outgoing \*\*\* than before."

"Thank you for supporting XXXX! He has worked really hard this year to improve his writing! He was very nearly at the expected standard however due to lockdown I am unsure of his writing standard at the moment."



#### **Risky Behaviour**

20 young people in families supported by the FSL were engaging in risky behaviours, including being at risk of abuse, exploitation, pregnancy or drug/alcohol addiction.

Outcome Star	Decreased Dropped back)	No Change (Stayed the same)	Improved (made positive progress)
How you are managing - Being safe	0%	40%	60%

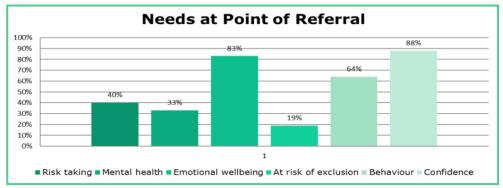
"HELPFUL - it educated me on some things I didn't know, like drugs and ages of consent and relationships."

15 year old



#### **Self Esteem**

We have supported **227** targeted children and young people between September 2019 – August 2020 providing targeted, more intensive support to those most in need some taking part in multiple enrichments. CHEXS worked with **148** primary aged pupils and **79** secondary aged students of these **54** primary aged children and **25** secondary aged young people undertook multiple enrichments.



92% children reported raised Self-Esteem

	Pupil Premium	Free School Meals	Special Educational Needs and Disability	English as an Additional Language	Young Carer	Child Looked After	Most Able
Self-Esteem Project	89	38	44	25	3	2	1

#### **Children in Need Programme**

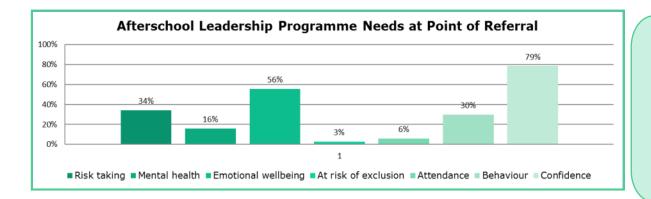
**144** targeted primary children have also had the opportunity to be supported through the Children in Need funded; After School Leadership project. A total of **70** children were referred with **48** attending due to the lockdown starting or non-attendance. The outcomes achieved have not reached the expected rates as only one session was able to be held due to Covid lockdown.



The results have been drawn from child verbal feedback and professionals observations and judgements. **32** children were supported via text/phone call and 82 Zoom sessions. Support included home learning and internet connectivity support, emotional support around Covid and family support with funding for the new school uniform.

#### **Identified Needs at referral**

The primary need at referral was lack of confidence closely followed by emotional wellbeing although these are closely interlinked to many of the other indicators.



"I learnt to keep on trying and not to give up."

Pupil aged 10

84% of children and young people have improved leadership skills

#### **Pupil Premium and Additional areas of support**

Prior to engagement children and young people are identified who would benefit from extra help to improve education, behaviour or to meet specific health or emotional needs or to improve their life situations. From the information provided by the settings the following table shows the number of some of these additional needs that our programme has supported.

	Pupil Premium	Free School Meals	Special Ed- ucational Needs and Disability	English as an Additional Language	Young Carer	Child Looked After	Most Able
Children In Need Project	30	14	16	17	1	0	1

#### **Primary Mentoring**

CHEXS also provides a mentoring scheme for four pupils from each school. The mentor/mentee will meet 1 to 1 tri-weekly at school for 20-60 minutes throughout the academic year, with schools' support; children & young people will become familiar with their new surroundings and discuss fears, risks & coping strategies for the new term. The data below is evaluated using the Outcome Star.

Outcome Star	Decreased (Dropped back)	No Change (Stayed the same)	Improved (made positive progress)
How you are managing - Physical health	0%	93%	7%
How you are managing - Being safe	0%	91%	9%
How you are managing - Relationships	0%	83%	17%
How you are managing - Feelings & behaviour	0%	67%	33%
How you are managing - Friends	0%	76%	24%
How you are managing - Confidence & self-esteem	2%	83%	15%
How you are managing - Education & Learning	0%	43%	57%

"CHEXS have helped me calm down from anger issues."

**Pupil aged 8** 



#### **Secondary Mentoring**

CHEXS provides a one to one mentoring scheme. Each session will help the young person understand risks and progress towards goals, we use Outcome Star throughout to track progress. The results from these young people are shown below:

Outcome Star	Decreased (Dropped back)	No Change (Stayed the same)	Improved (made positive progress)
How you are managing - Physical health	0%	55%	45%
How you are managing - Being safe	0%	40%	60%
How you are managing - Relationships	5%	85%	10%
How you are managing - Feelings & behaviour	0%	10%	90%
How you are managing - Friends	0%	80%	20%
How you are managing - Confidence & self-esteem	0%	0%	100%
How you are managing - Education & Learning	0%	20%	80%



"CHEXS have helped me to be more confident. I have improved on being more of a leader and helping people."

Pupil aged 10

#### **Reported Outcomes and Feedback**

#### **Primary Referrers Feedback**

Below are examples of the journey pupils who through support have raised their aspirations and improved their life chances through the CHEXS programme

Reason for Referral	Referrers Feedback	Pupil Voice	Parent Voice
XXXX is a very quiet boy. He seems to follow others and has been involved with some unkindness to others. He has not been himself since his opera- tion. There has been a CP concern in the past from school.	XXX has an excellent relationship with many of his peers. He is honest, mature and respectful towards his teacher. He initially wore a t-shirt during the first swimming session, but rapidly became unconcerned by revealing his scar throughout the remainder of the lessons.	TEAMWORK - we got to work together as a team. Working with CHEXS I have learnt to work more as a team in different ways. I have improved on talking more often. I have surprised myself about people liking the willow dome and I'm surprised about even making it! I didn't think I could make it. CHEXS have helped me by using my manners and talking to people that I don't normally talk to.	It helped me and XXXX talk a lot more he has enjoyed telling me what he did
Disrupts class often and has begun to try to hurt herself occasionally. Very unstable at the moment. Mental health, emotional wellbeing, confidence	XXX has been happier in class and has only had a few incidents in the playground focussing on one particular child.	Working with CHEXS I have learnt to never be scared to tell someone anything. I have improved on my behaviour because when a teacher has told me off and I didn't do everything I just argued. I felt nervous because I did not know what I was going to do. I have surprised myself I felt I was just a kid that climbs trees but I'm actually good at other stuff. CHEXS have helped me step outside my comfort zone.	XXX has improved so much in every aspect I am so happy with how far she has come and so is she.  I just want to thank-you all for what you've done for myself and XXX. She's come so far since being with you. I feel like I have my happy little girl back. She has her confidence back and more importantly her smile

#### **Secondary Referrers Feedback**

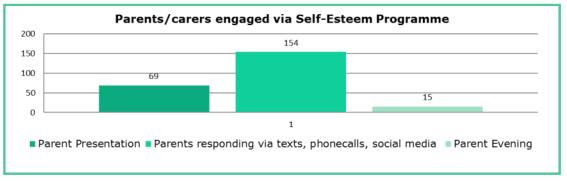
Below are examples of the journey pupils who through support have raised their aspirations and improved their life chances through the CHEXS programme

Reason for	<u>Referrers</u>	Pupil Voice	Parent Voice
<u>Referral</u>	<u>Feedback</u>		
Low confidence, introverted Raise self- esteem and confidence, build friendships, work on leadership skills	Some improvement in self-confidence, good work ethic and improved confidence when working with others.	'I thought I would be quite weak and not be able to cut the trees, but I did it, so I shouldn't under estimate myself in the future. ' 'CHEXS days were always good days with a lot to reflect on'	More confident in addressing issues of social media, setting time limits and using choices and consequences.  Better relationship, understanding and communication skills within the whole family.  Much better communication with the school and able to check progress of completed school work.
Parents have split up, dad is moving abroad, XXX is very upset about this and is struggling with the changes in her family.	XXX has been struggling to manage lots of big changes at home and has enjoyed having distractions, such as CHEXS, to help her focus on other, more positive things. XXX is beginning to accept the changes in her home life and is more open to talking about them.	Open- I feel like this has helped me be more open and talk about my problems.	CHEXS has supported both XXX and I through challenging situations which has been invaluable and even when that challenge is dealt with they always check in on you periodically They always give you the level of support you need by listening carefully and I find that particularly important. I have used CHEXS over and over for all my children even in primary. It is such an excellent resource and the people are lovely, especially Julie.

# CHEXS Self Esteem Programme and Family Support Service: Parental Engagement

Parental engagement via the Self-Esteem Programme 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 communication skills and strategies to manage children's behaviour. This in turn helps improve family relationships, build parental skills and communication, resolve underlying practical issues and increase parents' ability to support their children's development.

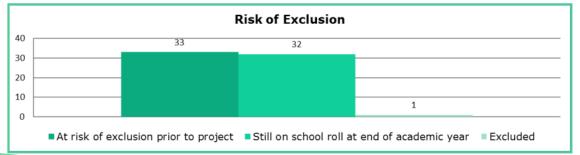
Some of the parents /carers have negative attitudes or barriers themselves that prevents them from engaging with statutory agencies therefore, the CHEXS Self Esteem Programme and Family Support Service complement each other ensuring that all parents and children are the prime focus of CHEXS services.



#### **Risk of Exclusion**

At the point of referral **33 children/young people** were reported to be at serious risk of exclusion however by the end of the project 32 were still on the school role and only 1 was

excluded.



#### How we engaged with children and Young people during Covid-19

During the pandemic CHEXS were continually contacting all families involved in the Self-Esteem and Children in Need Leadership programmes via text/telephone/zoom to offer support and advice around any issue that is being raised within the family home.

#### This contact:

- Gave a relaxed opportunity to talk and open up about their feelings,
- A different perspective to help rationalise events
- Helped them to build their resilience
- Gave them the opportunity to reach out should they find the situation too challenging.
- Gave staff an insight into the well-being and safety within the home.



The CHEXS team used the activities the children had already completed to remind the children of how far they have come with their confidence and self-esteem. These strategies are helped them to cope with the uncertainties they experienced.

#### **Professional Training Delivered**

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. We also offer First Aid courses for school staff, professionals, parents and members of the community.

Professional Course	Attendance
WRAP	68
Safeguarding	144
CEOP for Staff	20
CHEXS Paediatric First Aid Training	15
CHEXS Basic First Aid	16
Total Number of Staff	263

"I enjoyed the course because it's keeping us updated and reminder of what's important."

**Primary teacher** 

#### **Community Focus**

OUTCOME 4— A united community working together with a sense of belief and ownership tackling local issues and improving community relationships.

What we want to achieve Outcome 4	Measurable Key Targets - Year 1	Measurable Key RESULTS Year 1	Measurable Key Targets Year 2
A united community working together with a sense of belief and ownership tackling local issues and improving community relationships  - 170 feeling safer and having a sense of belief and ownership within their community  - 150 people feel a sense of belief and ownership as a result of a project/activity	30 - Community volunteers tackling local issues through steering and delivering projects in the local area.	10 Community vol- unteers tackling local is- sues through steering and delivering projects in the local area.	60 community members including CYP who have demonstrated they have a sense of ownership by supporting and delivering outreach projects.
Timeline In Year One, Two & Three Time	50 - Community members volunteering their time to local projects.	24 Community members from Sainsbury's Depot volunteering their time to a local project	80 community members including CYP demonstrating they have a sense of ownership to the local area
Time Scale	2020	2020	2020/21

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 by CHEXS 20					
Borough of Broxbourne Awards	Goffs Year 8/9 Information Evening				
Brookland Infants Parents Evening	Goffs year 9 Parents Evening				
Broxbourne Families First Partnership Meeting	Grow Club Launch 2020				
Broxbourne Youth Strategy group	Health & Wellbeing Boards meeting				
CHEXS AGM	Hertford CVS Skills Hub Opening				
CVS AGM	Hertfordshire County Council Annual Domestic Abuse Conference 2019				
Dragons Apprentice at St Andrews School Hertford	High Sheriff Awards 2020				
First Anniversary of the CVSBEH Job Club - Waltham Cross	Holdbrook School 'Welcome Back Party'				
Goff Open Evening	Longlands School Parent evening				
Goffs Churchgate Open Evening	OAP Xmas meal				
Goffs Churchgate YR 10 Parent evening	Senior Citizens Christmas meal at Goffs School				
Goffs Churchgate Yr 9 Parents Evening	Volunteer Centre AGM and Christmas Networking Event				
Goffs Year 10/11 Information Evening	Volunteer and Community Conference				
Goffs Year 11 parents evening	Waltham Cross Town Run				
Goffs year 8 Parents Evening	Youth Strategy Group Meeting				



Due to Covid 19 this academic year we have not been able go ahead with some of our planned community events and projects. This has reduced the opportunities for volunteers to support CHEXS and their local community.

This year we had 34 volunteers who supported various projects including Grow Club and the Waltham Cross Fun Run.

#### Volunteering and a Community working together



We worked in partnership with Sainsburys Depot who as apart of their 150th year were offering 1300 community hours. We contacted the primary schools we work with to collate who required help with jobs at their school to be completed during the summer break. The staff from the Sainsburys depot went into the schools and helped paint walls, fences and clearing gardens at Holdbrook Primary, Brookland Juniors, Millbrook Primary, Goffs oak Primary and Woodside Primary. This community project was a big help to the schools and will benefit the children in the local area. Our thanks goes out to Sainsburys for their continued community support

CHEXS is fortunate to have two volunteers that support us all year round; Sue who provides administration support in our Waltham Cross office provides essential admin support to the office and the team and Bob who works with the Self Esteem team to help deliver the programme and we were very proud this year when Bob was awarded with the 'Lee Valley Volunteer of the Year award' runner up medal.

So well deserved for his determination in supporting the young people and Lee Valley Park.





"I have found working with young men and women at CHEXS to be very rewarding. Outside the school environment, they often shine and surprise both themselves and their support staff with what they are able to achieve."

**Volunteer Bob** 

# **Engaging with Schools and Communities during Covid 19**

To support families in lockdown we created a Learning and Activity Resource page on our Website and provided ongoing information on our social media platforms including:



- Information regarding support and helpful advice
- Guides for parents such as Internet safety information
- On a weekly basis we would share activities for the children to do. We either create our own or select one from our resource and activity page on our website

We were unable to continue our Grow Club competition this year, however a pupil who attend our Children In Need After School Leadership programme contacted CHEXS to suggest that we run a virtual Grow Club.

This was such a great idea, we launched the competition in April and had 88 children taking part in the activity. The families who engaged in the competition sent pictures of their crops which enabled us to track their progress.

The shortlisted entries were judged on the 8th July via zoom by Sir Charles Walker MP, Councillor Lewis Cocking Leader of the Council and our Chair of Trustee Tony Gorton who selected 1st, 2nd and 3rd prize. All participants were sent an electronic certificate to acknowledge their hard work.





"They really enjoyed taking part so much so we are considering getting an allotment space"

#### **Parent**

"I can personally say the club has enabled my children to have something to aim towards building in with their home learning. The Grow club has continually changed and helped keep the children enthused but also motivated to do other home learning tasks."

Parent



### **COVID-19 - The situation in and around Waltham Cross and surrounding areas**

Schools are now open to the vast majority of pupils, current and emerging needs will quickly be identified, and services / resources will need to be reactive to these new challenges.

Currently the issues these families are facing are as follows:

The effect on mental wellbeing of parents and children from not being able to see family, friends and other support networks. The lack of these friendship groups and social interaction could trigger a bereavement response in some of our families.

- Families we support are on low incomes and in insecure employment, they are especially vulnerable to loss of work; replacement income schemes are difficult to understand and not yet fully operational; many of the families we support were/are struggling to afford food
- CHEXS continued to support Broxbourne Food banks being unable to maintain social distancing, loss of donations and finding it impossible to distinguish between families in immediate hardship and those seeking to stockpile





The one foodbank remaining open, at Wormley, was overwhelmed with demand and was regularly running short of food; families without transport were unable to travel to the food bank





 Many families we support typically live in small houses/flats and all have challenging inter-family relationships; without support, the potential for escalating tensions was extremely high

- Few of the families have outdoor space and there is insufficient room indoors for parents to work from home, if they need to, and for children to play or do schoolwork.
- Numerous families lack broadband, computers, printers and paper to enable their children to participate in virtual lessons provided by schools, they are therefore likely to fall even further behind.







- Many of the young people we support engage in risky behaviours: they are very unlikely to remain at home without significant support and encouragement
- Lack of structure and daily routines and structure can cause a deterioration in their overall well-being.
- Children who live in families who have multiple needs of their own will have increased risks that will affect their wellbeing and safety.

Similar challenges apply to a further 1,200 disadvantaged children in our partner schools who qualify for free school meals, but who we do not currently support.

We feel the coming months will compound our existing vulnerable family's needs but there will also be an increase, with new families identifying issues and needs that affect their home life and financial security.

These issues are going to have a profound impact on their wellbeing for months & years after this current crisis has passed. CHEXS' is applying for additional funding to increase our capacity and resources to help both during and after this crisis passes!



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



OUTCOME 5 - Ensure the Charity is sustainable, appropriately resourced, and has the broadest strategic choice to best enable achievement of its vision

What we want to achieve Outcome 5	Measurable Key Targets - Year 1	Measurable Key RESULTS Year 1	Measurable Key Targets Year 2
Ensure the Charity is sustainable, appropriately resourced, and has the broadest strategic choice to best enable achievement of its vision .	1. Develop stakeholders to fund our increased services to our beneficiaries at £10,000 in 2020 2. Maintain existing levels of trust & foundations incomes at £20,000 in 2020 3. CHEXS community fundraising Events £. 20,000 4. Corporates (sponsorship of annual event): £5,000 in 2020 5. Develop corporate donor relationships to support CHEXS mission at £10,000 in 2020	1. £5,000 additional funding secured to increase services to our beneficiaries at 2019/2020 2. Secured and exceeded 3. Due to COVID-19 all Community events were cancelled. National Lottery Community Funding (Covid-19 response) £20,000 awarded 4. Not achieved* 5. Not achieved* *NOTE, These have not been achieved due to Covid-19 crisis. The charity changed its focus to help tackle funding to increase our capacity and resources to help both during and after the crisis passes.	Develop a major donor relationship to support CHEXS mission by donating £20,000 in 2021/22
Timeline—In Year One, Two & Three Time	Additional Income Secured £45,000	Additional Income Secured £134,209	Additional Income Secured £40,000
Time Scale	2020	2020	2020/21

### 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



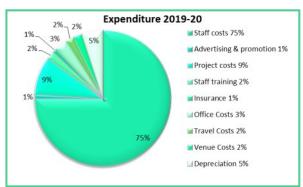
CHEXS' Strategic Funding Plan 2020 - 2023 ensures the charity is sustainable, appropriately resourced and has the broadest strategic choice to best enable achievement of its vision.

**Social Value:** CHEXS provides value for money and a responsive service. Our approach embraces the Social Values Act; we continually raise and promote this methodology to statutory and private sector organisations. We aim 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.

**Financial review:** After two years of operating deficits, we are pleased to report that during the 2019/20 financial year we were able to add £75,840 to our reserves due to the operating surplus gained. By strengthening our financial resilience, diversifying income streams and increasing both unrestricted and restricted funding, we are better able to meet the needs of children, young people, families and the local community we are here to serve.

**Income:** Income for the year totalled £337,032, an increase of £110,846 over the previous year. This highlights that key stakeholders continue to have confidence that the charity will fulfil its obligations in a personal and professional manner in the delivery of services and projects.

**Expenditure:** Expenditure for the year totalled £261,192, an increase £20,376 over the previous year. The increase is mainly due to additional staff hours to cover support over the school holidays.



Reserve Policy: It was agreed by the Trustee Services Sub group, and at the Trustee Spring Board meeting 2020, that the target level of unrestricted reserves should be equivalent to three months of unrestricted total cost of charitable activities (this includes closure costs ie staff redundancies). This is to ensure that in the event of the loss of major revenue streams there is adequate time to secure alternatives and discharge contractual or financial obligations. The Board considers the year end reserves are at the right level to meet its running costs for the foreseeable future.

13%

58%

Income

■ memberships

■ Trade Service

26%

# **Our 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



www.broxbourne.gov.uk

Broxbourne Youth Charity of the year

Finalist 2018

Runners-up 2017



Early intervention team of the year

Finalist 2019

Winner 2017



www.broxbourne.gov.uk

Broxbourne Civic award

Winner 2018



Broxbourne Youth
Awards 2019

Winner - Karen Morley-Hayes

(CHEXS Outreach







Youth Group of the year award

Winner 2018

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



- Bob Cinnamon (Volunteer of the year)
  - Steve Whitlam
  - John Giesen



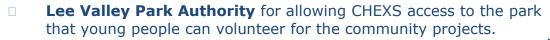




# Thank you

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...





**CAB and MIND** for our partnership for the Broxbourne Better Futures (BBF) project and the Lottery needs community grant.





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



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





offices to be housed in the Community Skills Hub in Waltham Cross.





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





**Brothership Studio** for their fundraising for CHEXS using the fantastic local community Rainbow prints







# Thank you - Grants and Foundations received

A massive thank you to all our grant funders on specific CHEXS services, for our emergency COVID-19 crisis funders and fundraising and donations. All the funding we have been kindly awarded has helped CHEXS to increase our ability to increase our staff to support families more, enabling us to do everything within our networks, resources and know-how when our families needed it most.

The coming months will compound our existing community member's needs as these issues are going to have a huge impact on our wellbeing for months and years after this current crisis has passed. Every kind grant and donation will ensure we are here throughout and beyond to help communities move forward in a positive way.

- ☐ Masonic Charitable Foundation Core Funding over 3 years
- □ **Lottery Reaching Communities** Reach Communities Funding application for the Family Support Lead role over 3 years
- ☐ Children In Need Application (CIN) Children Self Esteem Leadership After School Club over 3 years County Council Locality Budget
- ☐ **HCC Local County Councillors**: 1)Mark Mills 2)Dee Hart 3)Lesley Greensmyth 4)
  Dave Hewitt



Supported by BBC

Masonic

- ⇒ **Funding has meant that we have been able to:** Upgrade CHEXS database, Resources i.e community events, Additional hours for the CHEXS Family Support team to support vulnerable families over the Easter holidays. The funding increased the opportunity to offer support, practice advice, particularly around the importance of routines, guidance, and a friendly listening ear, this has been evident with some parents whose mental health and emotional wellbeing have been heightened during these challenging times, Funding helped the charity to purchase COVID-19 PPE
- □ **Locality Hertfordshire Community Foundation** (HCF) Funding to support additional hours for CHEXS staff including:
- Resource page on our website, promote our Family Support Service is still available, Sharing relevant information on social media platforms: Guides for parents Internet safety information, important contact details for other support services, Launching a Spring Growing competition for families to grow vegetables, herbs or flowers, Sharing weekly activities for children to participate in. Supporting Broxbourne foodbank. Funding helped the charity to purchase COVID-19 PPE

# B3 Living

- CHEXS has been commissioned to deliver 5 Creative Intergeneration Project to help build relationships with B3 living residents, local children, young people (CYP) and volunteers. The aim of the projects to help build a sense of belief and ownership by tackling local issues and improving community relationships. Unfortunately due to COVID-19 we were only able to deliver one of the 5 planned projects. However we are optimistic in 2021 the 4 remaining projects will take place and create activities, such as creating a willow deer and/or building raised beds within B3 residential homes.
- ⇒ Funding to help CHEXS provide IT equipment to help families access the digital world.
- ☐ Garfield Western Charity Core costs



- **COVID Tesco Bags Funding has meant that we have been able to help the** CHEXS Self Esteem Team to contact children and young people over the school May half term holiday periods via text/telephone/zoom giving support and advice around any issue that is being raised within the family home:
  - Gives a relaxed opportunity to talk and open up about their feelings,
  - Gives them a different perspective and to rationalise events
  - Will help them to build their resilience in these challenging times
  - Gives the opportunity to reach out should they find it too challenging.
  - Gives staff an insight into the well-being and safety within the home.
- Lottery COVID-19 to fund additional 6 weeks for the CHEXS team to support vulnerable families. Also to cover the acute financial loss due to the cancellations of 4 fundraising events.



**Children in Need COVID Emergency** - This grant funded 6 weeks of transition self-esteem support over the school holidays for disadvantaged children and young people who are isolated due to Covid-19, and help them improve their resilience.

### **Donations / Fundraising**

CHEXS raised £190 for the Your Town Family Fun Run.

**Lee Kelsey** raised £800 by running the Cambridge Half Marathon

**Craft room** raised £570 during the pandemic by an original idea where stones are painted, hidden and found in the local area and has brought her local community together while raising funds for CHEXS. **Sainsbury's Waltham Point Depot** – CHEXS chosen charity

Charity Aid Foundation (CAF) - Donations £3,000

Brothership studio raised £833 Raising funds for CHEXS

# Conclusion

During lockdown we know many of the families we supported were affected by several issues, these included: Effect on mental wellbeing of parents and children from not being able to see family, friends and other support networks. The abrupt withdrawal of these friendship groups and social interactions triggered a bereavement response in some of our families Families we support are on low incomes and in insecure employment so they are especially vulnerable to loss of work. Replacement income schemes are difficult to understand and not yet fully operational which meant that many of the families we support are now struggling to afford food Many families we support typically live in small houses/flats and all have challenging inter-family relationships; without support, the potential for escalating tensions is extremely high Many of the families have no outdoor space and there is insufficient room indoors for parents to work from home, if they need to, and for children to play or do schoolwork. Numerous families lack broadband, computers, printers and paper enable their children to participate in virtual lessons provided by schools, they are therefore likely to fall even further behind Many of the young people we support engage in risky behaviours: they are very unlikely to remain at home without significant support and encouragement Lack of structure and daily routines can cause a deterioration in their overall well-being. Children who live in families who have multiple needs of their own will have increased risks that will affect their wellbeing and safety.

As part of the transparency of our efforts with all concerned, CHEXS' impact and outcomes are published to all parties associated with CHEXS. As such, we strongly believe that charity's approach provides value for money and a responsive service; an approach which embraces the Social Value Act and the Civil Society and is underpinned by the following key documents:

- Ofsted section 5 of the Education Act 2005 Published: Nov 2019 Reference no: 190017
- 2. Public Services Social Value Act (2012)
- 3. Civil Society Strategy: Building a future that works for everyone (2018)
- 4. NHS England: Social prescribing and community-based support guide (2019)
- 5. Public Health England: Social prescribing apply all our health (2017)
- 6. NHS Long Term Plan (2019):
- e) Starting well
- f) Developing well
- g) Living & working well

CHEXS continually raises and promotes this methodology to key statutory, private sector and VCS organisations. CHEXS ensures limited funding and resources reach out to the wider community, allowing the benefits to be accessible by all, especially the most vulnerable and disadvantaged.

#### In summary CHEXS:

Engages with those most at risk
Creates a resilient, more cohesive community
Empowers people to have a greater say in their lives,

- ☐ Enables choice and self-management
- ☐ Makes every contact count

health and well-being

- ☐ Helps to Improve life skills
- $\square$  Is able to develop its services rapidly to meet emerging needs

Our challenge is to do even more. We know the difference our services and projects make to the lives of children, young people and families but we also need to ensure we make a difference for them. We feel the coming months will compound our existing vulnerable family's needs but there will also be an increase, with new families identifying issues and needs that affect their home life and financial security.

These issues are going to have a profound impact on their wellbeing for months & years after this current crisis has passed. CHEXS' is applying for additional funding to increase our capacity and resources to help both during and after this crisis passes!

CHEXS has the capacity to do more and would welcome the opportunity to work with other organisations to help them support their families, residents and communities.

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







14 FAMILY CRAFT SESSIONS DELIVERED 70% Children reported increased aspirations

82 ZOOM MENTORING SESSIONS DELIVERED CHEXS TRANSITION PROJECT DELIVERED

88 FAMILIES JOINED OUR VIRTUAL GROW CLUB

416 Foodbank bundles delivered with Broxbourne foodbank

195 FAMILIES GIVEN 1 TO 1 SUPPORT DURING LOCKDOWN

A LEARNING AND RESOURCE PAGE CREATED ON OUR WEBSITE 124 FOODBANK VOUCHERS ISSUED



# CHEXS ACHIEVEMENTS 2019-2020

CONTACT US AT....

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www.chexs.co.uk