

Breaking County Lines

A toolkit of awareness raising and
practical action



A Facilitator's handbook for an online course

Breaking County Lines

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A Word About Safeguarding

County lines (criminal exploitation of children and vulnerable adults) is a form of exploitation and abuse. If you spot a person at risk or being exploited you should follow the safeguarding procedure for your organisation.

Before using this toolkit/ leading a course we would like you to complete safeguarding training. Safeguarding training should be available through your organisation and you can find out more by talking to the safeguarding lead. Basic awareness and foundation level training is available free online from the [Church of England](#) or your local authority. Online free training on modern slavery is also available through the Church of England's safeguarding portal.

Always seek help and advice if you have any concerns that someone is being exploited or abused. Your safeguarding lead/ police or social care will be able to offer advice on these situations. Please do not investigate situations without professional advice as this could put you at risk of harm yourself.

Caring for yourself

This toolkit is about a subject which is emotive and upsetting. Before you start reading the materials on your own or using them with others do think about how you will care for yourself and others. If you or anyone completing the toolkit needs support please do encourage them to seek help.

Each module in this resource contains at least one film/animation telling the story of an individual who has had an experience of county lines. The facilitator should explain before each module that some people may find these films upsetting. Choices should be offered so that they can watch them or be offered to take a short break instead. Sources of emotional support should be signposted for people in case they trigger any distress.

On the following page is a form that should be completed before starting any training on county lines.

Safeguarding Form

Name of safeguarding lead

How to contact them

Has the leader completed safeguarding training in the last three years?

Has the leader completed training on modern slavery?

Has the group completing the toolkit/ course been advised about the following:

Who to contact if they have any safeguarding concerns?

What to do if they are upset by the issues raised in the toolkit/ course and who they can talk to?

Where they can access free online training in safeguarding and modern slavery?

List of places where extra support/ advice can be gained we would suggest:

- Modern slavery helpline 08000 121700
- Safeguarding lead for the organisation:
- NAPAC National Association for people abused in childhood: 0808 801 0331
- Samaritans: 116 123

Introduction

“Not everything that is faced can be changed. But nothing can be changed until it is faced.”

Henry Blake, the director of the film *County Lines* (2017), believes that this quote by the American writer James Baldwin is highly relevant to the insidious growth of county lines across the UK.

County lines is a network between an urban hub and county location into which drugs (primarily cocaine and heroin) are supplied.

Operators of the network exploit young or vulnerable people to store/supply the drugs and to move money around.

Controlling the victims often includes the use of violence, intimidation and weapons.

This resource is written for churches and community groups who want to raise awareness and take practical action against this evil that is becoming one of the most prevalent forms of modern slavery in our country.

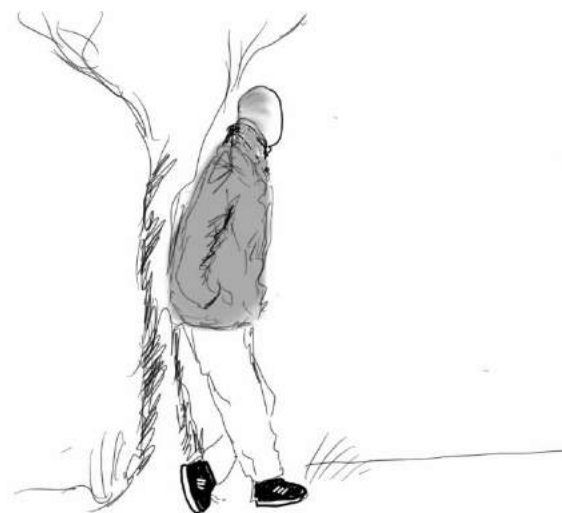
Under the Modern Slavery Act 2015, it is an offence to hold a person in a position of forced labour or facilitate their travel with the intention of exploiting them soon after. County-lines drug gangs move young people around the country with the intention of forcing them to aid with the distribution of drugs for criminal gain. This is achieved through deception, manipulation and coercion.

Breaking County Lines is written in 2 modules and contains animations of real-life stories (which can be downloaded from The Clewer Initiative website) and a range of practical actions that groups can undertake to reduce the influence of county lines in our communities.

About The Clewer Initiative

The Clewer Initiative is enabling Church of England dioceses and wider church networks to develop strategies to detect modern slavery in their communities and help provide victim support and care.

‘We believe that the tools to end modern slavery already exist within the local community and that the Church, which is present in all communities and at the heart of many, has a primary responsibility in leading these efforts.’



Introduction to the Online Course

Running an online course on county lines has a number of challenges which include creating a mutual sharing, learning environment and covering material that is emotionally sensitive and challenging. Therefore it is important to think about creative ways to energise and introduce the group as well as conclude sessions.

Below are some tips for starting and concluding the online workshop.

At the start of the first module, ask each person in turn to give their name and where they are from and what has brought them to this course.

You could use the following energisers after the midpoint break or at the start of the second module:

What's the best/worst smell of the week

Name your favourite flightless bird

What can you see out of your window?

Get your favourite kitchen item

If you could be anywhere doing anything what would it be?

Draw your initial and decorate it with things that say something about you.

If you were a piece of fruit/vegetable/animal/ what would you be?

Preparation Before Each Session

As time is limited, it is important that all participants engage with the media clips provided before each session and come to the sessions having considered the questions so that they have insights to share with the group. There will be space in the participants' work book for them to record their insights. The media clips along with their links are listed on the following pages.

As a facilitator, you should go through all the material in this pdf as well as the PowerPoint, and present the course in the way that you see fit. Our timings are only for guidance. You may wish to spend more or less time on each activity.

Course Preparation Before Each Session

We have left spaces in the Participant's Handbook for them to record their insights ready to share in the live sessions. The media clips along with their links are listed below.

To open these links, put your cursor over the link and press ctrl. Then click with the mouse.

Module 1 Part 1: Understanding County Lines

1. County Lines – PC1942

This is a film describing the reality of county lines including some of the language used by those involved. It is aimed at young people to raise awareness of the dangers of county lines, emphasising the level of deception used along with the consequences of being drawn in.

[#CountyLines - education film for young people by PC1942 - YouTube](#)

Question:

What new insights do you have having seen this video?

2. Gemma's story

This is the story of how a young woman gets drawn into county lines and how a policewoman befriends her and helps to extricate her from the situation.

<https://youtu.be/DGMb7Zmv4ms>

Questions:

What role can churches, individuals, parents and community groups play in being the eyes and ears in their communities?

How can these individuals and groups work more collaboratively with the Police?

3. Biblical reflection on Psalm 10

This is a psalm of lament describing the plight of vulnerable people who are drawn into the schemes of the powerful whose aim is to exploit the weak for their own profit. It powerfully reflects what is happening to our young people who are drawn into county lines drug trafficking.

[Psalm 10 - YouTube](#)

Questions:

1. *Pick out a sentence or words that strike you*

2. *Take some time to reflect on this psalm and how it relates to county lines and other social challenges facing the UK at the moment.*

Module 1 Part 2: Detection

“Trapped”

This video is a case study on the damaging effect of county lines, describing how a teenager is drawn into county lines and in doing so draws in his girlfriend and mother as well.

[Trapped - County Lines - YouTube](#)

Think about the three characters and ask the following questions:

- *What were the reasons they became involved?*
- *What are the consequences of their actions? (including the emotional consequences)*
- *Any other insights?*

Module 2 Part 1: Protection of our Children, Young People and Vulnerable Adults

1. Danielle’s story.

This story is adapted from a BBC radio 4 programme entitled 'Girls under the radar' and describes a young girl's experience of being drawn into county lines and how she eventually finds a way out.

[Girls under the radar \(Danielle's story\) - YouTube](#)

Questions:

1. *What contributed to Danielle’s vulnerability to being drawn into county lines?*

2. *How can we advocate for people like Danielle to people who have power and influence?*

2. Adverse Childhood Experiences:

This video is an introduction to ACEs (Adverse Childhood Experiences) and explains why some young people are particularly vulnerable to the threat of county lines.

[Adverse Childhood Experiences \(ACEs\) \(Wales\) - YouTube](#)

Question:

What insights do you gain from the ACEs video for how we can protect vulnerable young people from being exploited by county lines?

3. Dave's story.

This video tells the story of a man with mental health issues who was cuckooed by a county lines gang with tragic consequences. It shows the importance of protecting those with learning difficulties and or with mental health challenges.

[Exploitation of the most vulnerable \(Dave's story\) - YouTube](#)

Questions:

- 1. What were the contributing factors to this tragedy and how could it have been avoided?*
- 2. What extra measures do we have to put in place to protect the most vulnerable in our communities?*

Module 2 Part 2: Building Community Resilience

Compassionate communities

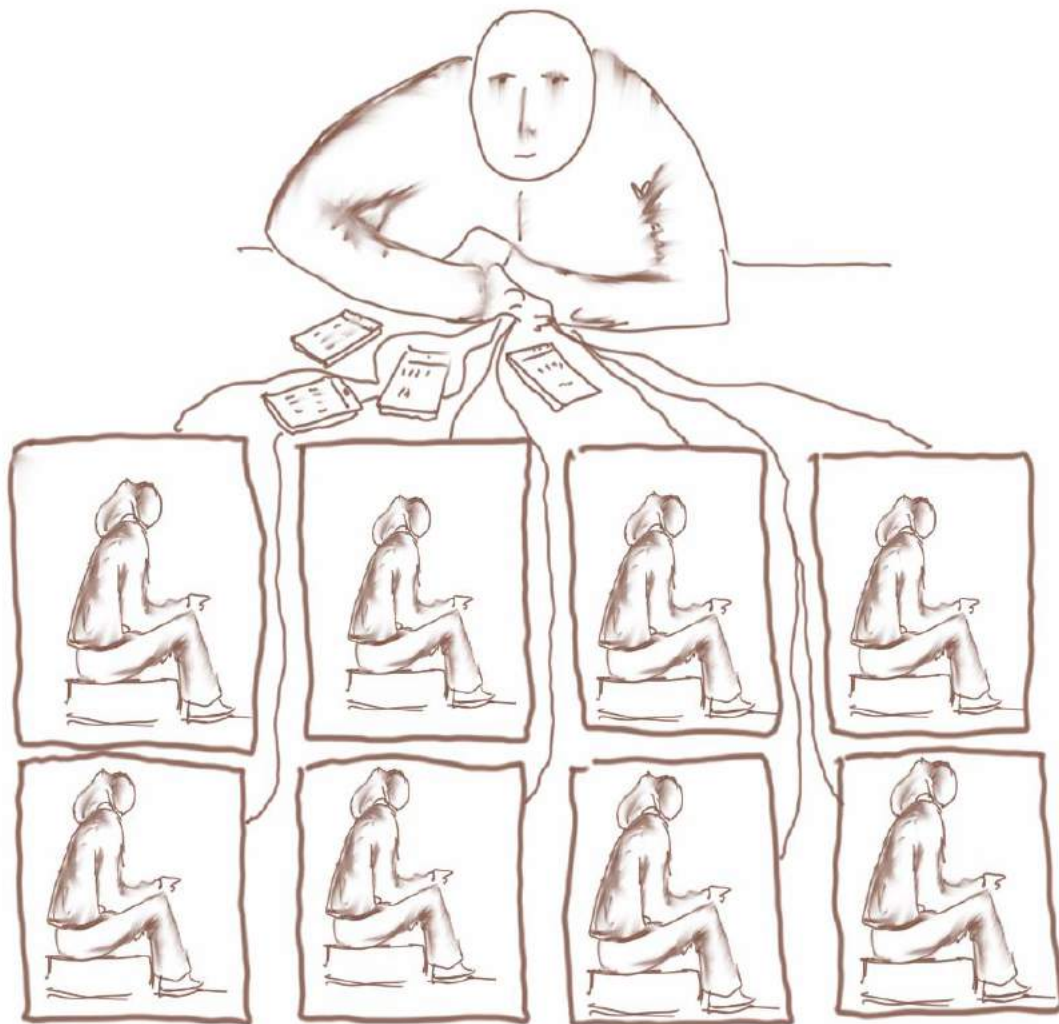
Compassionate Communities is an approach for developing local resilience at the grassroots and is essential for addressing loneliness, isolation and mental health issues, which includes protecting vulnerable people from the impact and effects of county lines. The following article is a case study and is a useful example of building community protection and resilience.

<https://shiftdesign.org/case-study-compassionate-frome/>

Question:

What insights from this article do you gain for how we build resilient communities and tackle county lines?

Module 1 Part 1: Understanding County Lines



Understanding County Lines

Purpose

To give participants a good understanding of what county lines is, how it operates and its impact on individuals and families.

Energiser:

Ask each person in turn who they are, where they are from and what has brought them to this course. (10 mins)

Introduction (5 mins)

Use the first few PowerPoint slides to introduce the course and to explain the importance of safeguarding as well as the challenges of zoom and the hope that through the sessions you will become a learning community sharing experiences and knowledge for the common good. Stress the importance of watching the media clips provided before each session.

Activity 1: Brainstorm (5 mins)

Brainstorm onto a whiteboard the group's understanding of county lines and what they think the worst aspect is. If there is little knowledge of county lines, ask them to think about what they associate with gangs.



Key Facts of County Lines

Use the PowerPoint slides to share the definition and some key facts on county lines (5 mins)

Activity 2: Terms and definitions (5 mins)



County lines

A road education film by pc 1942

Ask the group "What new insights have you gained from this video?"

To help with the discussion, see transcript of the film at the end of Module 1

Plenary or chat

Activity 3: Gemma's Story (20 mins)



If you have time watch the animation of Gemma's story again and in break out rooms discuss the questions:

Questions:

What role can churches, individuals, parents and community groups play in being the eyes and ears in their communities?

How can these individuals and groups work more collaboratively with the Police?

(10 mins BO rooms, 10 mins feedback)



Activity 4: Biblical Reflection (10 mins)

Psalm 10: A film of this psalm is available for participants to watch before the session



Either play the video of the psalm again or read the passage from the Bible or the sheet in the facilitator's notes. (Please note this is a shortened version of the psalm).

Questions:

1. *Pick out a sentence or words that strike you*
2. *Take some time to reflect on this psalm and how it relates to county lines and other social challenges facing the UK at the moment.*

Reflection

Written by the Rt Revd Dr Alastair Redfern, Chair of The Clewer Initiative.

The Psalmist looks at the exploitation all around, and notices that the wicked perpetrators think "God will never see" what they do. We are called to become witnesses to the all-seeing, ever vigilant love and mercy of God. Especially with the growing exploitation of young people in so many of our communities.

May we learn to see every creature with the compassion of our Creator. And when we see pain or suffering or wrongdoing, may we have the courage to look more closely, to call others to see with us, and then to reach out the hand of rescue and restoration.

The first stage of justice is learning to say "we see you": and then acting for the well-being of those we have recognised as being harmed.

Break: 10 mins

Part 2:

Detection of County Lines



Part 2: Detection of County Lines

Activity 5: Trapped (County Lines Scenario) (20 mins)



Break out rooms (10 mins)

Trapped is a video of a scenario of three people who are caught up in county lines. The task is to look at the video and answer the questions and record insights.



Show video clip from YouTube

[Trapped - County Lines - YouTube](#) (8 minutes, 28 seconds).

This video shows how Jake, a teenager, gets caught up in a county lines operation after becoming financially desperate. His experience ends up affecting the whole family and shows how involvement can spiral out of control.

Before the session the participants should have done the following exercise:

Think about three characters and ask the following questions:

- What were the reasons they became involved?
- What are the consequences of their actions? (including the emotional consequences)
- Any other insights?

Break them into three groups and ask each group to concentrate on just one character

Feedback (15 mins) Each group should give their feedback on their character. Then you could ask the other groups if they have any further insights.

See the facilitator's sheet for comprehensive answers to these questions. Use this sheet to stimulate the discussion if the group are struggling.

After this discussion

Ask the group: Is this something that could impact you, your family or your friends?

The purpose of this question is to challenge social norms and encourage empathy. The circumstances within the clip so far suggest that only those who are experiencing financial difficulties are vulnerable to county lines. Make the point that people can join gangs for all sorts of reasons, e.g. 'street cred' or wanting to belong to something.

Leave some space for people to reflect on the discussions they have just been involved in or on their own experience of county lines.



Input: Stages of recruitment and spotting the signs (10 mins)

Show PowerPoint slides of the stages of recruitment and spotting the signs (see the facilitator's notes at the end of this module to help you talk through the slides. Stress the importance of reporting if you do suspect county lines activity is going on. One phone call can make a huge difference. All calls are confidential.

Useful numbers:

- Local police 101 or 999 in an emergency
- Crimestoppers: 0800 555 111 (if you would prefer to remain anonymous)

Activity 6: Group task in breakout rooms (10 mins)

You have been given 10 mins to talk to a youth group about county lines. You have no access to technology as the meeting is outside around a fire pit. What are the essential things you would like to get over in that time?



5 mins in BO rooms

Feedback on to a whiteboard (5 mins)

Show the PowerPoint slide to point out the Fearless website – a great organisation for young people to go to for information on county lines and youth crime and to report crime anonymously.

Take a few moments to invite participants to reflect on one key insight they have gained from the session or a burning question. They can share this in the chat or as a plenary.

Finish with the prayer on the PowerPoint slide.

Offer to remain on line in case anyone wants a one to one chat.

Module 1

Facilitator's Notes

Part 1:

- **Transcript of Education Film for Young People**
- **Biblical Reflection: Psalm 10**

Part 2:

- **Trapped**
- **Spotting the Signs**
- **Stages of County Lines Recruitment**



Module 1 Part 1: Facilitator's Notes

County Lines – education film for young people by PC 1942

This is a transcript of the YouTube video for your reference

County lines is happening in your area.

County lines sees criminal gangs from places such as London, Birmingham, Manchester and Liverpool sending dealers to carry drugs into less crowded areas.

This isn't a new thing but over the last couple of years the trickle of city drugs gangs heading into different areas has turned into a flood.

The most common drugs involved are heroin and cocaine (crack and powder) but also MDMA, Cannabis, Amphetamines and Spice.

Criminal gangs begin by taking over premises in our towns, using coercion, and often serious violence.

The coercion of children into drug dealing is traumatic and puts them at great risk – often forced to carry drugs inside their bodies, and sell drugs to dangerous people.

Gangs use vulnerable children and adults, including class A drug addicts, elderly, disabled people, those with mental health issues, sex workers and single mothers.

Once they gain control, through drug dependency, debt or relationship, dealers move in and the risk of domestic abuse, sexual exploitation and violence increases.

Gang members will offer money, drugs, clothing, phones, sexual favours or a false sense of belonging or "affiliation".

This process is known as "cuckooing" – named after a bird which lays its eggs in the nests of other birds – taking over.

They will then expand the work force, recruiting local runners to deliver drugs and money.

The groups USE children, because they work for little pay, are easy to control and are less likely to be detected.

Children and young people – you are being lied to. The promise of status and wealth is fake. You are being blinded by negative social media and false promises.

Most runners are boys aged between 14 and 17.



“Grooming” with gifts and money to control by “debt” is common.

Where girls are used, they can become victims of sexual violence and other abuse. Males can also be sexually abused, often for compliance.

Gangs also violently assault children and young people working for them if they find their drugs or money is missing.

Weapons such as firearms, knives, bats and acid are sometimes used to make violent threats.

The threats and assaults extend to the victim’s friends or family, using extreme blackmail, to force control.

Young girls are often groomed and forced into relationships with gang members and are made to perform sexual acts. This is abuse – you are NOT being a valued part of any group or gang.



One example is a county lines group who filmed a female victim being sexually assaulted by gang members, then used the footage to humiliate her boyfriend.

Young people are used and vulnerable. YOU might often feel scared of going to the police and worry that you will be incriminated in criminal activity.

There are different roles and levels of authority in gangs:

TEENIES – generally those under the age of 10 – below the age of criminal responsibility – used to carry drugs and weapons between members.

RUNNERS/SHOTTERS – generally aged between 10 and 15-ish, who move drugs between older members, sell drugs in the streets and stay in “trap houses” where drugs are sold or made.

YOUNGERS – generally aged under 18, they have some level of authority over teenies and shotters. They are street dealers of class A or B drugs, can set up trap houses and recruit teenies, runners and shotters.

LINKs, BABY MAMA, BAE, WIFEY – girls used by members as girlfriends, used for sex, exploited, they will carry or hide weapons, drugs and money for members of any age.

ELDERS – generally aged over 18, they are in charge of running street operations and trap houses, deal in larger amounts of class A and B drugs, buy firearms and other weapons, have authority over street dealers and youngers.

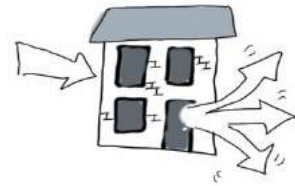


FACES/OLDERS – those at the top or higher end of the chain, limited contact with street level operations, not often seen or known by street level members.

GOING COUNTRY – this is a term that describes county lines activity. It can also mean the act of travelling to another city or town to deliver drugs or money.

TRAPPING – the act of selling drugs. Trapping can refer to the act of selling drugs or moving drugs from one town to another.

TRAP HOUSE – a building used as a base where drugs are sold or sometimes manufactured. Occupied by adult drug users, but sometimes young people are forced to stay there.



TRAP LINE – a mobile phone specifically used for the purpose of running and selling drugs. An associated phrase is a “Burner Phone”

CLEAN SKINS – Children without a record

BAIT – easy to get caught;

BARE – lots of:

BEEF – trouble

BURNER – cheap phone, pay as you go

ENDS – home area

FAM – family

FOOD – drugs

MERK – murder or kill

NITTY – derogatory name for a female

P’s – money – paper notes

SHANK/DIPPED/CHEFFED/BURST – a knife, or being stabbed

SHOOK – nervous scared

SLIPPING – being in the wrong area, not being prepared

STRAP – gun

Children and young people are being told or ordered to become “deliberately excluded” or expelled from school or college.

This is so they can become more entrenched in county lines. Children’s futures and prospects are being thrown away.

Social media – County lines is being “glamorised” for recruitment. Young people with faces covered, holding weapons and cash, making gang gestures, or “spitting” lyrics about area “beefs” or violence.



Natalie got involved in county lines when she was 14, dealing heroin and crack. Excluded from school, she ended up in a pupil referral unit, where she says she learned more about “going cunch” or O.T. (out there).

Natalie was reported missing by her family many times.

“I never felt safe. You are a girl and you don’t know what people will do. You could get raped or killed.”

Natalie says “Users out in country are way rougher than they are in London, they will just pull out a knife on you and say, Give me your stuff or I will put this knife in you.”

The deeper she got into that world the harder it was to get out and people around her started to show their true colours, leading to the day she tried to leave and was shot. Only when in hospital did her plight become known to police and others.



County Lines – a victim’s quote

“The grooming’s so strong that rewards seem worth the risks. It seems better to stay away from parents and go with this “new family” that are going to look after you and provide for you.

IN THE END- THEY DON’T”

It’s grooming...it’s child trafficking...it’s child criminal exploitation.

Biblical Reflection:

Psalm 10:

¹ Why, LORD, do you stand far off?

Why do you hide yourself in times of trouble?

² In his arrogance the wicked man hunts down the weak,

who are caught in the schemes he devises.

⁸ He lies in wait near the villages;

from ambush he murders the innocent.

His eyes watch in secret for his victims;

⁹ like a lion in cover he lies in wait.

He lies in wait to catch the helpless;

he catches the helpless and drags them off in his net.

¹⁰ His victims are crushed, they collapse;

they fall under his strength.

¹¹ He says to himself, "God will never notice;

he covers his face and never sees."

¹⁴ But you, God, see the trouble of the afflicted;

you consider their grief and take it in hand.

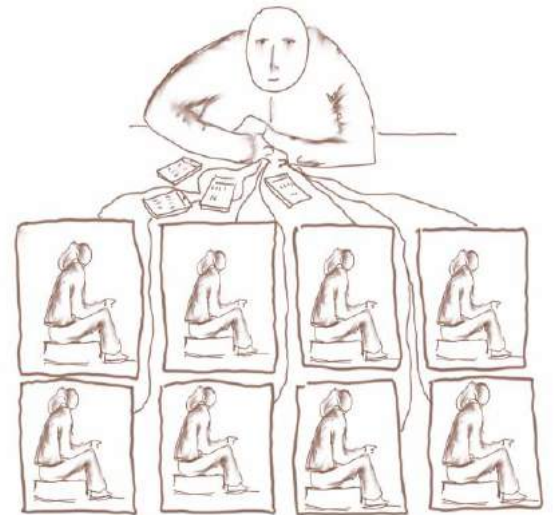
¹⁷ You, LORD, hear the desire of the afflicted;

you encourage them, and you listen to their cry,

¹⁸ defending the fatherless and the oppressed,

so that mere earthly mortals

will never again strike terror.



Part 2: Facilitator's Notes

Trapped

Source: Kate Blackburn, Youth and Policing Education Hub

CHARACTER: KATELIN (Jake's girlfriend)



What is this character's association to the gang?

Reluctant associate (partner of runner before his affiliation to the group).

What were the reasons she became involved?

As a result of her relationship with Jake.

What are the consequences of their actions? (including the emotional consequences)

Katelin ends up being controlled by the gang. She could be forced to deliver drugs, or made to pay off debts in other ways, which could include prostitution. Females in gangs may be treated as sexual objects and used for hiding drugs both externally within clothing and internally within body cavities. Katelin would almost certainly witness physical violence toward Jake throughout this. She is also at high risk of violence herself, particularly if she speaks out against the gang. So there are both legal and emotional consequences.

CHARACTER: JULIE (Jake's Mum)



What is this character's association to the gang?

Julie is Jake's mother. She becomes a reluctant associate who becomes drawn in as a result of Jake's involvement.

What were the reasons they became involved?

Julie is worried about her son and tries to help remove him from the gang's clutches by obtaining money to pay off his debt.

What are the consequences of their actions? (including the emotional consequences)

Emotional and financial. Julie is very worried about Jake and herself and the film shows she is already struggling financially. We see her selling items important to her, like her ring. Ultimately, she risks her job and getting in trouble with the police by stealing from her employer.

It's not always less well-off households who suffer. Where runners come from more affluent families, gangs exploit this by setting the debt or blackmail stakes at a higher level. These families may try to hide the issue and end up getting sucked in even deeper as they seek to avoid embarrassment in their community.

CHARACTER: JAKE



What is this character's association to the gang?

Jake's situation is complicated. He took up the invitation to raise money but he did so out of desperation, so he was reluctant. Jake's motivation was financial but for others it may be because they are dependent on drugs or belonging to a gang makes them feel part of something and so fulfils an emotional need.

What were the reasons they became involved?

Jake received an invite from a current face/elder/runner/soldier, who saw that Jake was vulnerable because of his desperation to obtain money and met him in person. However some organised groups recruit via social media. Displays of luxury items and references to lots of wealth all give the impression that you can aspire to a lavish lifestyle and sucks people in. However, in reality only those above street level will get this and they don't want to share.

What are the consequences of their actions? (including the emotional consequences)

There are obvious criminal consequences with Jake being at risk of prosecution for dealing drugs. If he was convicted, he'd never achieve his dream of going to America with his talent. Jake is also at risk as a victim. In the film Jake is robbed. The gang exploiting him then question him about the money he owes/a package that Eddie says he had given. Police have dealt with many cases of low ranking gang members like Jake being victims of knife crime for debts as low as £20-30. They've also cases of deliberate scalding. This is because the gang twist ideas about honour and debt and routinely use violence to enforce those ideas. They will find ways of adding to the debt (e.g. adding interest or increasing the amount owed because of someone's actions) so the person remains forever indebted.

Emotionally, Jake will be feeling trapped and possibly guilty. Although he has been exploited and he is a victim, he may well feel that it is his fault that his girlfriend has been drawn into the situation and that his mother has stolen money for him.

Spotting the Signs

Location

- An increase in visitors and cars to a house or flat.
- New faces appearing at the house or flat.
- New and regularly changing residents (e.g different accents compared to local accent).
- Substance misuse and/or drug paraphernalia put out with the rubbish or near doorways.
- An increase in anti-social behaviour in the community.

Young person/s

- Change in young person's mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional).
- Changes in the way young people you might know dress.
- Unexplained, sometimes unaffordable new things (e.g clothes, jewellery, cars etc).
- Residents or young people you know going missing, maybe for long periods of time.
- Young people seen in different cars/taxis driven by unknown adults.
- Young people seeming unfamiliar with your community or where they are.
- Truancy, exclusion, disengagement from school.
- Unexplained injuries.

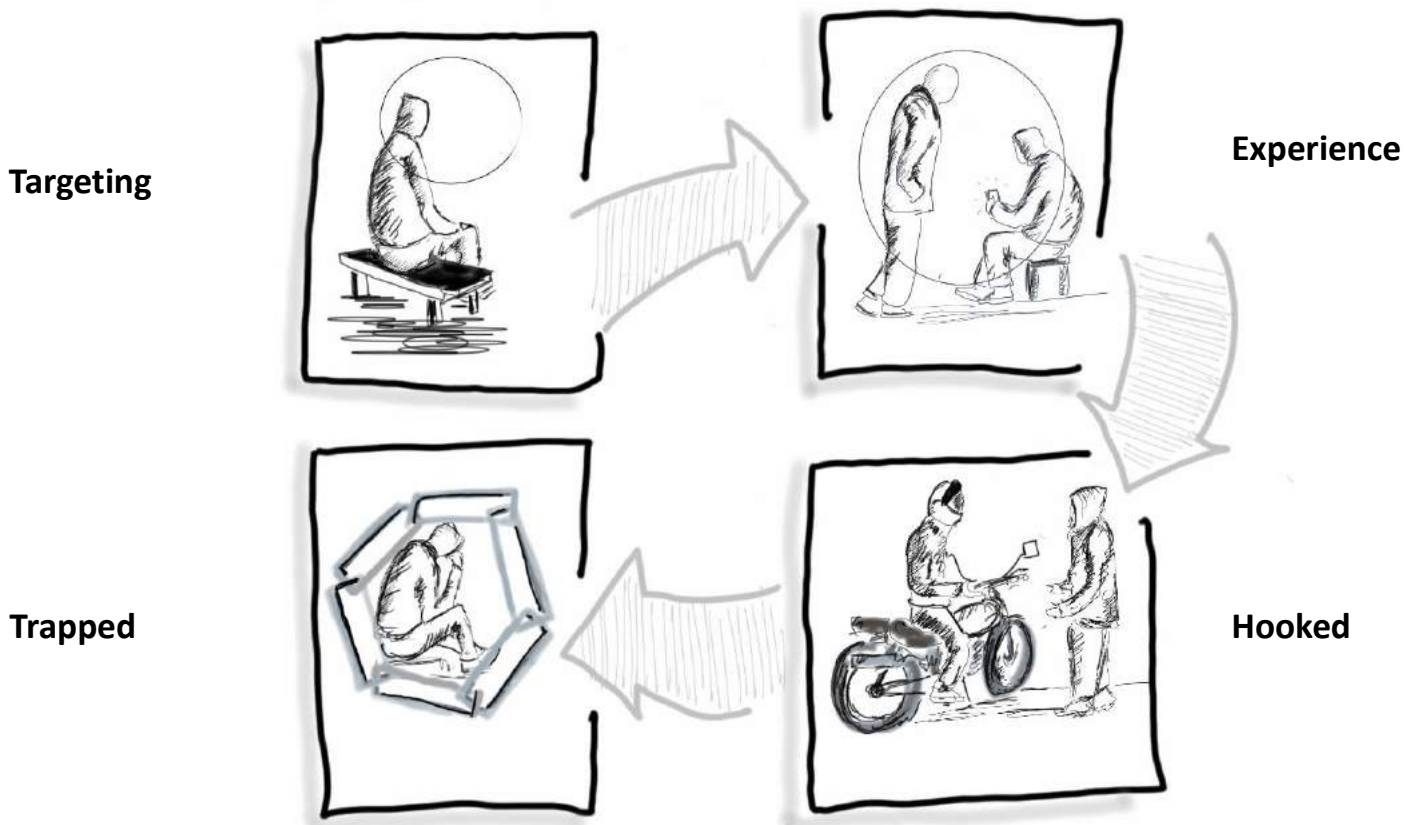
What to do if you are concerned

Work within your safeguarding policy and with advice and support from your safeguarding lead. If you are not sure who this is please contact the local authority. Some helpful numbers are:

- Modern slavery helpline: 08000 121 700
- NAPAC National Association for people abused in childhood: 0808 801 0331
- Local police 101 or 999 in an emergency
- Crimestoppers: 0800 555 111 (if you would prefer to remain anonymous)
- Childline: 0800 1111

Stages of County Lines Recruitment

(Source: The Children's Society)

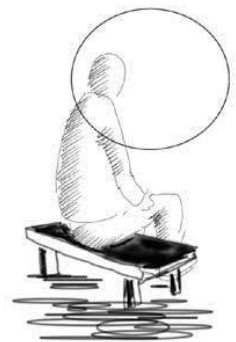


Targeting

This is when an exploiter targets a young person who is vulnerable, reducing their chances of getting caught. Exploiters pick their targets based on things like your age, strength or situation.

Signs of this stage include an exploiter:

- Observing a young person.
- Finding out a young person's vulnerabilities, needs and wants.
- Glamorising their lifestyle.
- Gaining and developing a young person's trust.

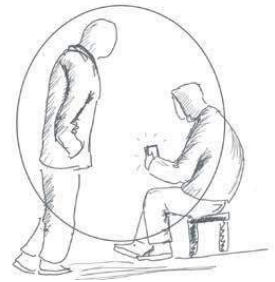


Experience

This stage is where an exploiter might try to get a young person used to their lifestyle, or train them up in what they're doing.

At this stage an exploiter might:

- Make a young person feel wanted.
- Give them gifts and rewards.
- Include them in their activities.
- Test out a young person's loyalty.
- Offer a young person protection.
- Give them a sense of belonging.
- Introduce a young person to more established members of their gang.



Hooked

This is the stage where an exploiter will make a young person feel like they're a member of their gang, even though they're just exploiting them.

Signs that a young person is in the hooked stage of being exploited can include them:

- Having an identity in the group.
- Being given a bigger role in the group (e.g. people running for them).
- Getting more responsibilities within the group e.g. more money.
- Engaging in thrill seeking behaviour/ committing low level crimes.
- Having a dependency created by their exploiter.
- Engaging in activities such as drugs, alcohol and sexual behaviour.
- Being asked for favours/to keep secrets to recruit others to the gang.



Trapped

Now a young person feels dependent on the group, their relationship with their exploiter may start to become unpleasant, as their exploiter's true intents or character is revealed.

At this stage a young person may experience:

- Threatening behaviour.
- Blackmail – include 'fake' mugging organised to create a debt.
- Physical violence and sexual assaults including strip searches, drugs being inserted for running.
- People playing on their guilt, shame and fear and attempting to isolate them from their family, friends and society.
- People humiliating them, either sexually or by exposing their mistakes to others.
- Running a trap house.
- Drug addiction (encouraged by others) or dependency on their exploiter (resulting in them having less money).



Module 2 Part 1:

Protecting Children, Young People and Vulnerable Adults



Introduction to Module 2

Welcome and energiser

Welcome the participants back to the course and if you like, use one of the energisers below or one of your own.

What has been the best or worst smell you have experienced this week?

If it is light – what can you see out of your window?

Tell us about one highlight of the week

What is your favourite flightless bird?

Introduction

Use the PowerPoint slide to tell your group what you will be covering in the session (listed below)

- Recap of last week
 - Protecting children/young people and vulnerable adults
- Break**
- Building resilience
 - Biblical reflection on Isaiah

Then remind them of what they covered in the previous week using the PowerPoint slide. This includes the terms and definitions, Psalm 10, the stages of recruitment and spotting the signs.

Module 2 Part 1: Protecting Children, Young People and Vulnerable Adults

Purpose:

To understand why children, young people and those with learning disabilities and mental health disorders are so vulnerable to county lines activity, and to explore ways of protecting them.

Introduction

This module is made up of two key areas:

1. Protecting children and young people
2. Protecting vulnerable adults including those with learning disabilities and mental health disorders

While each of these areas has a specific focus, the main overall learning from this module is about equipping church and community members to be more vigilant and aware of county lines and look out for the most vulnerable members of our communities.

Protecting Children and Young People

Activity 1: Danielle's story (20 mins) In break out rooms



Having watched the animation of Danielle's story discuss the question:

1. *What contributed to Danielle's vulnerability to being drawn into county lines?*
2. *How can we advocate for people like Danielle to those who have power and influence?*

Feedback to the plenary



Activity 2: Adverse Childhood Experiences Video (10 mins)

<https://www.youtube.com/watch?v=XHGLYI9KZ-A>

Brainstorm: Use the whiteboard (having watched the ACES video)

What insights do you gain from the ACES video for how we can protect vulnerable young people from being exploited by county lines?

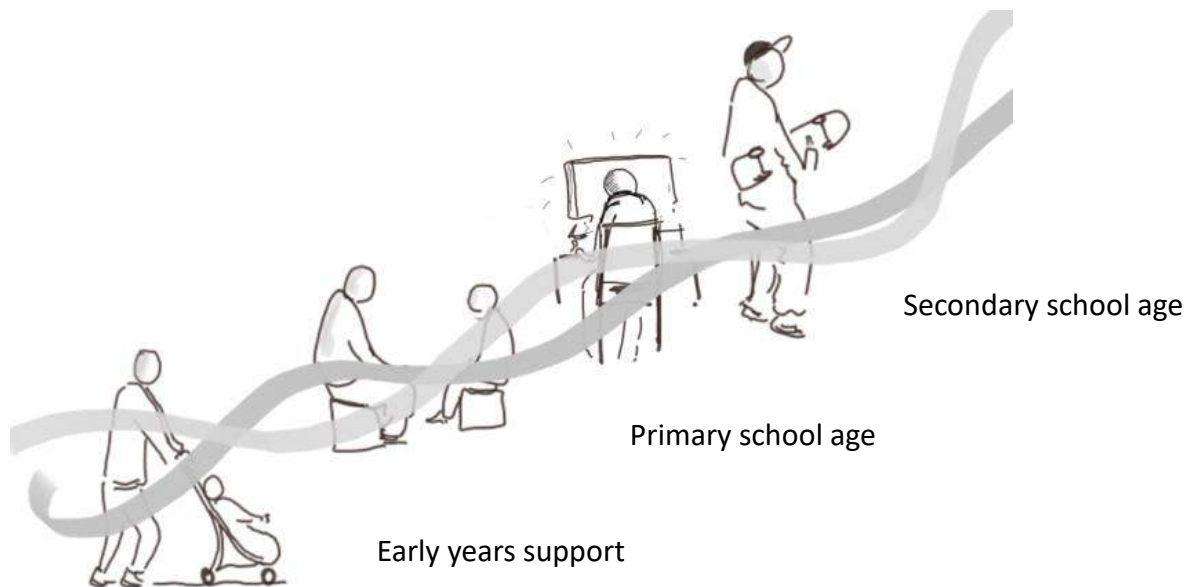


Input on ACEs, children and gang statistics and life stage approach to the protection of children and young people

See facilitator's notes on Adverse Childhood Experiences at the end of this module to help you talk through the PowerPoint slides

Gang membership is complex and those recruiting children are ruthless, making it difficult to extract a young person from a gang. To prevent children becoming involved in gangs we need a life stage approach, recognising that while a child may be drawn into a gang as an adolescent, the underlying reasons why they were susceptible almost certainly appeared years earlier.

Use the PowerPoint slides to introduce the lifestage approach



Activity 3: Group task in break out rooms – 3 groups (one for each life stage)

(20 mins – 10 mins BO rooms, 10 mins feedback)

Using the life stage approach what interventions could be done by the church and community to protect children and young people?

Group 1: Age 0 – 4 – early years

Group 2: Age 5-10 – primary school

Group 3: Age 11-17 – adolescence/secondary school

Use the whiteboard for the feedback.

Protecting those with learning disabilities and mental health disorders

Adults with learning disabilities and mental health disorders may be defined as adults at risk of abuse and neglect if they have care and support needs. Please work within your safeguarding policy and with advice and support from your safeguarding lead. If you are not sure who this is please contact the local authority.

Activity 1: Dave's story (15 mins)



Watch the animation of Dave's story and discuss the questions:

What were the contributing factors to this tragedy and how could it have been avoided?

What extra measures do we have to put in place to protect the most vulnerable in our communities?

Whiteboard plenary feedback

Below are some suggestions for how we can protect vulnerable adults which you could use to stimulate discussion

Sense of belonging

Ensure the church community is a place of welcome and belonging where people with MHD can feel safe to be who they are and affirmed for their qualities.

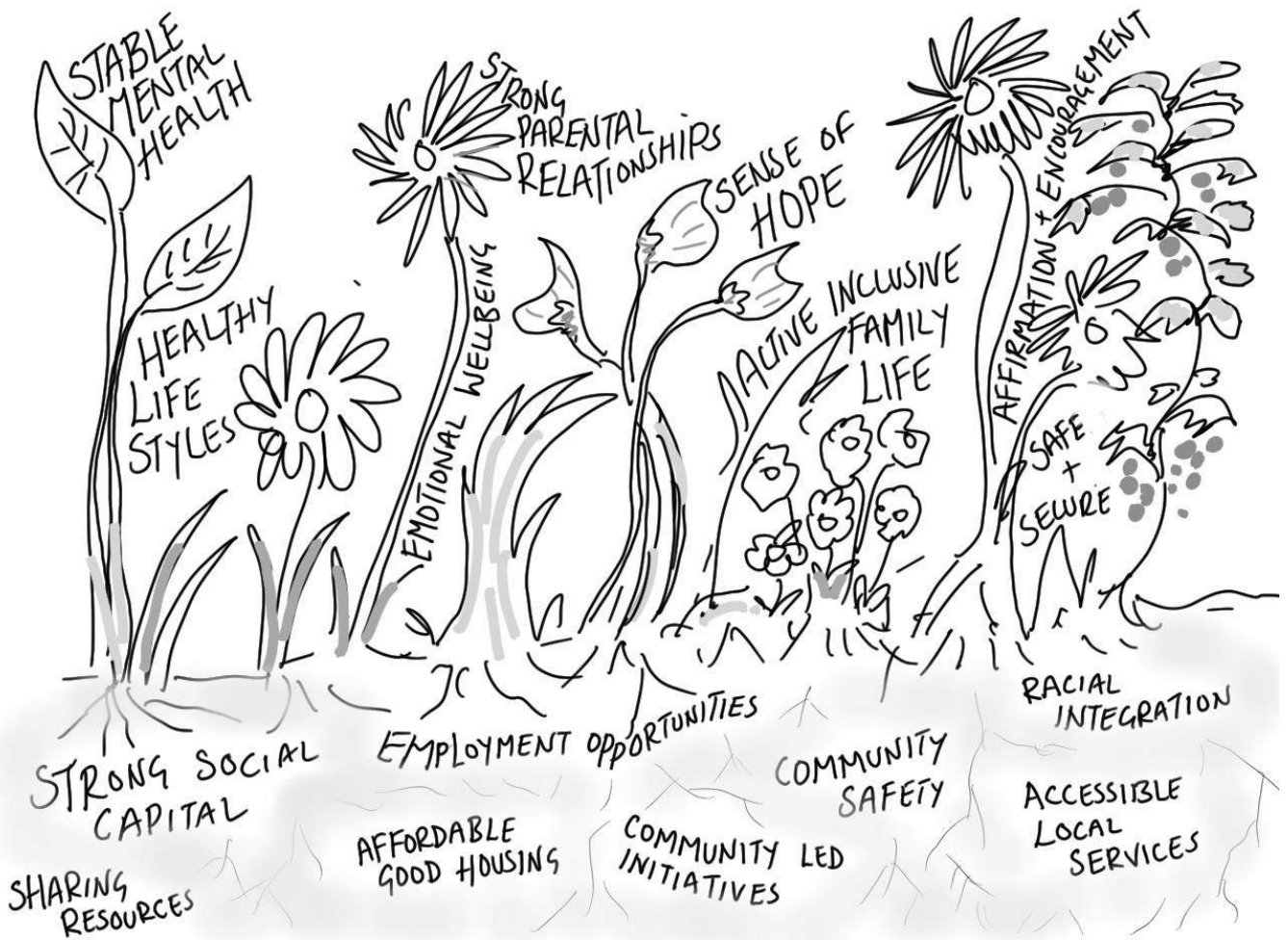
Key relationships

Try to ensure strong links with key people who they can trust and confide in about their fears and anxieties. These key people should look out for potential threats and situations which may make them particularly vulnerable.

Raising awareness

Consider raising awareness in your community about how people can keep themselves safe. Do liaise with your safeguarding lead about ways of doing this safely.

Module 2 Part 2: Building Resilience



Module 2 Part 2: Building Resilience

Purpose

To work towards creating strong mutually supportive communities who can create a sense of belonging and care for young people and create an environment where county lines drug trafficking cannot thrive.

Building resilience is not something that happens overnight but requires finding out the needs in a community and exploring the best ways to address them. A big part of this is bringing people together to share their resources and create a vision of hope and a stronger more resilient community.

Activity 1: Brainstorm (5 mins)

What does a resilient community look like?

Brainstorm on to a whiteboard.



Input: Building resilience (5 mins)

Use the PowerPoint slides to give a definition of community resilience, and an explanation of how adverse community environments feed into adverse childhood experiences to increase the vulnerability of children to county lines. Also explain how the situation has changed during the coronavirus pandemic making community resilience even more important.

Activity 2: Compassionate Frome (10 mins)

Having read the article on Compassionate Frome:

What insights from this article can you gain for how we build resilient communities and tackle county lines?

Use the chat feature.

Activity 3: Scenario in break out rooms

(15 mins – 10 mins BO rooms, 5 mins feedback)

Imagine you live in the same community. You don't have access to outside funding but want to do something to building resilience to protect your community from the presence of county lines. What would you do?

Practical action: (5 mins)

Use the PowerPoint slide to encourage the participants to form action groups in their local area to support the police, social services, local authorities and schools in their efforts to address county lines. Read the following notes on setting up action groups and use them as you present the PowerPoint slide on action groups.

Setting up an action group in your area

What is an action group?

A committed group of people passionate about addressing county lines in their local area.
Willing to meet regularly to discuss practical actions to address county lines.
Openness to work with the Police, statutory bodies and other faith groups.

Why is it important?

Action groups provide a vital grassroots response to the problem which complements the work of the Police and other statutory bodies.

It's about empowering communities to take responsibility for building resilience and establishing safe communities.

It's an opportunity for the church to show its relevance in being a catalyst for change in its community.

How do you set up an action group?

Following the training, arrange to connect with those who attended the training with you and discuss the best way of forming an action group (find out what energises people, what time they have available, what do they want to do together, and what is the best time to meet and how often. Set up a Facebook or a 'WhatsApp' group to manage communications.

Arrange to have a first meeting to discuss the vision for the group and what priorities they want to focus on in the next three months.

Example from Bridgwater

An action group formed in Bridgwater following The Clewer Initiative training on anti-modern slavery, focused on raising awareness with businesses. This involved hosting meetings with the chamber of commerce and meetings with individual businesses to go through how to spot the signs and report it. This also included setting up a local Facebook group to report Police updates and awareness raising material for the residents of Bridgwater.

This has now been expanded to raising awareness on county lines in particular targeting housing estates and exploring setting up local street advocates who can identify and look out for the most vulnerable in their street and report suspicious activity.

Introduce the group to the Traffic Light tool shown below and on the PowerPoint which includes several ideas for what the group can do following this course.

The Traffic Light Action Plan

Level	Focus	Actions
1. Red (Stop) (immediate risk or concerns)	You suspect there is a county lines issue and you need to report it.	<p>1. Know the key signs and how to go about reporting it.</p> <p>2. Have access to and distribute Crimestoppers and Fearless contact details to the public and young people CS 0800 555 111. Police 101 or 999 in an emergency</p> <p>For young people wanting to report a suspected crime, fill in form on Fearless www.fearless.org</p>
2. Amber (Be prepared)	Identify the most vulnerable young people that need support and protection.	<p>1. Raise awareness with groups/institutions/communities who work with vulnerable people.</p> <p>2. Befriend and support vulnerable people that you have identified and may be at risk.</p> <p>3. Empower and educate vulnerable and young people at risk about the dangers of county lines and encourage them to make positive choices, offering ongoing support.</p>
3. Green (Start something new)	Get involved with an initiative that builds community resilience	<p>1. Build relationships with your immediate neighbours. Engage in community building activities such as sports clubs, choirs, book clubs, curry clubs, intergenerational hubs and community events.</p> <p>2. Make a list of all the resources your community has which can be used to help vulnerable and young people (you could use the community mapping and Chapati diagram tools described at the end of this resource).</p> <p>3. Work with vulnerable and young people to identify the things that they are energised by and include and empower them to be a part of those activities, giving them a feeling of self-worth and well-being.</p>



Biblical Reflection on Isaiah 58: 9-12 (5 mins)

Play the film, 'Repairers of broken walls', or read the following verses from Isaiah 58 as way of a blessing for your group. This is a wonderful promise from God to all those who spend themselves for the poor and oppressed.

"If you do away with the yoke of oppression,
with the pointing finger and malicious talk,
¹⁰and if you spend yourselves in behalf of the hungry
and satisfy the needs of the oppressed,
then your light will rise in the darkness,
and your night will become like the noonday.

¹¹The LORD will guide you always;
he will satisfy your needs in a sun-scorched land
and will strengthen your frame.

You will be like a well-watered garden,
like a spring whose waters never fail.

¹²Your people will rebuild the ancient ruins
and will raise up the age-old foundations;
you will be called Repairer of Broken Walls,
Restorer of Streets with Dwellings.



If there is time, you could include the following reflection and prayer:

Written by the Rt Revd Dr Alastair Redfern, Chair of The Clewer Initiative.

Despite a selfish instinct to 'receive', we know deep down that it is when we give to others that we receive back a richer sense of belonging and being part of a greater project than our own small concerns.

Like the Good Samaritan, we are called especially to go the extra mile to reach out to others in need. Then we become part of God's goodness and grace being made manifest in a world seeking health and wholeness. We are called to spend ourselves to satisfy the needs of others – especially those who suffer abuse and exploitation.

To be fully human in a world often touched by darkness means to be willing to become an agent of light in difficult places. The challenge is to find ways of living out these priorities, paying attention to others, and taking every opportunity to build friendship, trust and hope together.

Prayer:

Holy God, as we look around at so much brokenness, inspire each of us to become repairers and restorers of the precious lives you create – both for others and for ourselves. Through Him who gave Himself for us, and ever lives to forgive, heal and restore all who turn to Him, even Jesus Christ our Lord and Saviour. Amen

On the PowerPoint and in the facilitator's notes is some extra material on building community resilience if you want to give more time to this section.

Module 2

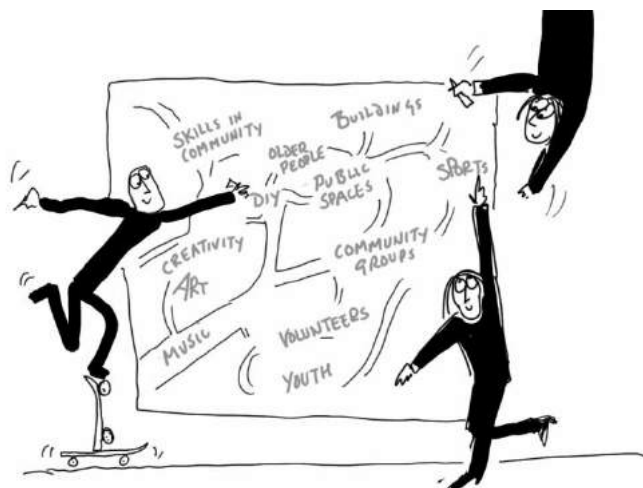
Facilitator's Notes

Part 1: Protecting Children, Young people and Vulnerable Adults

- Adverse Childhood Experiences
- How children are drawn into gangs
- Life stage approach to the protection of children
- Examples of people and projects vulnerable to County Lines and Modern Slavery activity
- Biblical reflection Psalm 139

Part 2: Building Community Resilience

- Eight tips for building resilient communities
- Practical tool – Community Mapping
- Practical tool – Chapati Diagram



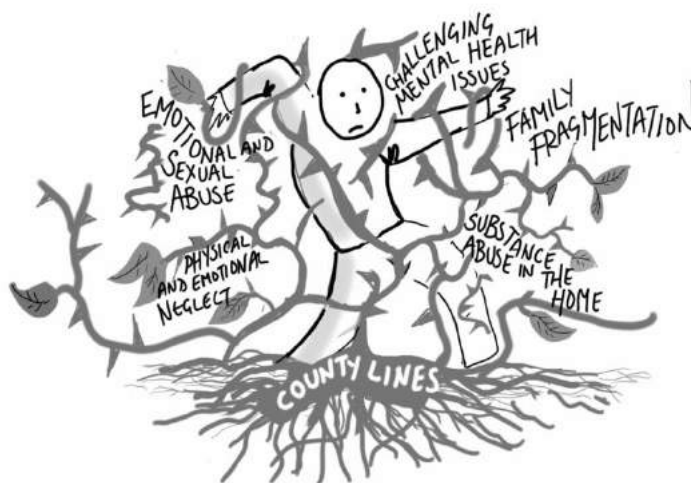
Module 2 Part 1: Facilitator's Notes

Adverse Childhood Experiences (ACEs)

For a visual summary of ACEs see the following YouTube clip:

<https://www.youtube.com/watch?v=XHgLYI9KZ-A>

Childhood experiences have a massive impact on lifelong health and opportunity. **Adverse Childhood Experiences (ACEs)** refer to stressful or traumatic events that children and young people can be exposed to as they are growing up. ACEs range from experiences that directly harm a child, such as physical, verbal or sexual abuse, and physical or emotional neglect, to those that affect the environments in which children grow up, such as parental separation, domestic violence, mental illness, alcohol abuse, drug use or imprisonment.



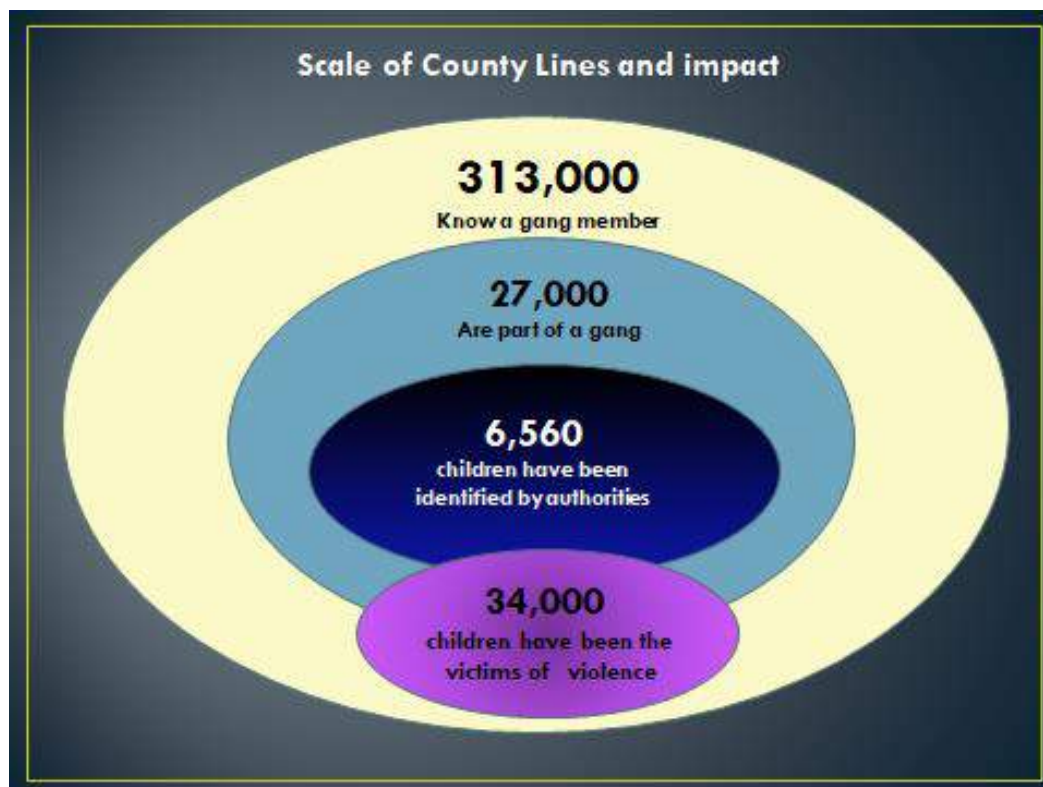
The impact of ACEs

When exposed to stressful situations, the “fight, flight or freeze” response floods our brain with corticotrophin-releasing hormones (CRH), which usually forms part of a normal and protective response that subsides once the stressful situation passes. However, when repeatedly exposed to ACEs, CRH is continually produced by the brain, which results in the child remaining permanently in this heightened state of alert and unable to return to their natural relaxed and recovered state. Children and young people who are exposed to ACEs therefore have increased – and sustained – levels of stress. In this heightened neurological state a young person is unable to think rationally and it is physiologically impossible for them to learn or develop in the same way a child not having these experiences will.

ACEs can therefore have a negative impact on development in childhood and this can in turn give rise to harmful behaviours, social issues and health problems in adulthood. There is now a great deal of research demonstrating that ACEs can negatively affect lifelong mental and physical health by disrupting brain and organ development and by damaging the body's system for defending against diseases. The more ACEs a child experiences the greater the chance of health and/or social problems in later life.

How children are drawn into gangs

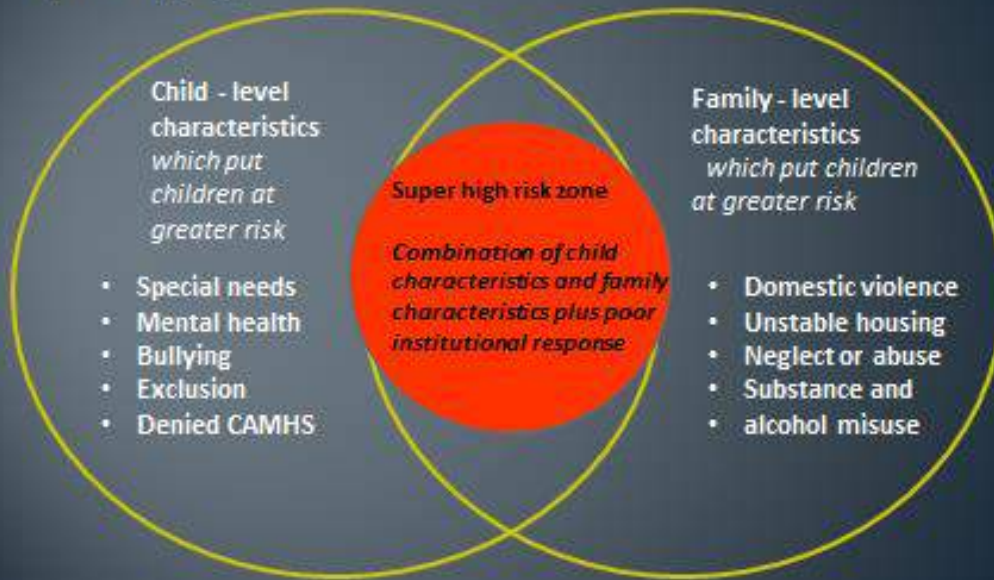
- Gifts or praise, overture of friendship.
- Protection of the child from some danger (real or contrived).
- The child is asked to run some errand during which the child is mugged and becomes in debt to the gang.
- Exploitation of response of agencies – e.g. if a child is excluded, the child is told by the gang he/she has no chance of further education or getting a job so must carry on being in the gang.
- Threat of violence is a recurrent issue for children wanting to extricate themselves from gangs. Often children have these threats alongside fractures in their home life and exclusion from school. This lack of stability in any part of their lives leads them to choose to stay in the gang.



British Crime Survey data held by the Office of National Statistics Feb 2019

County Lines: Children in Gangs

The diagram below shows which children are most at risk of being groomed and exploited by gangs



Adapted from 'Keeping Kids Safe', Children's Commissioner Report Feb 2019

Children in gangs are:

- 95% more likely to have social and emotional health issues.
- More than twice as likely to be self-harming.
- 41% more likely to have a parent or carer misusing substances.
- Eight times more likely to be misusing substances themselves.
- 76% more likely not to be having their basic care needs met at home (as assessed by a practitioner).
- 37% more likely to have witnessed domestic violence.
- 37% more likely to be missing/absent from school.



Life Stage Approach to Protection of Children

Gang membership is complex and those recruiting children are ruthless. Once a child is within a gang, extracting them is not straight forward. It is much easier to stop children becoming involved in gangs than it is to get them out. To achieve this we need a life stage approach, recognising that while a child may be drawn into a gang as an adolescent, the underlying reasons why they were susceptible almost certainly appeared years earlier.

Life stage	Vital facts
Early years	<ul style="list-style-type: none"> • Parental mental health is vital for babies and young children’s development. • Conduct problems can emerge as early as 2-3 years old and are closely related to poor emotional stability. • Less than half of the children with special educational needs have these identified before primary school, which often makes conditions harder to treat or manage.
Primary school	<ul style="list-style-type: none"> • Permanent exclusion from primary schools have risen by 67% since 2012/13. • Children excluded from school by age 12 are 4 times more likely to be in prison by age 24. • Research from the Early Intervention Foundation found that emotional health at age 7 was a key predictor of future gang involvement.
Secondary school	<ul style="list-style-type: none"> • Vulnerable children often find transition to secondary school hard, as the limited number of close relationships at primary school are replaced by a larger number of much briefer relationships. • Exclusions from secondary school has almost doubled since 2012/13. • Youth services have been cut by 60% since 2010. Children aged 13-15 are most likely to be spending large amounts of time on line or sedentary. Children say this is because of a lack of safe spaces or activities available.

Examples of People and Projects Vulnerable to County Lines and Modern Slavery Activity

While many church and community projects seek to support and improve the lives of vulnerable individuals, they can become targets of criminal groups and traffickers. Therefore the volunteers and staff need to be alert to this threat and to raise awareness with those who frequent such projects.

Night shelters – these are run by churches generally over the winter, to give homeless people a warm place to sleep as well as food and a bed. The risk for these people is that traffickers can identify where they are and contact them on the way to or from the night shelter.

Homeless hostels and drop-ins – these are temporary accommodation options or places of contact where food and shelter can be provided throughout the year. These are often run by churches and/or local authorities. Similarly traffickers can identify where these are and either get access or contact the residents/clients in a nearby location.

Rough sleepers and sofa surfers – these are groups of people who have no permanent accommodation and resort to sleeping in sheltered, mostly urban, areas or sleeping on friends' or relatives' sofas. They are susceptible to the attraction of a 'better' offer.



Users of foodbanks – these are often people on very low incomes who need to supplement their household food stocks. Traffickers will offer them the opportunity of earning a good income to reduce their dependency on benefits and handouts. Victims may also be using foodbanks because the traffickers do not pay them.

Church and community drop-in cafes – these places often attract vulnerable and marginalised members of the community because of the spirit of acceptance and welcome. However, staff of these cafes need to be alert to strangers who make contact with the more vulnerable users of the facility as there is the possibility they could be deceived into modern slavery.



Refugees/asylum seekers – these groups are often caught in a period where they can't earn an income either because of their status, their lack of educational qualifications, or language skills. They are vulnerable to offers of easy work, paid in cash, which turn out to be exploitative.

Biblical Reflection: Psalm 139: 1-18, 23-24

If you are using more than two sessions to cover the course you may want to use this alternative Bible study which goes well with module 2 part 1 (Protection) as the emphasis here is on the sanctity of human life.



Read the passage below or watch the film of Psalm 139

[Psalm 139 - YouTube](#)

You have searched me, LORD, and you know me.

²You know when I sit and when I rise;
you perceive my thoughts from afar.

³You discern my going out and my lying down;
you are familiar with all my ways.

⁴Before a word is on my tongue you, LORD, know it completely.

⁵You hem me in behind and before, and you lay your hand upon me.

⁶Such knowledge is too wonderful for me, too lofty for me to attain.

⁷Where can I go from your Spirit? Where can I flee from your presence?

⁸If I go up to the heavens, you are there; if I make my bed in the depths, you are there.

⁹If I rise on the wings of the dawn, if I settle on the far side of the sea,

¹⁰even there your hand will guide me, your right hand will hold me fast.

¹¹If I say, "Surely the darkness will hide me and the light become night around me,"

¹²even the darkness will not be dark to you;
the night will shine like the day, for darkness is as light to you.

¹³For you created my inmost being;
you knit me together in my mother's womb.

¹⁴I praise you because I am fearfully and wonderfully made;
your works are wonderful, I know that full well.

¹⁵My frame was not hidden from you when I was made in the
secret place,
when I was woven together in the depths of the earth.

¹⁶Your eyes saw my unformed body;
all the days ordained for me were written in your book
before one of them came to be.



¹⁷ How precious to me are your thoughts, God, How vast is the sum of them!

¹⁸ Were I to count them, they would outnumber the grains of sand—
when I awake, I am still with you.

²³ Search me, God, and know my heart;
test me and know my anxious thoughts.

²⁴ See if there is any offensive way in me,
and lead me in the way everlasting.

Questions:

- Which verses strike you in this psalm?
- What does this psalm mean to you in the context of county lines?

Reflection and Prayer

Written by the Rt Revd Dr Alastair Redfern, Chair of The Clewer Initiative.

In the midst of confusion and struggle the Lord's "right-hand will hold me fast". This faith gives Christians confidence to confront darkness and false dreams. Deep in each person is the light of Christ – the light that lightens every creature.

How can we help young people raise their dreams higher – and so taste better promises than fake friendships and grubby earnings?

What might local churches provide to offer a taste of new life that develops light and banishes darkness, and invites fun and fulfilment by creating gracious fellowship with others?

Prayer

Heavenly Lord, help us to invite others to taste the wonder of your promises and the beauty of your light, so that together with those most susceptible to lies and deceit, we may better know your ways in our midst, and be made whole together in your mercy.

Amen

Module 2 Part 2: Facilitator's Notes

Eight Tips for Building Resilient Communities

There are many ways we can contribute to making our communities resilient and effective at discouraging the presence of county lines activity. The diagram below summarises some of the ways we can achieve this.



Eight Tips for Building Resilient Communities

- 1. Recognise everyone has something to offer.**

Good stable communities recognise that all ages, genders, ethnic groups and sexualities can bring huge benefit to the community. The key is to find opportunities for these different interactions to take place in a way that builds good relationships and rapport.
- 2. Discover skills, knowledge and assets available in your community.**

Often communities do not realise the huge range of resources they have and the process of discovering them and sharing them can build a strong sense of community (see the community mapping tool on the following page).
- 3. Identify and address local needs and challenges.**

Addressing local needs and issues that people feel strongly about is a good way of building community spirit and making a positive difference to people's lives (see mapping tool on the next page).
- 4. Create and promote a healthy safeguarding culture**

All community building initiatives should be done in liaison with the safeguarding lead. Make sure everyone is aware of the safeguarding issues and appropriate response.
- 5. Involve people in acts of kindness and projects.**

When people are involved in improving their situation they have a much greater sense of ownership and pride in what they have managed to change. This also reduces people's vulnerability to negative influences.
- 6. Collaborate with local councils and authorities.**

These bodies are essential for providing additional support and services as well as creating opportunities for collaboration when facing such challenging issues as modern slavery and county lines (see Chapati diagram on the following pages).
- 7. Celebrate key successes.**

Any community initiative, however small needs to be acknowledged and celebrated, as this builds motivation, commitment and pride in community.
- 8. Keep on learning.**

Innovation and creativity come from being open to learn from others' experience. This is essential for giving confidence to face new challenges and threats to community life and well-being.

Practical Tools

Having discussed the elements of building resilience in a community you may want to use the following tools to help scope and plan what you might do next.

Community Mapping

Discovering our resources and needs

This is a really useful visual tool to help a group brainstorm what they see as the key resources and needs in the area, and then to prioritise them. This can be done in individual peer groups or interest groups, and then combined into one big map.



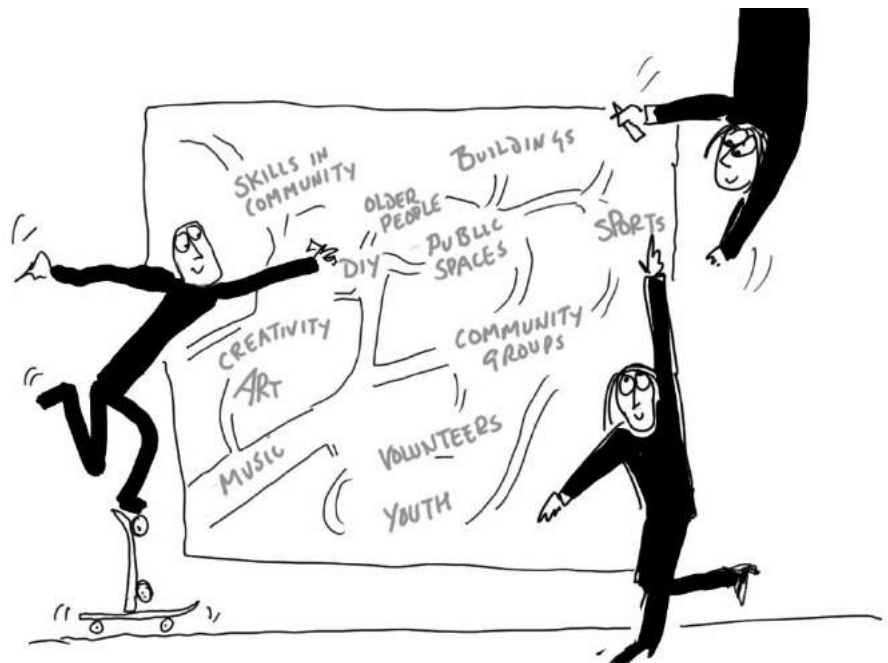
Step 1: Put some large tables together or create an area on the wall and put together 4-6 pieces of flipchart, on which to draw a map.

Step 2: Mark on the map, in marker pen, the main roads, rivers, railways, etc.



Step 3: Mark key buildings on the map, such as shopping centres, churches, mosques, pubs, clubs, etc.

Step 4: Discuss and mark on the map the resources that exist, such as community groups, buildings, services, leisure activities, centres of faith, and youth and elderly focused activities. Refer to your skills, assets and group's tables to complete the map.



Lead your group into a discussion about what you as a church or community group are contributing to the resources in your community.



Step 5: As a group you can then discuss the various needs or issues you have in your community and mark those on the map as well. Be aware that if you are doing this as a church group, perceptions in the community may be different so it is a good idea to share your maps with community members and ask them to add their own ideas to the maps.



Lead your group into a discussion about the elements of our community that allow county lines to thrive and who are those most at risk of being drawn in.



From your maps, discuss what the main priorities are. From these priorities what do you think you have the capacity to address?

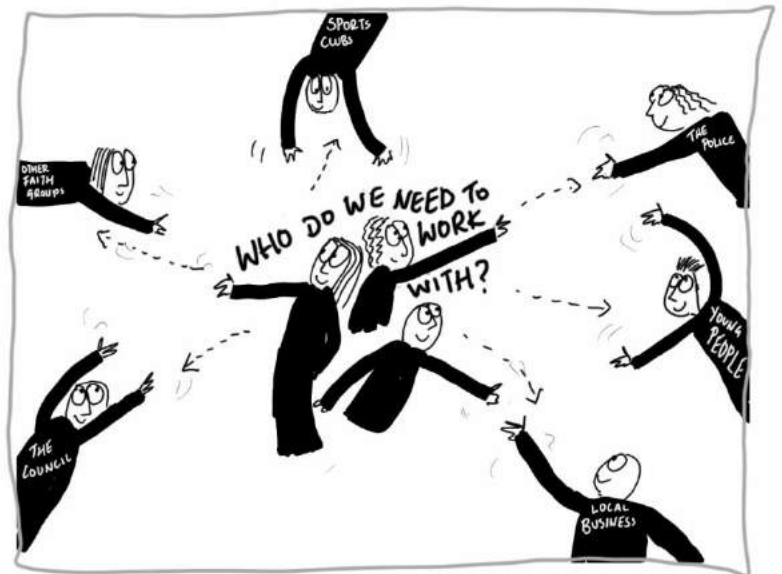


Who do you need to work with to address this issue? This leads into our next tool – the Chapati diagram.

Strengthening our Relationships with the Community

Chapati Diagram

This tool enables a group to map the relationships the church or community group has with the rest of the community and consider who to work with to build resilience.



Instructions:

One way of helping us to understand who we can work with in the community is to draw a Chapati Diagram. This method explores the degree of influence different groups and institutions have, and the degree of connectedness the church has to its community and where the gaps are and where we need to build relationships. This method works best when you have a specific focus such as county lines, modern slavery, homelessness etc. It's a good idea to do a Chapati diagram for each issue.

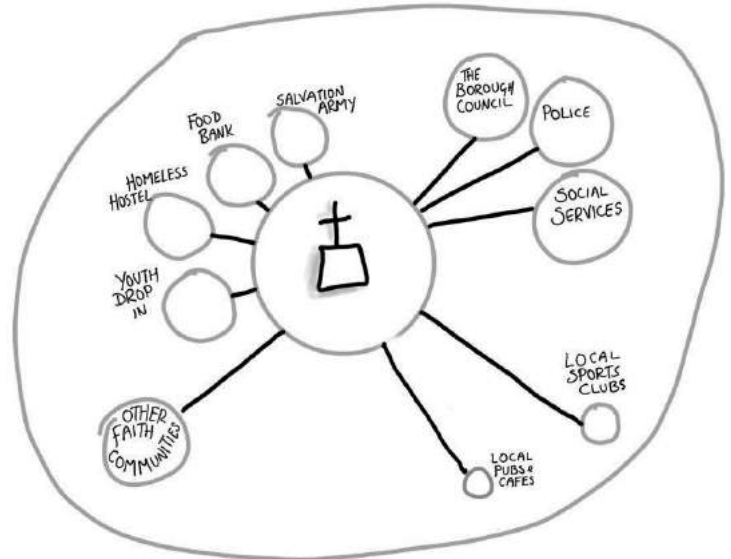
Take a large piece of paper or flipchart and draw a large circle on it. Then draw your church or group in the middle.

Brainstorm which groups, institutions, clubs and businesses have potential to be part of a campaign for addressing your issue, such as county lines in your community. Recognise that some groups are potential places where vulnerable people are at risk of being deceived, such as food banks, drop in centres and homeless hostels. It is important to identify these areas of risk as part of raising awareness both in the church and the community. Other groups and institutions that you need to recognise are those that can help spread awareness across the community such as schools and colleges which may help to identify slavery or county lines happening in their vicinity.



Decide which groups, institutions or businesses have the most influence with regard to raising awareness and responding to modern slavery and county lines, and which have the least. Draw circles on separate pieces of paper according to the degree of influence: the bigger the influence, the bigger the circle. For example, the police and council will have a big influence in being a deterrent as well as a primary investigator of county lines. A local shop will have limited influence but can play a role in detecting the signs of slavery or county lines. Write the names of the groups in the circles.

Place the circles on the large piece of paper around the church and discuss how strong the relationships are between the church and these different organisations. If the relationship is good, place the circle close to the church (see diagram). If the relationship is less strong, place the circle further away. For example, the foodbank and drop in centre may be quite close to the church but the rugby club would be further away.



Once all the circles have been placed in relation to the church, discuss the following questions.

Questions

- Which of these groups and institutions do church or community group members already have good relationships with?
- How can the church or community group build stronger relationships with those organisations that are not close but have a strong influence in the community?
- How can the church or community group work with these groups to raise awareness of county lines? What sort of approach should be taken?
- Who will go and speak to the group?



Having completed the diagram, then create a table like the one below, naming the groups and institutions, stating the level of influence each has in the community on a scale of 1 -10, where 1 is no influence and 10 is very high influence, and finally suggesting ways each group or institution could play a role in preventing modern slavery and county lines. This is so you have some suggestions for the groups when you approach them.

Group, business or institution	Degree of influence in the community (1-10)	What role could they play in preventing modern slavery and County Lines?
e.g. The George pub	7	Landlord and bar staff keep ears open for conversations which may suggest modern slavery and county lines. Good place to hold awareness raising event.
The rugby club	6	Put posters up in the club house and involve members in raising awareness at work and amongst their peers.

Key learning point

This exercise is a key step in leading your group towards taking action on modern slavery and county lines. Encourage individuals to sign up to talking to different groups and set a deadline for engaging with them. Whoever goes to speak to the different groups should do so in liaison with the safeguarding lead.

For more resources on modern slavery and community resilience see the following:

Hidden Voices: an interactive resource for helping churches understand and respond to the presence of modern slavery in their communities.

<https://www.theclewerinitiative.org/hidden-voices>

Stories on the Street: designed to equip church members to be catalysts for positive change in their communities and build community resilience.

<http://www.mosaiccreative.co.uk/what-we-offer/community-development-training/stories-on-the-street/>