

Fearless  
Educational  
Resource

# County Lines



**fearless**

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# Intro

## About Crimestoppers

Crimestoppers is an independent UK registered charity that operates the anonymous **0800 555 111** phone number as well as a Secure Online form on their website for anyone with information about crime who for whatever reason does not want to go to the Police.

Crimestoppers was set up in 1988 and has never revealed the identity of anyone who has passed on information.

Both the phone number and Secure Online form allow members of the public to pass on information 100% anonymously.

You will never be asked your name or any personal details. You do not have to go to court or give a statement. Your phone number or IP address cannot be traced.

For more information, visit [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)

## CrimeStoppers.

# 0800 555 111

100% anonymous. Always.

## About Fearless

Fearless is the Crimestoppers brand for young people. It's the main way that young people will be introduced to the valuable service that Crimestoppers provides.

Developed through consultation with young people, we have repackaged Crimestoppers to make it more credible, accessible and trustworthy for a younger generation.

For more information, visit [www.fearless.org](http://www.fearless.org)



**A really useful resource, particularly the cards as they were such a good source to begin meaningful conversations.**

**Student Services Manager  
Octagon AP Academy  
London**

**This was a very positive resource and one that I think is really important. Unfortunately a lot of our young people are very aware of issues like this but they still seem to glamorise it, knowing more about the ugly side of these situations might help change that perception.**

**Senior Team Leader  
Lambeth College  
London**

## About this resource

This is an educational resource for professionals working with young people throughout the UK. It provides exercises on a range of crime types that professionals can use to challenge young people's perceptions, stimulate debate and encourage good citizenship.

We have tried to give an accurate picture of where each section fits into the relevant curricula (see page 12).

We hope that you enjoy using this resource.

Fearless is committed to empowering young people to make well informed choices about crimes that affect them and their communities. To make the most of this resource, please familiarise yourself with all of our supporting tools and resources by visiting the professionals section of our website

**[www.fearless.org/professionals](http://www.fearless.org/professionals)**

This resource and accompanying playing cards have been tested by professionals from across varying youth sectors.

During this phase, lessons and educational sessions were delivered to approximately 175 young people from schools, colleges and pupil referral units.

82% of professionals who delivered sessions and lessons rated it positively.

The young people who received an input identified the 'risks associated with drug dealing' as the topic they learnt most about.

# County Lines

## Quick definition

**County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.**

## Getting started

Start exploring county lines by looking at what impact this kind of behaviour could have.

Simply ask:

***Imagine if a criminal gang selling drugs moved into a small town. Can you imagine the different people that would be affected by their illegal activity?***

Invite contributions, list them on the board, and encourage more and more until the collective imagination dries up. Then ask the class to work together as a whole or in small groups, to sort them. Ask them to sort the answers into the most or least affected, depending on how the group assess their relative significance.

**Encourage the class to think of agencies/ organisations that could be affected as well.**

**The group will learn:**

- To examine the consequences for individuals and communities around the issue of county lines.
- To explore the term county lines and understand changes in behaviour for people who might be affected by it.

## Recognise these terms?

**Here are some words/terms that are commonly used when describing county lines activity. If you hear someone using these words then they might be involved in or might know of county lines activity.**

### Cuckooing

The taking over of a vulnerable person's home to use and sell illegal drugs from for a short period of time. The individual may have a mental/physical illness or may be promised free drugs in exchange for their house. The vulnerable person may also be sexually and physically abused throughout this process.

### Going Country

This is the most popular term that describes county lines activity. It can also mean the act of traveling to another city/town to deliver drugs or money.

### Trap House

A building used as a base from where drugs are sold (or sometimes manufactured). These houses usually are occupied by someone (usually adult drug users but sometimes young people are forced to stay in trap houses)

### Trapping

The act of selling drugs. Trapping can refer to the act of moving drugs from one town to another or the act of selling drugs in one location

### Debt Slavery

When a young person is forced to work in order to pay off a debt.

## Background

County lines commonly involves the illegal distribution and dealing of seriously dangerous drugs from one city/town to another. The most common drugs involved are heroin and cocaine (crack and powder), but also MDMA, cannabis and amphetamines.

Gangs recruit and use children and young people to move drugs and money for them. Children as young as 12 years old and up to 17 years old are recruited, often using social media. They are exploited and forced to carry drugs between locations, usually on trains or coaches. They are also forced to sell drugs to local users.

Gangs sometimes use violence to threaten children and young people when recruiting them. Gangs also violently assault children and young people working for them if they find their drugs or money to be missing. Weapons such as firearms, knives, bats and acid are sometimes used to make violent threats.

## Case Study 1

A 16 year old male had been reported as missing from London and was considered at risk due to his age and link to gangs. He had recently failed to appear at court for his alleged involvement in a stabbing. He was found in possession of a 6-inch kitchen knife and 30 wraps of drugs.

Whilst in custody he was found to have significant burns to his body, on his stomach area, consistent with having been burnt by boiling liquid. He would not disclose further details; however it was suspected this may have been caused by those responsible for placing him in Ipswich to deal in class A drugs.

# Spotting the signs of exploitation

In the box below is a list of some signs that can suggest that a young person could be getting exploited. Present these to the class, but at this stage do not reveal that they are signs of exploitation. Instead, encourage discussion by asking how they would react if these were happening to someone they know. Ask what they would do. At the end of the discussion, reveal that these are actually the common signs that someone could be getting exploited.

## Signs of exploitation

Are they always going missing from school or their home?

Are they traveling alone to places far away from home?

Do they suddenly have lots of money /lots of new clothes/new mobile phones?

Are they receiving a lot more calls or texts than usual?

Are they carrying or selling drugs?

Are they carrying weapons or know people that have access to weapons?

Are they in a relationship with or hanging out with someone/people that are older and controlling?

Do they have unexplained injuries?

Do they seem very reserved or seem like they have something to hide?

Do they seem scared?

Are they self-harming?

## Explain

Upon revealing that these are signs of exploitation, explain to the class that not everyone being exploited will show these signs or exhibit this type of behaviour. The behaviours are not restricted to the issue of county lines and discussion should be addressed to ensure the wider understanding.

## Support Services

Provide the class with a list of services that can help anyone being exploited. Some of these can be found on our website **fearless.org**

Explain to the class that they can report information to **fearless.org** 100% anonymously if they know anyone that might be exploiting vulnerable or young people.





# Scenarios

**In some cases children and young people who are registered as missing are being used in county lines. Gangs exploit the fact that they have run away from home and recruit these vulnerable young people to travel to areas away from their home town to sell drugs for weeks at a time. This can be a form of child trafficking as young people find themselves alone, in a dangerous unsafe environment being exploited to work - selling drugs.**

## Scenario 1

A young teenager is promised new trainers and phone if they help a new older friend with a job out of town for a few weeks.

## Scenario 2

A teenager is living in a cramp, dirty flat working all night, 7 days a week selling drugs out of town. They have had their mobile taken off them and are unsure when they will be allowed to go home.

## Scenario 3

A teenage girl who has run away from home to live with her older boyfriend (he is a prominent gang member). She is now dependent on drugs and is experiencing systematic sexual abuse.

### **Ask students to choose a scenario and make notes on:**

- How the individual might be feeling about their current situation.
- What risks can be identified.
- What help or advice would you give the person.

### **Discuss**

What options are available to help the young people in the scenarios?

### **Discuss**

How would family members or friends be feeling about the individuals in each of the scenarios?

### **Discuss**

Discuss what long lasting effects could the individuals in each scenario suffer even after they have received help?



## Case Study 2

At least one vulnerable female has been used by a gang from London to sexually service its members and has been subjected to sexual violence.

As a result of drug debts they attempted to kidnap her at least twice and it is believed that they have also trafficked her to London in order to pay off a debt through prostitution.

## Balloon debate

**Stage a balloon debate to explore the complex elements of county lines. Explain the set up:**

A group of characters involved in a county lines drug ring have been sent up in a basket of a hot air balloon. The balloon is losing air and the only way to save the group is to throw one character out. This continues until only one character is left.

Within the class, each group is assigned a character for whom they must argue the case to remain in the balloon. They must try to persuade everyone that their survival is most deserved and will have the least impact on the issue of county lines remaining in the local community.

Deciding who to throw out is done by voting by the whole class.

### The characters could include

A vulnerable older man who has had his flat taken over

A teenager from out of town being exploited to run drugs

A dealer in London making profit from drug sales in your community

A local teenager being sold drugs

A local drug addict on a rehabilitation programme

A teenage girl being groomed by an older boyfriend

A worried mother of a teenager who keeps on running away

**Add to the list, allocate roles and give the group time to prepare speeches.**



### Case Study 3

Chris, a 15 year old boy, has been arrested for Possession with Intent to Supply (Class A.) He was found at an address in a town many miles from his own having been missing for a significant amount of time. As a result, he has also been expelled from school.

While expelled, Chris' mum has been working closely with his YOT case worker and other professionals to determine the best way to get him back into education.

Chris is accepted into a Pupil Referral Unit in another borough, and when things look positive he goes missing again. While missing, he is found and arrested again, this time for assaulting someone he was selling drugs to. It appears that he is very deep in the county lines operation and all help offered to him is not working.

His mum decides to send him back to his home country to get privately schooled for 3 years, until he is an adult. In his court case for assault, he is given a conditional discharge and allowed to leave the country. He has now left England and is far away from the lifestyle he was caught up in.

*This is a true story, but to protect the identity of the individual involved, names have been changed.*

## Grooming

### **Some people form relationships with young people to use them for their financial gain through drug dealing or to participate in sexual activities.**

People who do this want young people to think they are a friend, or a boyfriend or girlfriend. They want to gain their trust to obtain power over them. They might also use bribes, threats, humiliation and even violence to get power over them.

They use that power to force the exploited child to move and sell drugs, and to have sex, or do sexual things with them, and sometimes other people. These are forms of exploitation and are crimes.

Exploitation happens to both boys and girls and can be difficult to spot. Often people think they're in a good relationship, even after things have turned bad. Children being criminally exploited often feel they have no other option but to continue working for their exploiter and often find themselves in debt slavery.

It can be hard to spot when someone is using or controlling you.

Ask the group to think about and identify behaviours they feel would be controlling in a relationship.

Use the following list as a guide.

## Controlling behaviours

Checking your phone and controlling who you talk to

Telling you where you can and can't go

Pressuring you to commit crime

Telling you what to wear and how to dress

Pressuring you to send a nude selfie

Pressuring you to have sex

Being physically violent

### **Ask the group to think about any story lines from movies or TV series where they can identify a controlling relationship.**

## Support Services

For further information and resources on forming healthy relationships please visit **[disrespectnobody.co.uk](http://disrespectnobody.co.uk)**

Explain to the class that they can report information to **[fearless.org](http://fearless.org)** 100% anonymously if they know anyone that might be exploiting vulnerable or young people.



## Case Study 4

Sandra, a 15 year old, is regularly reported to be missing from home and absent from school. As a result of this and the fact that her current boyfriend is a gang member, she has been identified as vulnerable. Whilst missing, she is arrested twice – once for travelling without paying a fare, and for battery offences.

While in custody, DNA of the suspect in a rape investigation is found in Sandra's underwear. Indecent photos of Sandra are also found in the suspect's phone and it is learned that she has been used as a prostitute. She has also been used to hold and transport drugs and money. The suspect was arrested and found guilty of Indecent Images of Children.

Sandra has now been moved to a secure accommodation in order to fully safeguard her. Her risk has now been significantly reduced.

*This is a true story, but to protect the identity of the individual involved, names have been changed.*

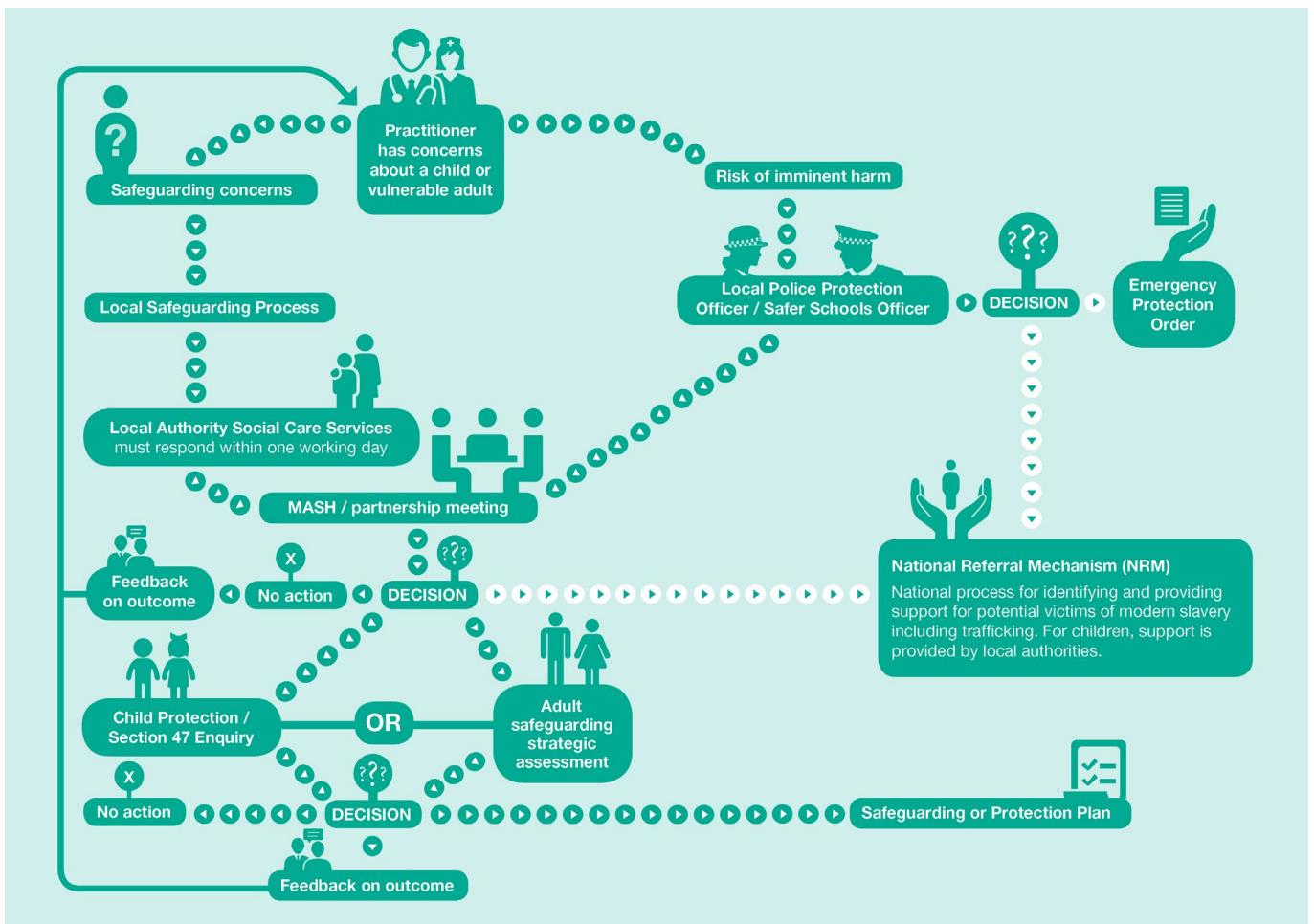
# What to do if you are concerned?

Advice from the Criminal Exploitation of children and vulnerable adults: County Lines Guidance July 2017

Any practitioner working with a vulnerable person who they think may be at risk of county lines exploitation should follow their local safeguarding guidance and share this information with local authority social care services. If you believe a person is in immediate risk of harm, you should contact the police.

## Your role

Please use the below flowchart as guidance on how the process will work should you raise a concern. Note: white arrows represent additional options to the prescribed process.



## For more information please visit

[www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines](http://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines)

# Useful Links

## Fearless

[www.fearless.org](http://www.fearless.org)

National website to access non-judgemental information and advice about crime and criminality. Uniquely, Fearless provides a safe place to give information to about crime - 100% anonymously.

## Childline

[www.childline.org.uk](http://www.childline.org.uk)

Tel: 0800 1111

National free and confidential advice and support for all young people up to 19 years old.

## Child Exploitation and Online Protection Command (CEOP)

[www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/)

National Crime Agency Command that exists to bring online child sex offenders, including those involved in the production, distribution and viewing of child abuse material, to justice.

## Disrespect Nobody

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

National campaign to help young people understand what a healthy relationship is and to help re-think their views of controlling behaviour, violence, abuse, sexual abuse and what consent means within their relationships.

## National Crime Agency

[www.nationalcrimeagency.gov.uk](http://www.nationalcrimeagency.gov.uk)

National law enforcement agency to protect the public from the most serious threats by disrupting and bringing to justice those serious and organised criminals who present the highest risk to the UK.

## National Domestic Violence Helpline

(Refuge & Women's Aid)

[www.nationaldomesticviolencehelpline.org.uk](http://www.nationaldomesticviolencehelpline.org.uk)

helpline@womensaid.org.uk

Tel: 0808 2000 247

National support line & site for girls who are experiencing violence, or who have experienced it in the past. The Helpline is staffed by fully-trained female support workers who can provide confidential, non-judgmental emotional support and information on a range of issues – from reporting to the police, to accessing local services in your area.

## Rape Crisis (England & Wales)

[www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

Tel: 0808 8029999

Organisation that exists to promote the needs and rights of women and girls who have experienced sexual violence, to improve services to them and to work towards the elimination of sexual violence

## The Men's Advice Line

[www.mensadvice.org.uk](http://www.mensadvice.org.uk) (webchat available)

info@mensadvice.org.uk

Tel: 0808 801 0327

National help and support site & line for male victims of domestic violence

## Thinkuknow

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

CEOP's educational programme that aims to empower and protect children and young people from sexual abuse and exploitation.

# Feedback

To help improve the quality of our resources we would welcome your feedback. Please email your completed forms to us at [fearless@crimestoppers-uk.org](mailto:fearless@crimestoppers-uk.org)

<b>Name</b>	
<b>Email</b>	<b>Telephone</b>
<b>Profession</b>	

Please rate this resource based the following criteria

## The explanation and understanding of the activities;

1	2	3	4	5	6	7	8	9	10
Poor				Satisfactory					Perfect

## The engagement of young people during activity;

1	2	3	4	5	6	7	8	9	10
Poor				Satisfactory					Perfect

## The final understanding and learning around the issue of county lines once activity is completed;

1	2	3	4	5	6	7	8	9	10
Poor				Satisfactory					Perfect

## Please let us know if you have any further comments or improvements;

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## How many young people have you delivered the session to date;

0 – 10	11 – 25	26 – 50	50 Plus
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Would you be willing to be contacted for further review or comment - Yes/No



# Curriculum Links

The following tables are an indication of some of the learning potential and curriculum objectives that are possible using the resources in this pack.

They have been graded using a star system, broadly indicating whether the exercises in that section give a useful starter on some aspect of that curriculum item (one star \*), have quite a lot of potential or cover more than one aspect (two stars \*\*), or are a very good fit or have multiple opportunities (three stars \*\*\*).

This is far from an exact science since the nature of materials is that the different groups will explore in different ways and end in different places.

Please regard them as a useful guideline rather than a fixed curriculum template.

## England KS3 & 4

<b>1a</b>	the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people	***
<b>1c</b>	central and local government the public services they offer and how they are financed, and the opportunities to contribute	
<b>1h</b>	the significance of the media in society	
<b>2a</b>	think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources including ICT – based sources	*
<b>2b</b>	justify orally and in writing a personal opinion about such issues, problems or events	***
<b>2c</b>	contribute to group and exploratory class discussions, and take part in debates	***
<b>3a</b>	use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own	***
<b>3b</b>	negotiate, decide and take part responsibly in both school and community-based activities	***
<b>3c</b>	reflect on the process of participating	

# Scotland – Curriculum for Excellence Experiences and Outcomes

Fearless activities cover a wide range of curricular outcomes, spanning across; Health & Wellbeing, Literacy & English, Religious & Moral Education, Technology & Social Studies.

Many of the practical skills necessary to access the activities and resources contribute towards Skills for Learning, Life and Work.

Opportunities for individuals and voluntary groups to bring about social and environmental change, and the values on which such endeavours are based	HWB 3-13a / HWB 4-13a SOC 4-20b
The causes of conflict and possible approaches to resolving it, recognising that controversy is normal in society and sometimes has beneficial effects	RME 4-09e RME 3-09A / RME 4-09a SOC 4-04b SOC 3-06b / SOC 4106b
Work independently and in collaboration with others to complete tasks requiring individual or group effort as appropriate	Skill for Learning, Life and Work
Locate, handle, use and communicate information and ideas, using ICT as appropriate	TCH 3-04a TCH 4-04a TCH 4-03b
Question and respond constructively to the ideas and actions of others in debate and/or in writing	LIT 3-02a / LIT 4-02a Skills for Learning, Life and Work
Contribute to discussions and debate in ways that are assertive and, at the same time, attentive to and respectful of others' contributions	SOC 4-15a LIT 3-02a / LIT 4-02a Skills for Learning, Life and Work
Make informed decisions in relation to political, community and environmental issues	SOC 3-15a SOC 3-17b HWB 3-19a
Negotiate, compromise, or assist others to understand and respect difference, when conflict occurs, recognising the difference between consensus and compliance.	SOC 3-16a SOC 4-16b LIT 3-02a HWB 4-12a
Develop informed and reasoned opinions about political, economic, social and environmental issues	SOC 4-16b
Express, explain and critically evaluate views that are not their own	LIT 3-09a LIT 3-02a / LIT 4-02a Skills for learning, life and work
Demonstrate a sense of responsibility for the welfare of their communities	HWB 3-13a / HWB 4-13a HWB 3-16a / HWB 4-16a HWB 3-17a / HWB 4-17a
Confront views and actions that are harmful to the wellbeing of individuals and communities	HWB 3-38a / HWB 4-38a HWB 3-43b
Identify and frame their own questions and problems and suggest possible solutions	LIT 3-02a / LIT 4-02a Skills for Learning, Life and Work
Respond in imaginative ways to social, moral and political dilemmas and challenges	Various LIT and EXA outcomes
Imagine alternatives to current ways of doing things	Skills for learning, life and work

## Northern Ireland KS3 & 4

KS3 local and Global Citizenship	Exploring Human Rights and Social Responsibility provides opportunities to understand that a globally accepted values base exists that reflects the rights, as outlined within various international human rights instruments, and responsibilities of individuals and groups in democratic society.	
	Exploring Democracy and Active Participation provides opportunities for pupils to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions and their role in promoting inclusion, justice and democracy.	*
Ks3 personal Development	Exploring Self Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life.	***
	Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.	**
	Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.	***
KS3 local and Global Citizenship	Identify and exercise their rights and social responsibilities in relation to local, national and global issues	*
	Develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly	**
Ks3 personal Development	Develop an understanding of how to maximise and sustain their own health and well-being	*
	Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences	**
	Recognise, assess and manage risk in a range of real-life contexts	***

# Wales PSE KS3 & 4

Key stage 3 pse	Physical aspect know the effects of and risks from use of the range of legal and illegal drugs (including alcohol and tobacco) and the laws governing their use.	
	Emotional aspects - know how to resolve conflict and negotiate agreement.	*
	Moral aspect recognise moral issues and dilemmas in life situations.	***
	Moral aspect know what they believe to be right and wrong actions and understand the issues involved.	***
	Show care and consideration for others and their property and be sensitive towards their feelings.	*
	Have respect for themselves and others.	*
	Have a responsible attitude towards keeping the body safe and healthy.	***
	Be committed to practical involvement in the community.	*
	Listen attentively in different situations and respond appropriately.	***
	Communicate confidently one's feelings and and views and maintain with conviction a personal standpoint.	***
	Critically evaluate others viewpoints and messages from the media.	*
	Empathise with others experiences and feelings.	***
	Use a range of techniques for personal reflection.	**
	Be assertive and resist unwanted peer pressure and other influence.	***
	Use a range of strategies to resolve conflict.	*
	Make decisions and choices effectively.	***
	Make reasoned judgements.	***
	Take part in debates and vote on issues.	***

# Wales PSE KS3 & 4

Key stage 4 pse	Physical aspect - know the pattern of drug use (including alcohol and tobacco) in their community and beyond and know where to get information, help and advice.	***
	Emotional aspect - know how to recognise and manage anger, frustration and aggressive feelings.	*
	Moral aspect - identify a set of values and principles by which to live.	**
	Show care and consideration for others and their property and be sensitive towards their feelings.	**
	Have respect for themselves and others.	*
	Take responsibility for keeping the body safe and healthy and have a responsible attitude towards sexual relationships.	*
	Be committed to practical involvement in the community.	*
	Listen attentively in different situations and respond appropriately.	***
	Communicate effectively their feelings and views in a wide range of situations.	***
	Reflect on and critically evaluate another persons point of view.	***
	Use a range of techniques for personal reflection.	*
	Be assertive and resist unwanted peer pressure and other influence.	***
	Resolve conflict with a win	
	Adapt to changing situations.	
	Make decisions and choices effectively.	***
	Work both independently and cooperatively.	**

# Notes

A series of horizontal dotted lines for writing notes.

# Notes

A series of horizontal dotted lines for writing notes.

The logo for 'fearless' is presented in a bold, lowercase, sans-serif font. The text is white and is contained within a white, torn-edge banner that is tilted upwards from left to right. The banner has a rough, paper-like texture with some dark spots and shadows, suggesting it might be a piece of paper or a sticker that has been torn from a surface. The background of the entire page is a solid, vibrant blue. In the bottom left corner, there is a dark, semi-transparent image of a person's legs and feet walking on a crosswalk, which is partially obscured by the blue background and the white banner.

**fearless**

**[www.fearless.org](http://www.fearless.org)**

Registered Charity No.

1108687 (England)

and SCO37960 (Scotland)