

Leicestershire Police Educational Resource

County Lines AWARENESS – Key stage 3



PSHE Core Themes: KS3 HEALTH AND WELLBEING;
R45, R46, R47, H30, H31 & L19

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Aims & Objectives

- To recognise common terms used within county lines and there meaning
- To understand what county lines are, how they operate
- To understand why gangs recruit young people and the roles they are expected to play
- To recognise incentives these gangs will offer to entice young people into this criminal activity
- To understand factors that can make people more vulnerable and susceptible to county lines exploitation
- To recognise key warning signs that young people may display when involved in county lines

Section 1.0 - Suggested pre-workshop school led activities/discussions

1.1 - Submission of anonymised questions into a box

During the session with Leicestershire Police there will be the opportunity for students to ask questions in the session. We appreciate some students may not feel confident in doing this and we feel it is very important to be able to answer any questions students may have. By giving the opportunity to anonymously post questions before the session we feel it allows everyone to have an input.

We would ask that these questions are emailed to **us 3 working days** before the session is delivered. This will allow us to read over them and ensure they are answered.

1.2 - Pre-workshop activity – True or False

This activity will give teachers an indication of students' knowledge before the workshop is delivered. This activity can be done as a class exercise or an individual basis.

Table 1 – Teachers copy with the correct answers

Table 2 – Students copy to complete – See appendix 1

Question	Answer
Only boys can fall victim to gangs running county lines. True or False?	FALSE – Boys and girls can fall victim to county lines gangs
These gangs choose to sell crack cocaine and heroin as they are highly addictive. True or False?	TRUE – Crack cocaine and heroin are highly addictive therefore users of these drugs will want a frequent supply, ensuring the gang have a constant source of business
Gang members may use weapons against rival gangs. True or False?	TRUE - It is common place for young people mixed up in county lines to be expected to carry weapons as a show of strength and to enforce the will of the gang leaders.
Only young people are exploited within county lines. True or False?	FALSE – Any individual that gang leaders perceive as vulnerable whether that is by age, gender, physical/ mental disability, substance users and even those in recovery can be targeted for exploitation.
Young people recruited into county lines are always made to travel to another part of the county to sell drugs. True or False?	FALSE – Whilst this is sometimes the case young people can be exploited to sell drugs within their local area.
If young people store/sell drugs as part of a county line they are breaking the law however, they could be deemed as a victim. True or False	TRUE – Whilst the county lines gang activity is illegal, young people who have been manipulated/ exploited into carry out this work are first viewed as victims of the gang rather than criminals.
Once recruited by a gang it's impossible to stop being involved even if you want to. True or False	FALSE – There is always help and support available to those exploited by county lines gangs. These young people need to speak out to a trusted adult.

Lesson plan

Workshop title – KS3 – County Lines awareness

Duration – 45 – 60 minutes

Activity & Approximate timings	Summary	Expected outcomes – Learners will understand -	PHSE
<p>Introduction</p> <p>2 mins</p>	<p>Introduction to the workshop, with an explanation as to how it is run, including expectations regarding behaviour & participation. Highlighting the important of personal safety and informed choices.</p>	<ul style="list-style-type: none"> • The Children & Young Persons Officer Role. • The Substance Misuse Officer Role. • Why it's important young people have an awareness of the different elements of county lines. • Their responsibility towards ensuring their own safety and making informed choices. 	
<p>Slide 2</p> <p>Activity – Terminology knowledge check</p> <p>6 mins</p>	<p>Introduction into common county lines terminology. Baseline knowledge check of learners.</p>	<ul style="list-style-type: none"> • To recognise commonly used terminology within county lines. • To understand the definitions of these terms. • Allows teachers to gauge current levels of knowledge and understanding amongst students from responses. 	
<p>Slide – 3,4 & 5</p> <p>5 mins</p>	<p>Simplistic overview of the county lines model of drug dealing. Introduction to the roles young people are expected to play and the associated risks.</p>	<ul style="list-style-type: none"> • Understand the simple concept of what county lines is (drug dealing). • Understand how these gangs operate. • An example of how county lines takes place in our local area. 	
<p>Slide 6 & 7</p> <p>4 mins</p>	<p>Introduction to why gangs recruit young people and the roles they are expected to play, including the risks this presents.</p>	<ul style="list-style-type: none"> • To understand why gangs want young people involved. • To understand what roles young people play. 	R47 & H31
<p>Slide 8</p> <p>Activity – Give examples of what gangs may offer young people to entice them into being involved</p> <p>4 mins</p>	<p>Classroom discussion of what these gangs may offer young people to entice them into this criminal activity. Introduction into the broad spectrum of incentives that may be offered.</p>	<ul style="list-style-type: none"> • To recognise what mechanisms gangs will employ to entice young people into county lines activity. • To understand how gangs exploit perceived vulnerabilities amongst those they target. 	R45, L19 & H30

Slide 9 & 10 4 mins	To understand what factors could make individuals more vulnerable and why these gangs will try and use young people in their criminal activity.	<ul style="list-style-type: none"> • Understand why some young people may be more vulnerable than others. • To understand why young people are more appealing to the gang leaders. 	
Slide 11,12,13,14,15 & 16 Case study - true story about a young male from LLR 8 Mins	Local case study in which a young person from LLR was exploited by a county lines gang, including how, with support from local services he extracted himself from the situation, including his own words.	<ul style="list-style-type: none"> • To improve understanding of how county lines exploitation can be initiated and progressed, including how the risks to the individual can escalate. • To recognise that its always possible to remove yourself from these situations. 	
Slide 17 & 18 3 mins	Reiteration of how these gangs control young people and the risks it presents to them. Recognising key warning signs that young people may display when involved in county lines.	<ul style="list-style-type: none"> • To understand the risks county lines presents to those involved. • To recognise the key warning signs that someone may be involved in county lines activity. 	R47 &H31
Slide 19 1 min	Signposting and who to contact.	<ul style="list-style-type: none"> • To remember there is always someone you can talk to in confidence, this could be a professional or trusted adult. • To recognise key organisations that provide information and or reporting services. 	R46
Remaining session time	Questions & answers.	<ul style="list-style-type: none"> • The opportunity for students to ask any questions they may have and or clarify any points discussed in the session. 	

Section 3.0 - Suggested Post-workshop school led activities/discussions

3.1 - Discussion

To discuss the police led workshop with students, gaining their views and feedback. To discuss questions asked by the class or other students on the session.

3.2 – County lines spotting he signs case studies

Divide the class into no more than 4 groups with each group to receive one of the following case studies. Ask the group to readthrough their case study and to do the following:

1. List any warning signs or indicators which may suggest involvement in county lines activity.
2. What might you say to the subject of the case study to see if they are ok?
3. Who could either you or the subject of the case study talk to, to get help in this situation?

Groups to share their case study with the class and discuss their answers to the above questions.

Printable student copies at the end of the documents – see appendix 1.

Case study 1 – Lauren

Lauren is a good friend of yours who you have known for many years, you have always spoken and spent time together every day in and out of school. Recently your friendship has started to feel different, this started when Lauren started hanging around with a new group of people one of which she considers to be her 'boyfriend'. really flashy car with a loud exhaust and blacked out windows. He must have a lot of money as he is always giving her gifts which seem expensive. Lauren thinks he loves her because he constantly texts or calls to see who she is with and where she is. You question how happy she really is because you have noticed she is more unkempt and has scratches on her arms. You have asked her if she is ok and tried to have normal conversation with her but she shuts these conversations down and is more secretive with you and your friendship group. Whilst you were at home the other evening Laurens parents came to your address looking for her, she had told them she was with you. It seems like Lauren has been spending a lot of time away from home and friends, and no one knows where she has been going or who she is with.

Key sign in case study 1 –

- New friendship group
- Older boyfriend (access to resources e.g. car & money)
- Possible controlling behavior by older boyfriend
- Expensive gifts
- Unkempt appearance
- Possible self-harm
- Missing episodes
- Lying to parents and friends
- More withdrawn and secretive

Case study 2 – Parker

Parker is the captain of the school football team, he has a large and close friendship group including yourself. For the last 3 weeks he has missed training including cup games. He has also not been attending school regularly which is really out of character as he has always enjoyed school and gets good grades however these have started to drop. Whilst in science with you this week his phone repeatedly rang, so much so that the teacher asked him to hand it over, Parker became aggressive and agitated, refusing to hand over the phone and even swearing at the teacher in front of the class, kicking over his chair, throwing his books on the floor and storming out of the class with the phone in his hand. When you saw the phone that was ringing you notice it was really old and battered, Parker's normal phone was in his pocket. The school expelled him for a week because of his behavior. On the way home from school the next day a few of you decided to go around to his house to see how he was. His mum answered the door, she seemed really upset and embarrassed, when you asked if you could see Parker she said she had no idea where he was as he had snuck out of his room during the night and hasn't answered her calls. She said she is really worried about him as he is spending a lot of time away from home and is being secretive as to where he is going.

Key signs in case study 2 –

- Not meeting responsibilities (letting the football team down)
- Skipping schools regularly
- Grades falling at school
- Having 2 mobile phones
- Becoming agitated when unable to take calls
- Increasingly aggressive
- More secretive and withdrawn
- Missing episodes

Case study 3 – Norman

You walk the same route to school every day, on the corner of the street leading to the school there lives an old man called Norman. You used to deliver his newspaper when you had a paper round a couple of years ago, he is always really friendly and still often says hello to you as he is always in his garden tending to his plants which are his pride and joy, his garden always looks pristine. He relied on you to deliver his paper as he has mobility issues and sometimes relies on aided support to get around away from the home. You return to school after the summer holidays and you notice you haven't seen him out in his garden. His curtains are drawn, his garden is over grown and plants dying. You start to notice people you don't know hanging around in his doorway and lots of people going to and from the house, some of these are the same faces on a regular basis. You had begun to think that Norman may have moved house, but then one day you notice him looking out of an upstairs window, he looked withdrawn, solemn and appeared to have a black eye.

Key signs in case study 3

- Normans vulnerabilities
 - Age
 - Lives alone
 - Mobility issues
- Property not taken care of
- Unknown people hanging around outside address
- Unknown people regularly visiting address
- Withdrawn & disheveled appearance
- Physical injuries

Case study 4 - Ollie

You live at home with your mum and older brother Ollie, your mum works two jobs to cover the bills and basic necessities. As a result, you and Ollie are largely left to take care of yourselves. You have started notice Ollie is spending a lot more time away from the family home, when he does come home he smells strongly of weed. When mum comes home she always asks what the pair of you have eaten, Ollie always says he has eaten whilst out. Ollie doesn't have any job or source of income but has started coming home with new things such as an expensive bike, clothes and even a second phone. Ollie comes home just before mum most of the time so he can hide these new items before she sees them. Ollie must have a lot of new friends as his phone is always going off even throughout the night, as I hear it through the wall. Most weekends he tells mum he is staying at the house of a friend from school, I know this is a lie. The last time he came back from one of these weekends stays he has bruises up one arm and on his ribs. As Ollie is never at home at the weekend you decide to borrow his PlayStation, when you go into his room you notice some cash, small bags with powder inside and even a knife hidden behind the games console.

Teacher information - Key signs in case study 4

- Spending more time away from home
- Starting/ increased drug use
- New items such as clothes, bike and phone
- Increased activity from the phone including during the night
- Secretive behaviour
- Lying and withholding the truth
- Unexplained injuries
- Drug paraphernalia
- Money
- Weapons

4.1 - Signposting & further reading

- Crime stoppers
- Fearless.org
- The Children's Society
- Turning Point
- NSPCC
- www.livesafe.org

4.2 - Further resources

- [Downloads - Fearless Professionals](#)
- [Film Session – Alfie's Story – Not In Our Community – Protection against exploitation](#)
- The Children's Society
To download materials through our google drive, please follow this [link](#).
[Click here](#) to access #LookCloser resources for professionals working with young people – English

4.3 - Intelligence portal and reporting incidents

This form is for the sharing of non-urgent information by partner agencies. This includes information that relates to:

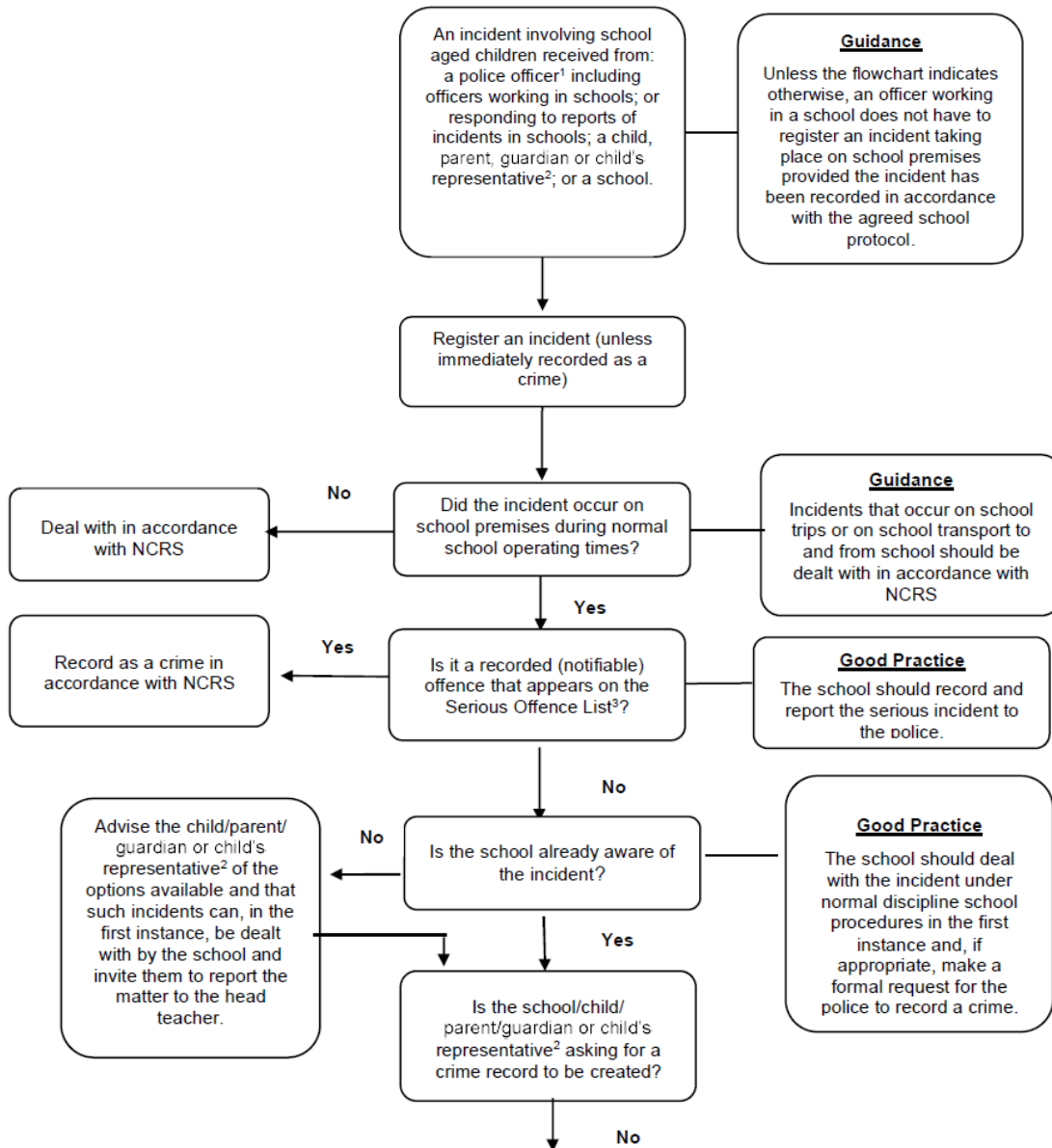
<https://leics.police.uk/contact/community-partnership-information>

- Anti-social behavior
- Child abuse
- Community tension
- Cyber crime
- General crime
- Hate crime
- Knife crime
- Serious organized crime
- Sexual offending
- Vulnerability
- Gang activity
- Modern day slavery & trafficking
- County lines

ANNEX B

Crime Recording (Schools Protocol) (1 of 2)

Recording of incidents on school premises



¹ Police officer includes appropriate members of the extended police family e.g. Special Constables, PCSOs.

² Representative means "A person reasonably assumed to be acting on behalf of the victim".

³ A list of serious incidents (previously known as "serious arrestable offences") is defined on page 2 of 2. The list is extracted from the annex to the revised Crime Recording by Police Officers Working in Schools document jointly issued by the Department of Children, Schools and Families, the Home Office and the Association of Chief Police Officers in July 2007.

ANNEX B**Crime Recording (Schools Protocol) (2 of 2)**

Serious incidents referred to within the 'Crime Recording by Police Officers Working in Schools' guidance are defined as:

- (a) All Indictable Only offences.
- (b) All offences within HOCR classifications;
 - a. 5D (Assault with Intent to Cause Serious Harm),
 - b. 10B (Possession of Firearms),
 - c. 10C (Possession of other Weapons),
 - d. 10D (Possession of Article with Blade or Point).
 - e. 11A (Cruelty to Children),
 - f. 13 (Child Abduction),
 - g. 23 (Incest),
 - h. 36 (Kidnapping),
 - i. 70 (Sexual Activity with a Person with a Mental Disorder),
 - j. 71 (Abuse of Children through Prostitution/Pornography),
 - k. 86 (Obscene Publications),
 - l. 88A (Sexual Grooming),
 - m. 92A (Trafficking in Controlled Drugs),
 - n. 92D (Possession of Controlled Drugs),
 - o. 92E (Possession of Cannabis),
 - p. 106 (Modern Slavery),
- (c) All sexual assaults.

Any other offence is serious only if its commission has led to any of the consequences set out below, or is intended to lead to any of those consequences:

- (a) serious harm to the security of the State or to public order;
- (b) serious interference with the administration of justice or with the investigation of offences or of a particular offence;
- (c) the death of any person;
- (d) serious injury to any person;
- (e) substantial financial gain to any person; and
- (f) serious financial loss to any person.

If any other offence consists of making a threat, it is 'serious' if the consequences of carrying out the threat would be likely to lead to one of the consequences set out above at (a) to (f).

The term 'injury' includes any disease and any impairment of a person's physical or mental condition. Financial loss is 'serious' for the purpose of the section if, having regard to all the circumstances, it is serious for the person who suffers it. Whether or not a loss, actual or intended, is serious will depend partly on the victim's circumstances.

4.4 – Leaflets/social media graphics (For these leaflets in a printable format please contact – school.workshops@leicestershire.pnn.police.uk)

Can you help?

#KnowTheSigns #CountyLines

Gangs and organised crime networks exploit children and vulnerable people to sell drugs. This is known as **County Lines**.

- Repeatedly missing from home or school and decline in academic performance
- May be carrying a weapon
- Gang association or isolation from peers or social networks
- Unexplained relationships with new or older people

More info and advice: leics.police.uk/countylines

Provide information & report non-urgent crime: leics.police.uk/reportonline

If a crime is in progress or life is in danger, always dial 999

Leicestershire Police
Protecting our communities

You're not a snitch for wanting to seek help. It's never too late to get out of a gang. Call us on 101 or speak to a trusted adult.

#KnowTheSigns

YOU ARE AT RISK.

#KnowTheSigns

IS COUNTY LINES HAPPENING IN YOUR AREA?

#KnowTheSigns

Appendix 1 - Pupil activity information

1.3 - True or false activity

Question	Answer -True or False
Only boys can fall victim to gangs running county lines.	
These gangs sell crack cocaine & heroin as they are highly addictive.	
Gang members may use weapons against rival gangs.	
Only young people are exploited within county lines.	
Young people recruited into county lines are always made to travel to another part of the county to sell drugs.	
If young people sell/ store drugs as part of a county line they are breaking the law, however could be deemed as a victim.	
Once recruited by a gang it is impossible to stop being involved even if you don't want to.	

Case study 1 – Lauren

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- 1. List any warning signs or indicators which may suggest involvement in county lines activity.**
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