

# ANYWHERE KIDS FILM AND RESOURCE PACK TITLE PAGE

A resource to help schools and practitioners in talking to children about child criminal and sexual exploitation



## Resource pack contents:

- What is CCE?
- What is CSE?
- Vulnerabilities to Exploitation
- Reporting for Professionals
- Reporting and Support for Children
- Activity Session Guide

# What is Child Criminal Exploitation?

2

Child Criminal Exploitation, often shortened to CCE, is a form of child abuse where a child (under 18) is manipulated and used to commit criminal acts for the benefit of the person(s) controlling them.

CCE can occur in many different forms, including:

- Forced begging
- Cannabis cultivation
- Shoplifting
- County Lines\*

\*County Lines is a form of exploitation where children and vulnerable adults are groomed by Organised Crime Groups to transport, deliver and sell drugs.

Sometimes it can be difficult to assess whether a child is committing crimes willingly or if they're a victim of CCE. A child that freely engages in criminal activity and who gains from the proceeds of this crime is unlikely to be a victim of CCE.

There is no statutory definition of CCE, but currently the most commonly used definition comes from that used in the government's [Serious Violence Strategy \(2018\)](#). CCE is:

"where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/ or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology."

A child might be manipulated into criminal activity in return for something they want or need. This could be emotional, like a sense of friendship or belonging, or could be physical like a new phone or a pair of shoes. The perpetrators of the exploitation seek to gain from the criminal activity without having to commit the criminal acts themselves, and they may employ violence or threats of violence to ensure the child remains compliant and deter them from telling anyone about the situation.

Child Sexual Exploitation, often shortened to CSE, is a form of child abuse where a child (under 18) is manipulated into sexual activity. CSE can happen to any child, regardless of their gender, age, race or ethnicity.

"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology."

Working Together to Safeguard Children (2018).

Perpetrators may groom the child to engage in sexual activities by manipulating them and making them believe that they are in a loving relationship or by giving them gifts. The perpetrator benefits either directly from the sexual activity, or financially from money received from others to engage in sexual activity with the child. The perpetrators might also use violence, threats of violence, or blackmail to keep the child compliant and deter them from telling anyone about the situation.

CSE can happen in person but can also occur online where children are manipulated into sending sexually explicit images of themselves, having sexually explicit conversations, or filming/streaming sexually explicit videos of themselves. If a child is coerced into sharing an image or video, it is easy for perpetrators to use this to blackmail the child to remain compliant.



There are multiple factors that could increase a young person's vulnerability to exploitation, but it's important to note that correlation and causation are not the same. Professionals and parents need to understand the difference when developing support structures or preventative strategies around a child.

We might see a correlation between poverty, poor housing, mental health, and county lines exploitation, for example. While the exploiters may have identified those children as targets specifically because of those vulnerabilities, it is the direct action of the exploiters that is the cause. For example:

1. A county lines gang identifies a child living in poverty and exploits their desire to improve their situation by offering work and money to trap them in county lines.

Not everyone living in poverty will be vulnerable to recruitment to county lines, but we often see a correlation, because exploiters identify this as a vulnerability they can manipulate.

2. A gang sexually exploits a young girl who is in care by taking advantage of her lack of support network, learning difficulties and desire to be loved (also known as the boyfriend model).

The link between a young person being in care and having learning difficulties may be a correlation to exploitation, but it is the grooming of the perpetrator that is the cause.

By accepting this way of thinking we are acknowledging that young people who are exploited are the victims of crime (the direct actions of exploiters, such as grooming, coercion, deception, and threats) and not merely circumstance.

## Factors that could Increase Risk to Exploitation

This section is taken from a framework called SIPPS ([the Systemic Investigation, Protection and Prosecution Strategy](#)) developed by Dr Craig Barlow which based upon both professional practice and academic research on child exploitation. It outlines examples of factors that professionals can use to determine threat and risk to any given child. These are categorised into:

**Historical Conditional Items** – those that have already happened, predisposing a child's vulnerabilities

**Current Conditional Items** – those that have happened recently and increase vulnerability

**Current Consequential Items** – those that indicate current or probable victimisation  
The examples given below are indicative but not exhaustive.



1. **Education** - Academic performance and behaviour, history of truanting, non-attendance or exclusion, regular breakdown of school placement.
2. **Home / environment** - Harmful home environment, family or personal history of substance abuse, rigid parenting, parental relationship instability, problems with family, low social status, poverty, stigmatised, overcrowded living conditions
3. **Behaviour** - Emotional and behavioural problems, missing episodes, criminal record, impulsivity, history of self-harm, low mood, low self-esteem
4. **Psychological mental health** - History of stress/anxiety, learning disability (LD), autism spectrum disorder (ASD), suicidal ideation, clinical depression,
5. **Physical health** - Physical disability, chronic health problems, previous injuries, regular substance abuse, concern for drug dependency, chronic drug, or alcohol use
6. **Sexual health** - Miscarriages, terminations, STIs,

## Current Conditional Factors

1. **Education** - Changes in attainment /performance, child is truanting, child is not attending or excluded
2. **Home / environment** - Harmful home environment, family or personal engagement in substance abuse, rigid parenting, parental relationship instability, problems with family, exposure to de-stabilisers, having access to premises not known to parent /carer, child has older boyfriend or girlfriend
3. **Behaviour** - Emotional and behavioural problems, missing episodes, current criminal activity, sexualised language, aggression and violence, secretive use of internet and adult networking sites, impulsivity, self-harming, low mood, low self-esteem, regularly coming home late, absent without permission / returning late, frequently staying out overnight without explanation, experimenting with drugs /substances, withdrawal from previous activities, secretive
4. **Psychological mental health** - Stress /anxiety, LD, ASD, suicidal ideation, clinical depression, overtly sexualised behaviour
5. **Physical health** - Chronic health problems, previous injuries, headaches, fatigue, dizziness, stomach, and pelvic pain
6. **Sexual health** - Sexual health anxiety, painful / sore genitalia, STIs and non-sexually transmitted infections

## Current Consequential Factors

1. **Education** - Child is not attending school or is excluded; school placement has broken down due to behavioural problems.
2. **Home / environment** - Unaccounted for monies and or goods (especially mobile phone), associating with unknown adults and / or other exploited children, reduced or limited contact with family / friends, no contact with family or friends, abduction or forced imprisonment, disappeared from system (no contact with support system).

3. **Behaviour** - Overt sexualised dress / attire, wearing an unusual amount of clothing, getting into strangers' cars, clipping, extensive use of phone (especially at night), reports from reliable sources, suggesting involvement in sexual exploitation or other forms of exploitation, seen in / picked up in known red light district, disclosure of assault followed by retraction, serious substance abuse, sexually harmful /offending behaviour
4. **Phycological mental health** - Withdrawal, high levels of anxiety and emergence of phobias, PTSD / Rape Trauma Syndrome4. Phycological mental health - Withdrawal, high levels of anxiety and emergence of phobias, PTSD / Rape Trauma Syndrome
5. **Physical health** - Acute and chronic physical injuries (internal and external) e.g., Contusions, lacerations, abdominal trauma, joint dislocations, mechanical back pain, facial injuries, headaches, fatigue, dizziness, stomach, and pelvic pain
6. **Sexual health** - Genital, lesions, anal lesions, bruising to the back of the throat, dental pain, urination pain, anal bleeding, vaginal bleeding (not menstruation), amenorrhea / dysmenorrhea, in the case of pregnancy placental abruption

Identifying when some of these issues are present allows practitioners to identify emergent patterns that could be consistent with child criminal or sexual exploitation.



There are various ways to report CCE or CSE depending on the circumstances.

**Call the police on 999 in an emergency if you think someone is at immediate risk of harm or on 101 if the threat is not imminent.**

You can also [report to the police online](#). Only report your concerns when it is safe for you to do so, even if this is after the event. Do not attempt to intervene.

**Text the British Transport Police on 61016**

If you are on a train, you can text the British Transport Police. Information on routes of travel, addresses, appearance, and behaviour of a child can all help to protect young people.

**Call Crimestoppers on 0800 555 111**

If you have information on child exploitation or abuse and want to report it anonymously, you can [contact the independent charity Crimestoppers online](#) or on the phone.

**Call the NSPCC on 0808 800 5000**

The [NSPCC helpline](#) is staffed by trained professionals who can provide expert advice and support if you're concerned about a child.

**Child Exploitation and Online Protection command**

If you're worried about online abuse or the way someone has been communicating online, if you have been a victim or are worried this is happening to someone you know, this can be reported safely and securely to [CEOP](#) through their experienced Child Protection Advisors.

## Professional settings

Professionals within schools and other social care settings will have a dedicated process for dealing with suspicions or disclosures of abuse and these should always be followed.

Because different settings will have different procedures, it is important that professionals are comfortable and confident with their own responsibilities in their own settings. However, it is recommended that professionals use the Receive, Reassure, React and Record method (the four Rs).

# How to respond to a disclosure from a child using the four Rs method

8

- 1. Listen carefully to what they are saying**  
Be patient and focus on what you are being told. Try not to express your own views and feelings. If you appear shocked or as if you don't believe them, it could make them stop talking and take back what they've said.
- 2. Give them the tools to talk**  
If they're struggling to talk to you, you can show them Childline's letter builder tool. It uses simple prompts to help them share what is happening and how they are feeling.
- 3. Let them know they have done the right thing by telling you**  
Reassurance can make a big impact. If they have kept the abuse a secret it can have a big impact knowing they have shared what has happened.
- 4. Tell them it is not their fault**  
Any abuse or exploitation is never a child's fault. It is important they hear and know this.
- 5. Say you will take them seriously**  
They may have kept the abuse secret because they were scared to say anything in case they would not be believed. Make sure they know they can trust you and you will listen and support them.
- 6. Do not confront the alleged abuser**  
Confronting the alleged abuser could make the situation worse for the child.
- 7. Explain what you will do next**  
For younger children, explain you are going to speak to someone who will be able to help. For older children, explain you will need to report the abuse to someone who can help. Do not promise to keep it a secret.
- 8. Report what the child has told you as soon as possible**  
Report as soon after you have been told about the abuse as you can so the details are fresh in your mind and action can be taken quickly. It can be helpful to take notes after you have spoken to the child. Try to keep these as accurate as possible.



## Reporting and Support for Children

[The NSPCC](#), [Barnardo's](#) and [The Children's Society](#) have a range of services for children and parents across the UK.

Barnardo's [Wud U? app](#) shows children how to make safe decisions.

Children and young people can also contact:

- [Fearless](#) to report crime anonymously
- [Gangline](#) for free advice and support from ex-gang members
- [Victim Support](#) if they've experienced crime

[PACE](#) works with parents and carers of children who are, or are at risk of, being sexually exploited. They offer confidential help and advice on [0113 240 5226](#) or via their [online form](#).

Children can visit the [Not In Our Community](#) Campaign website for advice, information and useful resources. There are also downloadable lesson plans for teachers and the new interactive e-learning platform individual learning or group access.

Not in our community is developed and continually improved with young people, including survivors, to help us protect ourselves and friends from grooming and sexual or criminal exploitation.

Now in our sixth year, we co-produce resources and stories based on real life events for use on social media and in schools / other groups where young people hang out. Our approach telling it like it really is helps thousands of young people understand how grooming and exploitation works so that they can better protect themselves, spot the warning signs amongst friends and know who they can go to for help.

- All films come with downloadable session plans at [NIOC Connect](#).  
The new interactive e-learning platform for both individual access or group learning is
- available at [NIOC Interact](#).

You can find a wide range of other advice and support services on any of the platforms outlined on this page.

# Activity Session Guide

## 1. Class discussion following film

The simplest way to use this resource would be to watch the film as a whole group and then spend some time discussing together some of the key points:

- Character's emotions
- Why they made certain choices
- Some of the risks they might face
- What the characters could have done differently
- Talk about positive and negative relationships
- What to do if you are concerned
- Where to get support
- What it's like being a kid
- Pastoral support in school
- Use activity and discussion cards for inspiration

## 2. Activities

At the end of this resource pack is a set of questions to help encourage children to think about each character's experience in the film. These questions could be used for:

- Discussion groups
- Compiling lists
- Inspiring art to illustrate examples
- Discussions using the whiteboard or interactive board
- Homework to discuss with family or siblings

## 3. Build a character's life

Put the children in to groups and encourage them to build a wider a picture of what Jayden's or Aisha's life might be like before or during their exploitation. Where do they live? What is school like for them? Can the children relate to them in any way? You could ask them to consider the following:

- How Jayden and Aiesha might feel in different situations
- Why Jayden and Aiesha made the choices they did
- Whether Jayden and Aiesha are missing anything in their lives
- What might have prevented their exploitation



## Disclosures Following this Film and Activity Session

While this animation is relatively subdued in its graphic content it may be enough to spark a disclosure of exploitation or other form of abuse from a child in your care. As such you should be prepared in advance to field any inquisitive or difficult questions from the children that take part in these activities. You could encourage the children to write any questions on a piece of paper to hand in anonymously so you can read and answer the questions in front of the group.

Disclosures of exploitation can take many forms, and some may not initially be as obvious as others. You should look for subtle details in what a child says. They may be disclosing familial exploitation as part of already known suspicions of neglect or abuse. They may indicate something someone has said to them that they do not understand. There are many ways you might receive a disclosure, you should be open to all possibilities.

## Examples of subtle indicators within your setting that a child may be at risk

- These could be verbal signs as part of a conversation with a child or observational signs.
- Talking to unknown people online
- Given gifts from seemingly unknown persons
- Doing favors or working for family, friends, or strangers
- Suddenly talking about new people or friends
- Tiredness and exhaustion
- Change in behaviour or attitude
- Strange weekend stories
- Emotional outbursts
- Unexplained absences from school
- Significant decline in performance

1.

Do you think it is easier living in the city or in the countryside for a kid? Can you list the positives and negatives for both?

\*Split the class or group in two, half city and half countryside and debate. Or use art to depict the best and worse parts of the city or countryside.

2.

Do you think it's easy for kids to hide stuff from their parents? What warning signs can you identify that might indicate a kid is being tricked or groomed?

\*Make a list, draw, or discuss with your groups. Highlight any warning signs that could also have more innocent explanations.

3.

Why do you think Jayden's mum is angry at him for being out all night? What do you think it feels like to be Jayden's mum?

\*Use your acting skills to play Jayden and his mum. Can you write a short script as Jayden's mum about what she might be feeling?

4.

At what point do you think Jayden realised they were not his mates? When do you think you might you have realised something was not right? What do you think made Jayden continue even after he said he wanted to stop?

\*Break into groups and spend some time discussing. Make notes to help you debate with the other groups.

5.

In the last scene with Jayden and his mum, why do you think Jayden did not tell his mum what was happening? And what do you think would happen if he did tell his mum?

\*Try to create two scenarios, one good and one bad. You could either act these out or debate with your class.



6.

When Jayden is wondering if he should call his mum, why do you think he is nervous to call her? Would it be as easy to tell her now as it was the last time he saw her?

\*Create a spoken word piece as if you were Jayden or any other kid in his situation explaining why you are nervous to call your mum or dad.

7.

In Jayden's story when do you think he could have asked for help? Do you think it is ever too late to ask for help? How many reasons can you think of why kids might not ask for help, even if they are scared?

\*Discuss with your class or as a group. Teachers make notes on the white board.

## Activities - Aiesha

1.

Do you think it would be scary or exciting speaking to someone you don't know online without your parents knowing? What might you think if someone you didn't know said they wanted to be friends and told you not to tell your parents or siblings?

\*Discuss with your class or as a group. Teachers make notes on the white board.

2.

How many different reasons can you list why parents might not notice or check what a kid is doing online? Also why do you think Aiesha doesn't show her phone to her parents or her mates?

\*Work in groups and create a word cloud of reasons why a parent might not notice or check what a kid is doing online. Or create a poem about why and how kids might hide things from their parents.

3.

In the scene that shows the text messages Aiesha received, can you identify any that are inappropriate or threatening?

\*Here you could take a class poll on the meaning of different messages. Can you come up with other messages that could appear innocent but also be threatening.

4.

Why do you think Aiesha didn't ask for help when her parents asked her why she was out so late and what the marks on her arms were? What might it feel like to be Aiesha's parents?

\*Use your acting skills to play Aiesha and her parents. Can you write a short script as Aiesha's parents or as Aiesha about what they might be feeling?

5.

When do you think Aiesha realised something was not right with Josh? How do you think Josh managed to trick Aiesha? Were there any specific things he did or methods he used to exploit Aiesha?

\*Create a timeline of events from before Aiesha met Josh through to her final scene. Include the points at which Josh manipulated Aiesha and some key points at which she could have asked for help.

6.

In Aiesha's story when do you think she could have asked for help? Do you think it is ever too late to ask for help? How many reasons can you think of why kids might not ask for help, even if they are scared?

\*Create a timeline of events and indicate any points you think Aiesha could have asked for help. Use acting or spoken word to bring to life why kids might feel lonely or not ask for help.