

CCE Peer Parent Group Session guides



Session one

Aim:

- To ensure that the caregivers understand this is a 6-week programme and will cover a range of topics.
- To ensure that if a caregiver suspects CCE, they know what to do.
- To create a space that feels non-judgemental. CE can happen to any family / child. We also need to look out for other people's children.
- To ensure that all caregivers understand that we would like to evaluate this programme and modify as appropriate. Seeking feedback along the way and then their reflections at the end.

Materials required:

- Attendance register
- Refreshments
- Flipchart pens / paper
- Feedback box
- TV and access to the internet to watch [5 Big Questions for Parents/Caregivers who are worried about their young people and gangs - YouTube](#)
- Handout sheet – Link for Junior Smarts video and where to go for support

Session timings:

Item	Duration
<ul style="list-style-type: none"> - Arrive before session to set up <ul style="list-style-type: none"> o Flipchart: Add your name, role and contact details 	30 mins (not included in session)
<ul style="list-style-type: none"> - Welcome and check in <ul style="list-style-type: none"> o Everyone introduces self and will get to know each other as the programme goes along o Registration taken - Session will run for 90 mins and there will be a break in the middle. Explain that if someone needs a comfort break during the session, to go – don't need to wait for a formal break. - Explain that you will be about at the end of every session if anyone wants to speak with you (or they can email, call, or leave a comment in the feedback box) 	10 mins
<ul style="list-style-type: none"> - Explain 6-week programme. <ul style="list-style-type: none"> o What will we cover? o Explain that the programme is designed to give carer information that we hope they will find helpful re: CCE o Explain that we want them to know what they could do if this happens to a child they know 	15 mins

<ul style="list-style-type: none"> ○ Explain we have a draft plan but need their feedback / input. ○ Ask them to think about things from their perspective but also from other caregivers they may know. ○ Consent form – Explain what it is and how the information will be used. 	
<ul style="list-style-type: none"> - Ways to feedback <ul style="list-style-type: none"> ○ Explain that there are a variety of methods - Verbally, email or they could leave a note in the feedback box ○ Ask are there any other ways that would be helpful to caregivers? 	5 mins
<ul style="list-style-type: none"> - Break 	10 mins
<ul style="list-style-type: none"> - Group agreement <ul style="list-style-type: none"> ○ Explore how we expect others to behave towards us and vice versa ○ Explain about confidentiality ○ Explain what will happen if a disclosure is made. 	10 mins
<ul style="list-style-type: none"> - Parent to tell their story 	15 mins
<ul style="list-style-type: none"> - Explain that you are going to watch Junior Smart's 5 Big Questions for Parents / Caregivers (start at 2.20) - 5 Big Questions for Parents/Caregivers who are worried about their young people and gangs - YouTube - Get feedback on the 5 questions 	15 mins
<ul style="list-style-type: none"> - Q&A and closing 	10 mins
<ul style="list-style-type: none"> - Clear up / wait for any questions etc. 	15 mins (not included in session)

Session 2

Aims:

- Recap from last week / any questions
- What is CCE
- Business model / methods used to groom and recruit children
- Explore what information / concerns / myths there are around this topic
- Impact this has on children

Materials required

- Attendance register
- Refreshments
- Feedback box
- Something to watch films / clips on (TV)
- Access to internet
- Flipchart pens / paper
- Handout sheet with videos that have been watched:
 - NCLCC CL Awareness Video [NCLCC - County Lines Awareness Video - YouTube](#)
 - Children's Society: Stages of Recruitment (exploited) <https://www.suffolksp.org.uk/assets/Safeguarding-Topics/Gangs-CE-County-Lines/Ch-Society-Criminal-Exploitation-Stages-of-Recruitment-CaRE.pdf>
 - 'Jordan' "[Jordan" - A County Lines Story - By PC 1942 - YouTube](#)
 - Are You Listening? [Are You Listening? - YouTube](#)
- Social media leaflets (Instagram, SnapChat etc.) to be shared

Session timings

Item	Duration
<ul style="list-style-type: none"> - Welcome and check in <ul style="list-style-type: none"> ○ Ask how everyone is doing ○ Remind everyone to take a comfort break as needed ○ Remind everyone to think about things from their perspective but also other caregivers they know. ○ Remind them that you will be about at the end of the session if they want to speak with you (or they can email, call or leave a comment in the feedback box) ○ Registration taken. 	10 mins
<ul style="list-style-type: none"> - Recap on last session (questions / comments?) <ul style="list-style-type: none"> ○ CCE can happen to anyone ○ It is often hidden in plain sight ○ Families / healthy adults play a crucial role in keeping children safe ○ Children are vulnerable due to: <ul style="list-style-type: none"> ▪ Programmed to take risks and enjoy them ▪ Easily influenced by their peers – want to fit in ▪ Don't fully understand consequences ▪ Want autonomy 	10 mins

<ul style="list-style-type: none"> ▪ Easier to manipulate and control ▪ Makes them ideal for CCE 	
<ul style="list-style-type: none"> - Explain session outline: <ul style="list-style-type: none"> o Talk about CCE: <ul style="list-style-type: none"> ▪ Include what it is, how it operates, signs to look out for, how exploiters groom children and how they keep them trapped. How social media plays into the exploitation and how children can be affected. o Ask if they have any questions - Remind to take breaks as they need 	5 mins
<ul style="list-style-type: none"> - Watch NCLCC CL awareness video. <ul style="list-style-type: none"> o NCLCC - County Lines Awareness Video - YouTube o Questions / observations from film - Watch Children's Society Stages of Recruitment <ul style="list-style-type: none"> o Stages of Child Criminal Exploitation - YouTube o Questions and observations - Watch ways to recruit / groom children <ul style="list-style-type: none"> o 'Jordan' "Jordan" - A County Lines Story - By PC 1942 - YouTube o Questions / observations about the film 	25 mins
<ul style="list-style-type: none"> - Break 	10 mins
<ul style="list-style-type: none"> - Reflection on what has been shown / discussed 	5 mins
<ul style="list-style-type: none"> - Signs of exploitation <ul style="list-style-type: none"> o Watch Are You Listening? Are You Listening? - YouTube o Questions / observations about the film - Social Media <ul style="list-style-type: none"> o Open up a discussion about social media, how children are using and how this links to child exploitation (refer back to film – children were using their phones). What are the worries? Share that we will hand out some leaflets which go through privacy steps for social media accounts - How children are affected by exploitation <ul style="list-style-type: none"> o Explore how do you think children could be affected? <ul style="list-style-type: none"> ▪ Scared ▪ Mental health ▪ Self-esteem ▪ Confidence / ambition ▪ Isolation (perpetrators want to isolate the child from people and organisations that help safeguard them) ▪ Life chances ▪ Trauma - Q&A reflections 	20 mins
<ul style="list-style-type: none"> - Close session - Hand out: <ul style="list-style-type: none"> o Social media leaflets o Page with links and Stages of Recruitment doc 	5 mins
<ul style="list-style-type: none"> - Clear up / wait for any questions etc. 	15 mins

Session 3

Aims:

- Recap from last week / any questions
- Introduce the idea that conflict is often an outcome of CCE
- Need to keep children in the fold of people / organisations that are there to safeguard
- Restorative conversations
- Communication tips (MI)
- Understand the cycle of change

Materials required:

- Attendance register
- Refreshments
- Feedback box
- Something to watch films / clips on (TV?)
- Access to internet
- Flipchart pens / paper
- Handout sheet with videos that have been watched:
 - o [WANT TO KNOW HOW TO HAVE RESTORATIVE CONVERSATIONS TO RESOLVE CONFLICT? HERE'S 6 STEPS! - YouTube](#)

Session timings

Items	Duration
<ul style="list-style-type: none"> - Welcome and check in <ul style="list-style-type: none"> o Ask how everyone is doing o Remind everyone to take a comfort break as needed o Remind everyone to think about things from their perspective but also other caregivers they know. o Remind them that you will be about at the end of the session if they want to speak with you (or they can email, call or leave a comment in the feedback box) o Registration taken. 	10 mins
<ul style="list-style-type: none"> - Recap on last session (questions / comments?) <ul style="list-style-type: none"> o Ask what were the main things everybody took from the films show? o Remind group that exploiters will use a variety of methods to exploit children o Remind the caregivers that it can be difficult to distinguish what is 'normal' behaviour and exploitation o Listen to your gut – you know your child 	10 mins
<ul style="list-style-type: none"> - Explore different ways that CCE could cause conflict at home <ul style="list-style-type: none"> o If you need to give some ideas – missing from school / home, stealing, changes in child's presentation etc. - Look at what the outcomes could be from these 	10 mins
<ul style="list-style-type: none"> - Read story from PACE website Holding on – how I kept communication open with my sons - Parents Against Child Exploitation (Pace) UK (paceuk.info) 	10 mins

<ul style="list-style-type: none"> - Explain that it is important to keep children in the family / with safe adults. It is the goal of exploiters to segregate the child – making them easier to control. - Encourage caregivers to try and keep lines of communication open with their child. - Ask how can we minimise the conflict that CCE will cause? 	
<ul style="list-style-type: none"> - Break 	10 mins
<ul style="list-style-type: none"> - Here are some tools to may help: <ul style="list-style-type: none"> o Introduce restorative conversations (RC): o Talk through RC and read restorative questions: <ul style="list-style-type: none"> ▪ CCE seeks to harm relationships. RC seek to repair those fractures. RC offer some alternative ways of having conversations. They focus on relationships rather than assigning blame. Seek to understand in a respectful way. o Give a short introduction to Motivational Interviewing (MI) <ul style="list-style-type: none"> ▪ It's a way of having conversations that can help change behaviour. ▪ Prevents us from telling someone something (which can lead to resistance). ▪ Helps us to understand what motivates someone and helps them to believe that changes can be made. • Express empathy - Validating how your child is experiencing a situation, even if it's very different to how you see it. ▪ Use open ended questions (help to gather information). For example, how did you and X meet? What do you like about them? ▪ Develop discrepancies by helping your child to see the contradictions in their behaviour and what they say. ▪ Roll with resistance – in other words, avoid getting into arguments. ▪ Support self-efficacy – highlight your child's strengths and confirming when they have made other successful changes. Help to increase their belief that they are capable of making successful changes. ▪ Learn to pick your battles – make a judgement call about what issues you feel you need to tackle, and which issues are not worth it. o Cycle of change – Talk through. o Q&A 	25 mins
<ul style="list-style-type: none"> - Close session - Handouts 	5 mins
<ul style="list-style-type: none"> - Clear up / wait for any questions etc. 	15 mins

Session 4

Aims:

- To provide relevant information about how statutory services work.
- To provide further information, should a caregiver need to challenge or complain.

Materials required:

- Attendance register
- Refreshments
- Feedback box
- Something to watch films / clips on (TV?)
- Access to internet
- Flipchart pens / paper
- Access to internet
- Handouts:
 - o List of helpful websites

Timings:

Items	Duration
<ul style="list-style-type: none"> - Welcome and check in <ul style="list-style-type: none"> o Ask how everyone is doing o Remind everyone to take a comfort break as needed o Remind everyone to think about things from their perspective but also other caregivers they know. o Remind them that you will be about at the end of the session if they want to speak with you (or they can email, call or leave a comment in the feedback box) o Registration taken. 	5 mins
<ul style="list-style-type: none"> - Recap on last session (questions / comments?) 	5 mins
<ul style="list-style-type: none"> - Introduce the session (10 mins, plus 5 Q&A). Will hear from: <ul style="list-style-type: none"> o Education o Police 	30 mins
<ul style="list-style-type: none"> - Break 	10 mins
<ul style="list-style-type: none"> o Social Care o Youth Justice 	30 mins
<ul style="list-style-type: none"> - Close session - Handouts 	5 mins
<ul style="list-style-type: none"> - Clear up / hang about for any questions etc. 	15 mins

Session 5

Aims

- To support families to keep everybody safe in the household
- To assist caregivers to understand that it is important to look after themselves and to give them some ideas about how they could do this
- To know what information is helpful for police to know
- How to report information (including on social media, linking back to session 2)

Materials required

- Attendance register
- Refreshments
- Feedback box
- Something to watch films / clips on (TV?)
- Flipchart pens / paper
- Access to internet
- Handouts:
 - o Print a copy of this for each parent
 - o [Bend, Don't Break \(for learners\).pdf \(ccea.org.uk\)](#)
 - o <https://cscp.org.uk:443/wp-content/uploads/2021/01/Capturing-and-Reporting-Intelligence-Child-sexual-and-or-criminal-exploitation-guidance-for-families-professionals-and-the-community.-1.pdf>
 - o Social media leaflets (given out in session 2 – any questions about the content?)
 - o Personal alarm
 - o Information sheets from Suffolk Police



PersonalSafety.pdf



SuspiciousBehaviour.pdf



HomeSecurity.pdf

Timings

Items	Duration
<ul style="list-style-type: none"> - Welcome and check in <ul style="list-style-type: none"> o Ask how everyone is doing o Remind everyone to take a comfort break as needed o Remind everyone to think about things from their perspective but also other caregivers they know. o Remind them that you will be about at the end of the session if they want to speak with you (or they can email, call or leave a comment in the feedback box) o Registration taken. 	5 mins
<ul style="list-style-type: none"> - Recap on last session (questions / comments?) 	10 mins
<ul style="list-style-type: none"> - Looking after yourself <ul style="list-style-type: none"> o Go through some of the tools in Bend Don't Break booklet. Handout so everyone has a copy Bend, Don't Break (for learners).pdf (ccea.org.uk) 	15 mins
<ul style="list-style-type: none"> - Introduce the importance of information sharing / intel sharing - What to look out for / what to share 	25 mins

<ul style="list-style-type: none"> - Go through this document https://cscp.org.uk:443/wp-content/uploads/2021/01/Capturing-and-Reporting-Intelligence-Child-sexual-and-or-criminal-exploitation-guidance-for-families-professionals-and-the-community.-1.pdf - Other ways to report: <ul style="list-style-type: none"> o Independent UK charity taking crime information anonymously Crimestoppers (crimestoppers-uk.org) o Home - Fearless o 1. Report something Suffolk Constabulary (website if not urgent, 999 in ALL emergencies). 	
<ul style="list-style-type: none"> - Break - 	10 mins
<ul style="list-style-type: none"> - Introduce safety planning <ul style="list-style-type: none"> o Needs to be part of wider approach (not responsibility of caregiver to keep family safe, Services also have a duty to do this). o Talk about online safety o Talk about safety in community o Talk about safety at home o Talk about keeping family safe o Share information from Suffolk Police (in handouts) o Offer personal alarms and social media leaflets 	20 mins
<ul style="list-style-type: none"> - Q & A - Close session - Handouts 	5 mins
<ul style="list-style-type: none"> - Clear up / wait for any questions etc. 	15 mins

Session 6

Aims:

- Recap on sessions to check learning
- To pull all the material together
- To provide more time for questions
- To signpost for further support
- To gain feedback / evaluate
- To say goodbye

Materials required

- Attendance register
- Refreshments
- Feedback box
- Something to watch films / clips on (TV?)
- Access to internet
- Flipchart pens / paper
- Have all previous materials to hand, should further copies be needed

Timings

Items	Duration
<ul style="list-style-type: none"> - Welcome and check in <ul style="list-style-type: none"> o Ask how everyone is doing o Remind everyone to take a comfort break as needed o Remind everyone to think about things from their perspective but also other caregivers they know. o Remind them that you will be about at the end of the session if they want to speak with you (or they can email, call or leave a comment in the feedback box) o Registration taken. 	10 mins
<ul style="list-style-type: none"> - Recap and reflect on learning <ul style="list-style-type: none"> o Session one o Session two o Session three o Session four o Session five 	45 mins
<ul style="list-style-type: none"> - Break 	10 mins
<ul style="list-style-type: none"> - Questions - Any outstanding information needed can be shared / discussed. - Signposting - Feedback and goodbyes 	25 mins
<ul style="list-style-type: none"> - Clear up / wait for any questions etc. 	15 mins