



"I feel more calm about stuff. The project has made me confident and has helped me"

Child aged 11

Costings for all our services are provided on a separate flyer



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(Registered charity number 1153769)

Primary Targeted Self-Esteem Project



Prior to commencement of project

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

At beginning of project

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

At end of project

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

CHEXS Primary Targeted Enrichment

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

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

Project Launch: Aspiration Presentation

Participants: Targeted children / young people

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

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

Project 2: Mentoring Enrichment

Participants: 4

Activity: 1. Children mentored and coached by CHEXS team to think about their goals and have the confidence to step outside of their comfort zone, helping them to achieve their personal goals. 2. The session is tailored to the needs of the group with the aim of improving their aspirations and learning. 3. Protective behaviour strategies given. 4. CHEXS links experiences with challenges to highlight that with dedication, enthusiasm and support everybody can achieve and reach their personal goals.

Outcomes: Develop self-esteem, confidence and aspirations, be able to use protective behaviours. Link to school education – Help raise attainment, achievement, attendance, behaviour, confidence and self-esteem. Role Model Mentor programme Protective Behaviour strategies gained, build support networks with school, home and community life.

Project 3: Community Enrichment

Participants: 4

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

Outcomes: Build positive relationships within the local community. Link to school education – Help raise attainment, achievement, attendance and behaviour. Role Model Mentor programme. Build support networks with school, home and community life. Enhance the appearance and encourage ownership of the local area.

Project 4: Referrers Setting Enrichment Stage Two (Progression and/or new pupils)

Participants: 12 (6 in the morning – 6 in the afternoon)

Activity: 1. Develop creative project from stage one. 2. CHEXS team and young people mentor the children. 3. Protective Behaviour strategies reinforced

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

Project 1: Referrers Setting Enrichment Stage one

Participants: 12 (6 in the morning – 6 in the afternoon)

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

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



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

