

# Training Pack

## 'Looking out for Lottie'

### Tackling online sexual grooming



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# 1 Introduction

## 1.1 Background and definitions

A definition of Child Sexual Exploitation (CSE) is difficult to formulate, partially due to the fact that there is no specific crime referred to as CSE, and partially due to the interchangeable terms that are used in the literature ('maltreatment', 'child sexual abuse', 'child sexual exploitation' etc.) Additionally in the past CSE literature has largely focussed on younger children and abuse within the family and only over recent years has expanded their field into older children and extra familial abuse. As a result, it is very difficult to assess the prevalence of CSE. However, a good working definition of CSE, focussing on its 'transactional' nature, is given by the Department of Schools, Children and Families (DCSF):

"Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities." (DCSF, 2009, pg. 9)

Models through which CSE is experienced by victims are not always mutually exclusive but complex and evolve quickly, problematized by overlap in offending-behaviour of perpetrators, (CEOP, 2011:8). One of the most well-known methods of victimisation is the Localised or 'Street Grooming' method, typified by perpetrators approaching victims in public places, targeting victims via social-networking sites, or children's homes, (HoC,2013:5;Gohir,2013:68; APPG,2012:12;Jay,2014:31). Localised grooming is characterised by organised groups, generally older men, systematically exploiting vulnerable children and often plying them with alcohol, drugs and presents - see case studies below. Perpetrators persuade would-be victims via grooming that only they 'care' about the victim (Jay, 2014:37; Young Person 7, in Griffiths, 2013:17). Once emotionally dependent, victims may be internally trafficked around the country and sexually exploited (CEOP, 2011:8; HoC, 2013:4; The Stationery Office, 2003:32; Jay, 2014:37).

However, an often overlooked method, which is demonstrated in 'Looking out for Lottie' is the 'boyfriend' or 'peer-based' model, in which through being groomed (face-to-face and/or internet-facilitated), victims view themselves as 'partners' of perpetrators, who exploit this perceived relationship, illustrated in the Torbay SCR, (Boxall and Wonnacott, 2013:4;HoC,2013:5). In reality, the 'boyfriend' could be selling the victim or their pictures to others, a scenario illustrated via Childline's cautionary animation, 'Jay' (2013). Gang-related CSE is a related or further form of CSE which may be overlooked or attributed to gang violence (Berelowitz et al.2012; OCC 2012; Beckett et al.2013:19; Coy ket al.2013).

It is problematic that young people may think or be taught that they may be sexually exploited only by older adults, despite 2011 research indicating 27% of known CSE cases were perpetrated by young people (Jago in Berelowitz et al,2012:23). Even gang-perpetrated CSE is more comprised of teenagers and young adults than the adult-dominated Group, 'Localised', model of exploitation, (Berelowitz et al, 2012:37). Whilst these models vary between areas and over time, that CSE is widespread throughout the UK is undisputed, (DCSF, 2009:23; Barnardos, 2012:6).

The internet has possibly the greatest potential to become a pathway to CSE; for example, it provides the easiest opportunity for young people to generate and distribute sexualised images, where the self-generator cannot control the final destination of the images (NSPCC, 2012:3;Phippen,2012:4;CEOP,2013:11). For example, through grooming or sexual bullying from peers, with threats to disseminate - 'sexting' - intimate images shared in trust, threat of

disclosure to peers and family, (Gohir,2013:66;Phippen,2012:4). Crucially, internet use can facilitate face-to-face sexual exploitation, (NSPCC, 2012:29; ECPAT, 2013:11). Research confirms most perpetrators know their victims prior to abuse, (Barnardos, 2011:22). Whether exploitation is face-to-face or online, CSE victims are likely to be 'groomed'.

Grooming is the psychological strategy undertaken by perpetrators in preparing victims for exploitation (Barnardos, 2011:22; Webster et al. 2012:5). Online or face-to-face, it is the process whereby perpetrators befriend would-be victims to facilitate sexual abuse, (Berelowitz et al, 2012:12; Webster et al. 2013:5). Strategies used to exploit young peoples' vulnerability include gauging their physical, emotional, financial or wider needs, taking into account their developmental stage, and using this information to adapt the grooming approach, (Childline, 2012:6;Barnardos, 2011:22). This tailored process seeks to evoke feelings of being special, trust in the perpetrator, even belief of being loved by them – which may be 'confirmed' by offers of presents including money, drugs, alcohol, or affection (DCSF,2009:6;Gohir,2013:72;Jay,2014:37). Grooming reframes what is happening as 'the way things are' – 'normal', (Kirtley, 2013:9; Barnardos, 2011:15). The resulting feelings are indebtedness, dependence – or fear of violence or exposure, should the victim fail to cooperate (CEOP, 2011:11). The impact may also be victims not perceiving their situation as exploitative, believing themselves – and crucially, appearing to others - as acting voluntarily (DCSF,2009:21;Pearce;2013:59;DCSF,2009:21). One silence-inducing, grooming outcome is victims feeling complicit in their own and others' exploitation, the likelihood of disclosure further abrogated, rendering CSE 'hidden', (Barnardos,2011:22;Klonowski,2013:72; Childline,2012:15;Jay,2014:36). In the boyfriend model, once the perpetrator has become the person with whom the victim feels safe - whom they seek out, emotionally depend upon, and fear losing - the grooming escalates to sexual exploitation.

Another important aspect of CSE which is addressed by 'Looking out for Lottie' is perpetrator vulnerability factors. In understanding trajectories of young perpetrators, professionals need to understand the social contexts of gang-associated young people, the neighbourhoods within which they frequently develop. These are often impoverished, violent social fields exerting pressure on young people to belong, conform – and comply (Beckett et al., 2013:6). The pressure is to assume culture of hyper-masculinity; for girls, 'femininity' and all these entail, (Pearce, 2009:1; Firmin in Pearce and Melrose, 2013:45). For example, 'exploiters being exploited' was found instrumental in gang-initiation, humiliation of rival gang-members or means of asserting control, (Beckett et al.2013:40). Whilst not detracting from exploitative behaviour to female victims, the application of the concept of 'constrained consent' could arguably be applied in this context to both 'perpetrator' and victim, taking account the impact of the gang environment and dynamics, (Firmin in Melrose and Pearce, 2013:45). Of the 2409 cases in the study, 155 male victims were also identified perpetrators, (Berelowitz et al., 2012;14).

Adapted from "Troubled and Troublesome: The Evolving Journeys of Young People as Victims and Perpetrators into Child Sexual Exploitation, and Professionals' Need to Analyse the Unthinkable" by Claire Pascoe (MA student)

## **2 Learning Objectives of ‘Looking out for Lottie’**

### **2.1 *Young people***

- To increase your awareness of the grooming process.
- To increase your understanding of how to stay safe both on and offline.
- To identify and discuss factors/indicators of online sexual grooming and exploitation.
- To encourage self-reflection on your own - and your friends' - behaviour.
- To help you know where and to whom you should report any concerns.

### **2.2 *Professionals***

- To educate health, social care, and educational professionals about CSE.
- To identify and discuss factors/indicators of online sexual grooming and exploitation.
- To examine both sides of the situation – that of the victim, and that of the groomer.
- To raise awareness of CSE amongst professionals.
- To educate about the short and long term consequences of CSE, and the medical, social, and emotional implications.
- To develop skills of professionals to assess and work with young people at risk of CSE.
- To evaluate how young people react to being groomed.
- To develop an understanding of the importance of the impact of online grooming and CSE on young people.
- To analyse the link between online and face to face grooming behaviour.

## 3 Storyline and features

### A narrative of the life of Lottie

Welcome to Lottie's online life. Here you can see her 'iSociallike' page – a fictional social networking site. You can read her status updates, see what photos she posts, and even read her private messages, which you can click on to read the whole conversation. You can also look at 'Hashtagged' – a micro blogging site; 'Picturegram' – an image sharing site; and 'WeTube' – a video sharing site.

Lottie is a happy 14 year old girl who likes spending time with her friends, shopping, and going to the cinema. Lottie meets an older boy called Jake at a under 18s night at a local club, called Mojoes. Jake is 18, and he and Lottie really get on. In this simulation, you get to see how Lottie's story plays out by looking through her online world.

As you explore Lottie's online world you will be asked to think about the events happening in Lottie's life through questions that can be pulled up from the bottom of the screen. Some of these questions will ask you to pick an answer out of a choice of three answers, and others will ask you to type in your responses. There are no right or wrong answers to these types of questions, but we will present you with our thoughts on these issues once you submit your answer. Once you have completed all the questions you can move on to the next scene.

The aim of this professional version is to examine the types of grooming behaviour that are used both on and off line, and increasing awareness about these behaviours. This simulation aims to identify the signs and symptoms of CSE, including the victim's reaction to such behaviour, and the links between what happens online and offline.

Lottie, Jake, and their friends are all actors, and none of these events have happened to them.

NEXT

### 3.1 Storyline

'Looking out for Lottie' follows the story of Lottie, a 14 year old girl. Lottie has a younger brother, Nick, who uses Lottie's computer when she is out, and looks at all her social media. The user of 'Looking out for Lottie' takes on the role of Lottie's brother, who logs in to her computer.

### 3.2 How to navigate 'Looking out for Lottie'

'Looking out for Lottie' is played by exploring Lottie's online life mainly through her 'iSociallike' page – a fictional social networking site similar to 'Facebook'. Her posts/status updates and comments on them by Jake and her friends may be read, as may her private messages, which can be clicked on to read the whole conversation. Each post/status has a mood attached to it, and a graph of her moods in a particular scene can be viewed to see how it changes over time.

Other networking sites that may be viewed include 'Hashtagged' – a micro blogging site; 'Picturegram' – an image sharing site; and 'WeTube' – a video sharing site.

**Note: 'Looking out for Lottie' must be played in Google Chrome after cache and cookies have been cleared. You will also need to ensure the 'Looking out for Lottie' is accessible via firewalls and IT settings.**

As Lottie's online world is explored, a number of questions created in order to encourage scrutiny of particular events in Lottie's life may be pulled up from the bottom of the screen. Some of these questions will ask for an answer to be picked out of a choice of three, and others will require typed responses. There are no right or wrong answers to these types of questions, but some thoughts are provided after answers are submitted. Once all the questions have been completed, the option to move onto the next scene becomes available.

### 3.3 Lottie's social networks



**iSociallike:** a Facebook-style social networking site used by Lottie and her friends. On iSociallike, you can view Lottie's messages, her status updates, and the images she posts. You can also see who comments on her posts and what they say. Lottie's iSociallike feed will also tell you if she posts a video on her WeTube, an image in her Picturegram, or a status to her Hashtagged. Lottie's posts on iSociallike feature a mood bar beside them, showing you how she was feeling when she made the post - a graph of her moods over time in a particular scene can be viewed by clicking the 'mood bar' button next to the 'messages' button in the top right corner. Sometimes Lottie will 'geotag' herself at certain locations such as the rec or school. This is a popular feature on many real social networking sites, which has implications for security and privacy.



**Hashtagged:** A microblogging site similar to Twitter, in which users make short posts (usually of 140 characters or fewer) and can often also post images and videos. Lottie just uses it for text-based posts.



**WeTube:** a video sharing site, equivalent to YouTube. Users can create and post their own public or private videos. Like many young people, Lottie uses it as a 'vlog' or video blog, to share and talk about aspects of her life. Lottie seems to be more aware of privacy on WeTube, as she posts several of her videos privately, so that no one but her can see them.



**Picturegram:** an image sharing site like Instagram. Lottie can share images she takes and her friends can also like and comment on them.

**Quicksnap:** a photo messaging app which mimics real-life app Snapchat. The images can be set to last up to ten seconds before being deleted from the recipient's device; however, they can be screenshotted in that time. Screenshotting means taking a picture of what's on a device's screen.

### 3.4 *Glossary of text speak*

A glossary of some of the terms that Lottie and her friends use in social media.

<3	heart/love
Amazeballs	amazing
CBA	can't be asked (can't be bothered)
Deffo	definitely
Gr8	great
H/W	homework
IKR	I know right!
Kewl	cool
LOL	laugh out loud
OMG	oh my god!
PM	private message
RL/IRL	real life/in real life
Soz	sorry
Tomoz/2moz	tomorrow
TTYL	talk to you later!



## 4 Instructions for using 'Looking out for Lottie'

Step 1: To access 'Looking out for Lottie' you need to visit the [Centre for Child Protection website](#), which will link you to the University of Kent's external Moodle page (<https://moodle.kent.ac.uk/>), where you need to log on with the details provided to you after you completed your training.

*Please ensure you are using Google Chrome browser, you have cleared your internet history and addressed firewall issues within your organisation.*

Step 2: Select LOTTIE: Looking out for Lottie, and click on the link. This will open the simulation in a new window.

Step 3: Select New Game.

Step 4: Select either 'class' mode – for working with young people, or 'prof' mode if you are training a professional and then click 'continue'.

Step 5: Use the orange arrow buttons to scroll through the scenes, and click the play button on the image to select a scene.

Step 6: Read through the information on the computer screen and click 'Next'.

Step 7: Click 'Log in' to log on to Lottie's computer.




Step 8: You are now able to navigate your way through Lottie's social media at your own pace.

### iSociallike

You can scroll through Lottie's posts on iSociallike and click on the comments to read what her friends have posted.

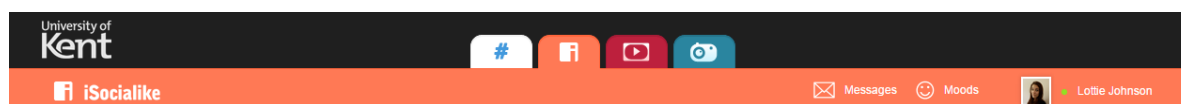
In the top right hand corner you will see a small envelope and the word 'messages' – click here to access Lottie's private messages. Here you can click on the message displayed to see the full conversation. Use the scroll bar to navigate through the messages just like you would on your browser. Click the 'X' in the top right corner to close.

You can see how Lottie's mood has changed during the scene by clicking on 'Moods' next to the smiley face, which is to the left of the message menu.



When you see the icon for  Hashtagged,  Picturegram, or  WeTube in Lottie's iSociallike posts this means that Lottie has posted something on one of these social networks. Click on the icon to be taken to the appropriate page.

Alternatively, you can click on the tabs (shown below) at the top of the page to easily switch between social networks.

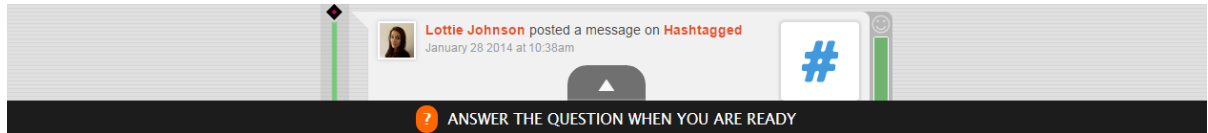
Click on the iSociallike tab, to return to the main page.



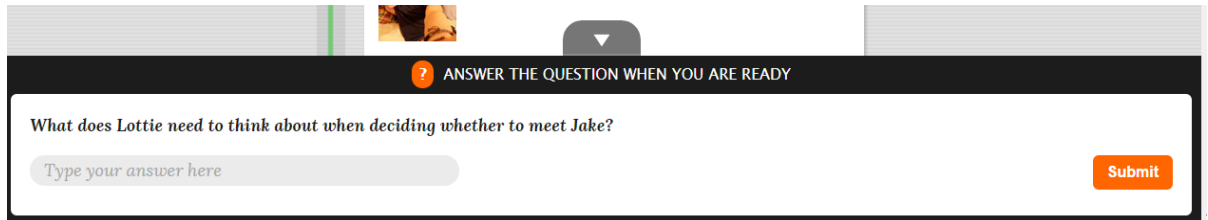
### WeTube

Click on the **play button**  to view Lottie's video blogs. You can also use the volume slider to adjust the volume, and the  button to make the video full screen

## Discussion questions

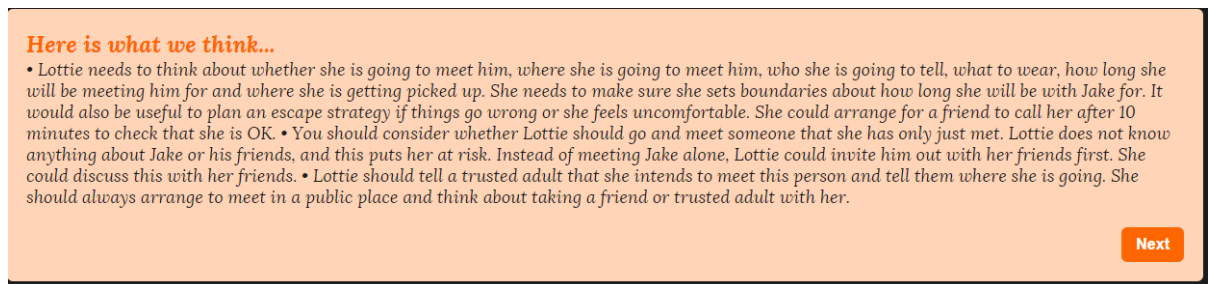


At the bottom of the screen you will see a question bar. Click on the upward arrow to display the question.



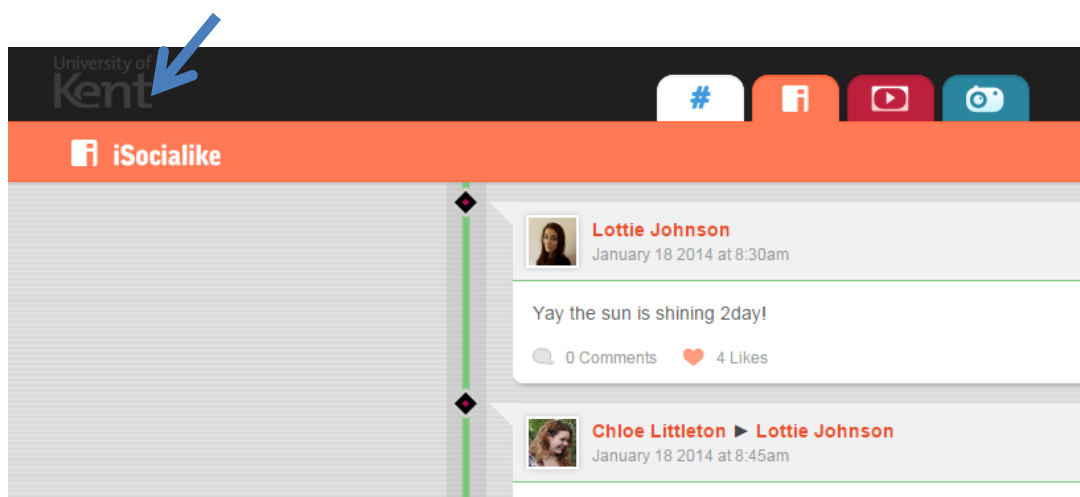
Type in your answer and press submit, to reveal our thoughts on these issues. You can also click on the downward arrow to minimise the question.

You can work through the questions at your own pace. Completing all the questions will move you on to the next scene. To do this just click the 'Next' button when you are ready to move on.



You can use the back button in your browser to visit previous pages.

If you want to return to the title screen you can click on the University of Kent logo on the top left of the screen.



## **5 Models for teaching and learning with ‘Lottie’**

Lottie is a flexible teaching tool and can be used in different ways: one-on-one, in small groups, or as a class in schools.

Here are some suggestions for using ‘Lottie’.

### ***5.1 Group teaching with young people***

#### ***5.1.1 Classroom based in PHSE lessons***

‘Lottie’ can be run by a facilitator at the front of a class using a digital projector, or small groups of 3 or 4 young people can work through Lottie on computers, laptops or tablets. It is sometimes helpful to do a generic session on CSE prior to using Lottie so that young people have some background to the issue, but this will be age and context related.

The use of this content can be tailored to both short and long classroom sessions, and to different age groups. For example, facilitators may want to focus on several specific scenes, rather than completing the whole simulation in one session.

#### ***5.1.2 Small groups in health and social care settings***

As with classroom teaching, ‘Lottie’ could be implemented with groups of 3 or 4 young people with a facilitator or peer-led.

### ***5.2 One-to-one direct with young people***

‘Lottie’ can be used in direct work with young people. For example, a young person might have been identified by school staff or health professionals as being at risk of CSE. A trained facilitator could then implement ‘Lottie’ in a one-on-one session with this individual.

### ***5.3 Training professionals***

The professional mode of ‘Lottie’ can be used to train professionals who work with young people in CSE. See page 6 for learning objectives for professionals.

## 6 Using the training activities effectively

### 6.1 Ofsted

In 2014 Ofsted published the first ever in-depth survey into how local authorities are dealing with the sexual exploitation of children.

The report “The sexual exploitation of children: it couldn’t happen here, could it?” was commissioned by Ofsted’s Chief Inspector, Sir Michael Wilshaw, with the aim of building a clearer picture of how well local authorities and partners are working to prevent child sexual exploitation in their area, what protection is being offered to victims, and how agencies are acting to pursue and prosecute abusers.

The findings and recommendations from this report relate both to local authorities handling of CSE, as well as schools.

The main finding is that local authorities and partners are not meeting their full responsibilities to prevent CSE in the area, protect victims, or pursue and prosecute perpetrators.

Specifically, the report found:

1. Inconsistency in the quality of care planning for young people, leaving some exposed to the risk of sexual exploitation
2. That training in identifying the warning signs of sexual exploitation was of good quality, but was reaching an insufficient number of professionals
3. All authorities investigated had taken some steps to increase wider community awareness of child sexual exploitation, including engagement with faith and community leaders, but these approaches tended to be ad hoc and reactive

#### **Ofsted recommendations for Local authorities**

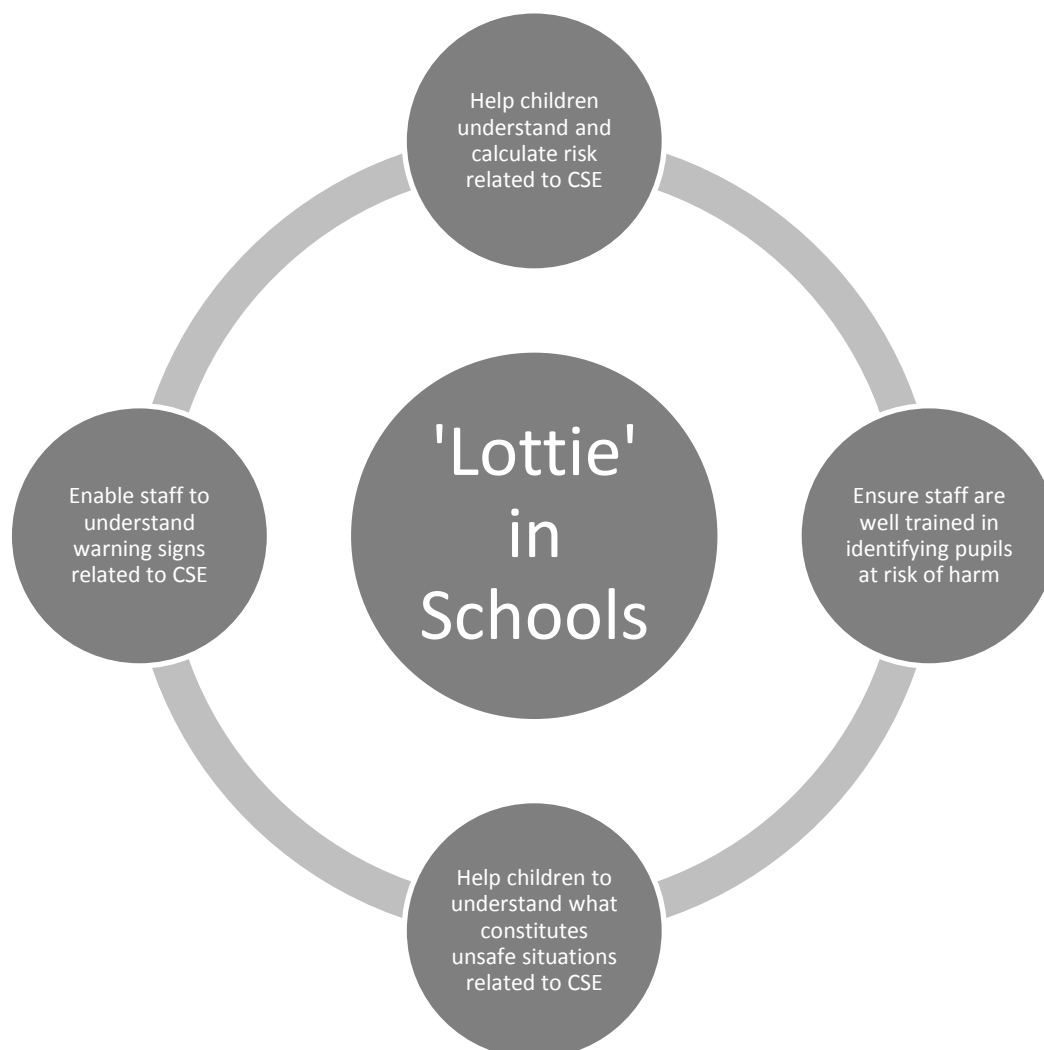
1. All local authorities and partners should establish a targeted preventative and self-protection programme on CSE.
2. Local Safeguarding Children Boards (LSCBs) should ensure that an appropriate level of CSE training is available to all professionals in the local area who require it.

‘Looking out for Lottie’ can be used to train professionals to be more aware of CSE, the warning signs displayed by vulnerable young people and victims, the impact of CSE, and other factors such as prevention and education.

#### **Ofsted recommendations for Schools**

1. Local authorities and partners should consider how effective local schools are in raising awareness and protection children at risk of or who have suffered from sexual exploitation.
2. Staff who spoke to inspectors indicated that training they received was generally of good quality and had significantly raised their awareness, giving them more confidence about their ability to identify and respond to CSE triggers. Conversely, staff who had not attended training spoke of their vulnerability and anxiety about missing opportunities to effectively protect children.
3. The Ofsted January 2015 School Inspection Handbook states that inspectors should consider ‘the success in keeping pupils safe, whether within school or during external activities through, for instance, effective risk assessments, e-safety arrangements and action taken following any serious safeguarding incident.’ Furthermore, inspectors should consider ‘the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risk associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism and are aware of the support available to them’. (This also includes risks associated with e-safety and relationships among others).

As well as educating young people on CSE, including risks and awareness, 'Lottie' also covers related issues such as gang activity, e-safety, and relationships, and so can be used to meet Ofsted targets.



### *References*

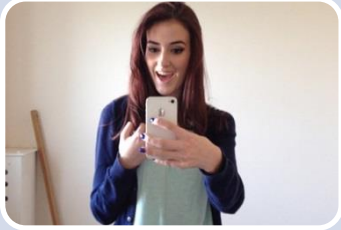





Safeguarding Children and Young People from Sexual Exploitation: Supplementary Guidance. HM Government (2009).

Keeping Children Safe in Education: Statutory guidance for schools and colleges. Department for Education (2014).

Ofsted School Inspection Handbook (2014)

## 6.2 Character profiles

Below are the character profiles and points to consider about the characters within 'Looking out for Lottie'.

		
<p><b>Lottie</b></p> <ul style="list-style-type: none"> <li>• Lottie is a 'normal' fourteen year old girl, with family and friends that she enjoys spending time with</li> <li>• She - along with her friend Chloe - takes interest in the boys at her school and wishes to meet others</li> <li>• She is adept at using social media, unlike her mum</li> </ul>	<p><b>Lottie's friends</b></p> <ul style="list-style-type: none"> <li>• Lottie's friends have different opinions on her relationship</li> <li>• Chloe, her best friend, is the most supportive</li> <li>• Jamila is the most sceptical and concerned about who Jake is</li> <li>• All of them are worried about Lottie eventually</li> </ul>	<p><b>Lottie's family</b></p> <ul style="list-style-type: none"> <li>• Lottie lives with her mother and younger brother, Nick.</li> <li>• Her mother is not familiar with social networking and her brother is too young to use it</li> <li>• Her mother is often away from home and her father is absent</li> </ul>
		
<p><b>'Jake'</b></p> <ul style="list-style-type: none"> <li>• 'Jake' feels abandoned by his friends who have all moved on to other things</li> <li>• Unlike them, 'Jake' is now NEET - not in education, employment or training</li> <li>• He enjoys gaming and has a great deal of spare time to fill</li> <li>• He does not get along with his parents and has little money</li> </ul>	<p><b>'Jake's' friends</b></p> <ul style="list-style-type: none"> <li>• 'Jake's' friends have all moved on to other things, such as uni and apprenticeships</li> <li>• Despite this, it is clear that they would like to keep in contact and remain friends with 'Jake'</li> <li>• Harry, at least, is concerned about the new people 'Jake' has befriended.</li> </ul>	<p><b>'Jake's' gang</b></p> <ul style="list-style-type: none"> <li>• The gang 'Jake' meets are keen for him to join</li> <li>• They recognise that 'Jake' desires a social circle again and befriend him</li> <li>• They also know that 'Jake' has no money and no job - they offer to pay for things for him</li> <li>• This causes more conflict with 'Jake's' parents who want him to get a job</li> </ul>

## 6.3 Scene guide

Below is a scene guide to help you identify the themes within 'Looking out for Lottie'.



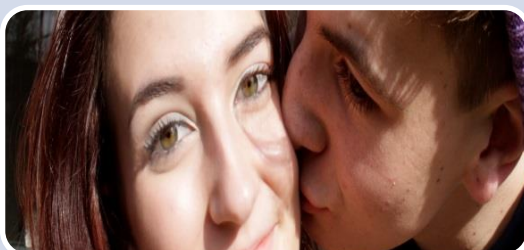
### Scene 1

- Young people: Safe internet use (e.g. posting photos of family and friends, geo location).  
Under 18s nights and keeping safe
- Professionals: Safe internet use.  
Different social media applications.  
Under 18s nights and keeping safe



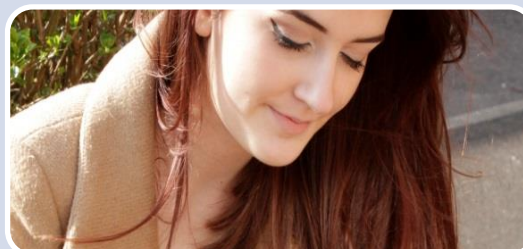
### Scene 2

- Young people: Meeting someone you do not know very well  
Getting to know someone better  
The role friends play  
Parent engagement with young people's online life
- Professionals: Safety when meeting new people  
Grooming  
Involving parents in online life  
Culture and CSE



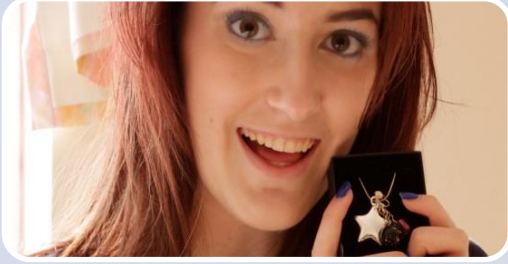
### Scene 3

- Young people: Keeping a relationship secret  
Intimacy and the speed of online relationships
- Professionals: Online identity and behaviour vs real world  
Keeping a relationship secret



### Scene 4

- Young people: Balancing time with friends and boyfriend  
Role of friends  
Intimate pictures  
Pressure
- Professionals: Intimate pictures  
Grooming strategy  
Role of friends  
Parents and internet use



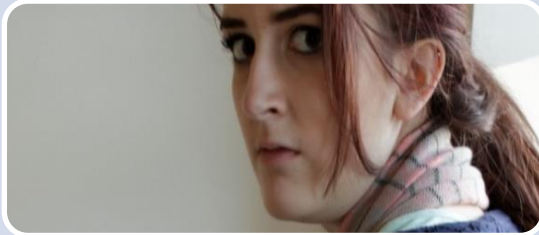
#### Scene 5

- Young people: Grooming and expensive gifts  
Friendships  
The consequences of sharing intimate pictures
- Professionals: Risks involved in taking intimate pictures  
Overt grooming and manipulation



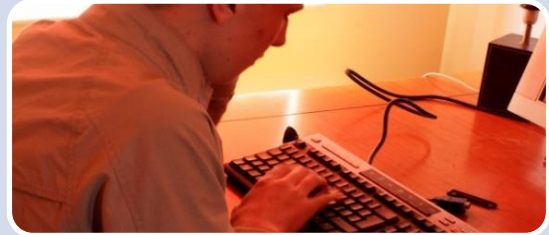
#### Scene 6

- Young people: Impact of events on mood  
Tension between Lottie's friends and Jake  
Jake meets Lottie's mum  
Jake sends Lottie a link to an explicit video  
Sexual health issues
- Professionals: Deterioration of Lottie's mood and health  
Models of sexual offender theory  
Normalisation of sexual behaviour  
Sexual health issues



#### Scene 7

- Young people: Changes in Lottie's mood  
Role of friends  
Is Lottie in danger?  
Sexual health
- Professionals : Grooming tactics  
Serious sexual assault  
Multiple online profiles  
Advice for friends and family who uncover the abuse



#### Scene 8

- Young people: Online friendships  
Risk factors and vulnerabilities  
Gangs  
Grooming
- Professionals:  
Online friendships  
Risk factors and vulnerabilities  
Gangs  
Grooming



## **7 Training activities for 'Looking out for Lottie'**

The following pages provide details on specific areas to focus on as you go through the scenes, and suggestions for discussion and activities.

Your feedback is always welcomed so get in touch if you want to share how you have used 'Looking out for Lottie' resources yourself or have suggestions other activities/discussions that you feel have worked well for you.

## 7.1 WORKSHEET 1: Scene1 – Before meeting Jake

Consider the below professional questions in the context of your own practice and organisation, and encourage your students to discuss the questions for young people amongst themselves.

Keywords: social media, privacy, geolocation, security

Questions for professionals

Questions for young people



What different kinds of social media do you use? What for?

How do you keep yourself safe online? How can you make yourself safer?

Is it ok to share some locations but not others? (e.g. the rec vs the school)










Are you aware of apps that track geotags?

Do you vlog? Why? What do you share in your vlog? Do you have any concerns about who views your vlog?

### Social networking task

Below are some logos for popular social networks, applications and sites which are used by young people. Complete the table by naming the site, stating what it is used for and describing one positive and one negative aspect of the site.

Answers are provided at the back of the training pack.

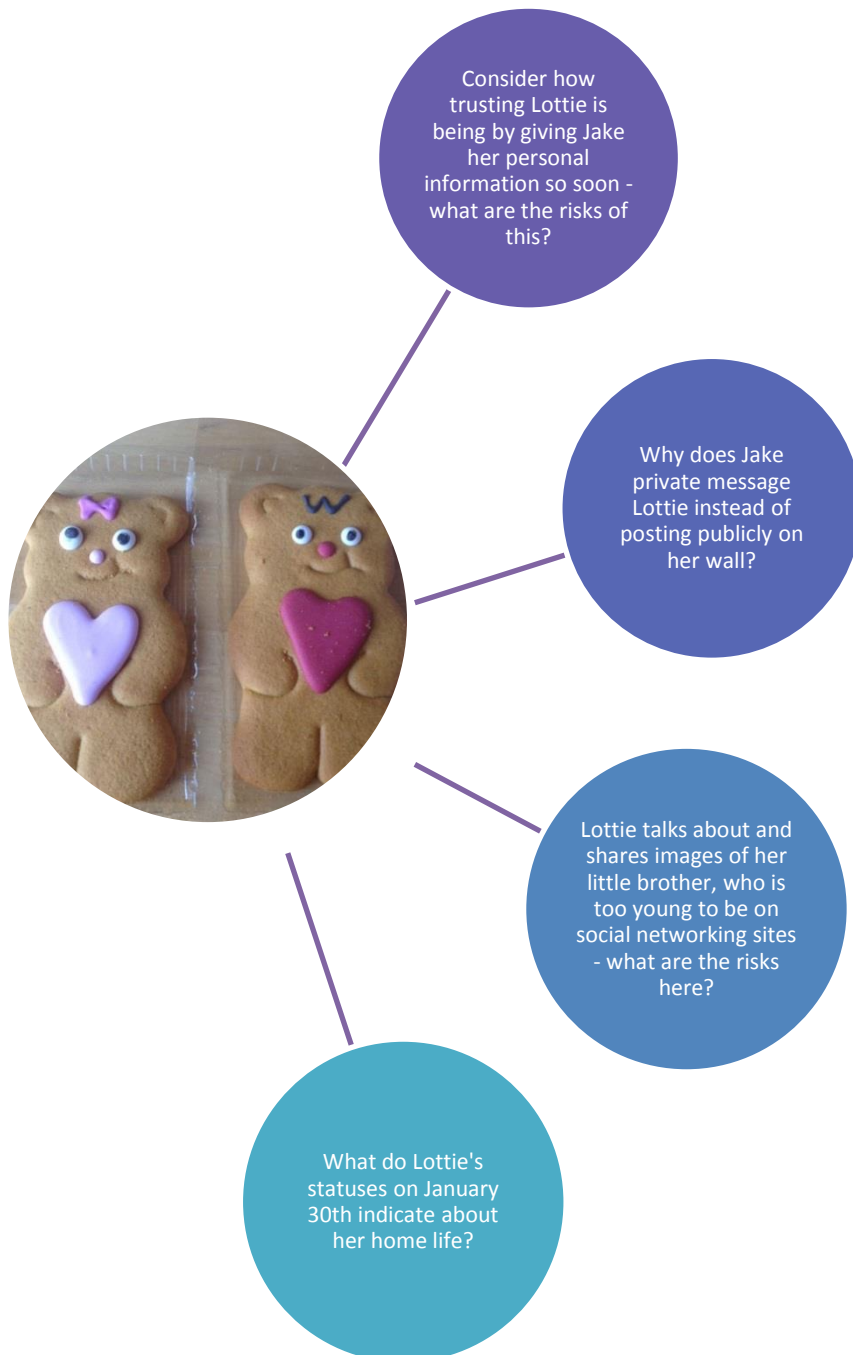
What is it?	What is it used for?	One positive comment and one problem with the site
		
		
		
		
		
		
		
		
		

## 7.2 WORKSHEET 2: Scene 2 – After the under 18s night

Consider the below professional questions in the context of your own practice and organisation, and encourage your students to discuss the questions for young people amongst themselves.

Keywords: relationships, family, online identity

### Questions for professionals



### Questions for young people

How can you keep yourself safe, having already given someone your personal information?

Consider how you private message - would you say the same things to someone in a face-to-face conversation?

What are the dangers in Lottie posting that she and her brother are often home alone?

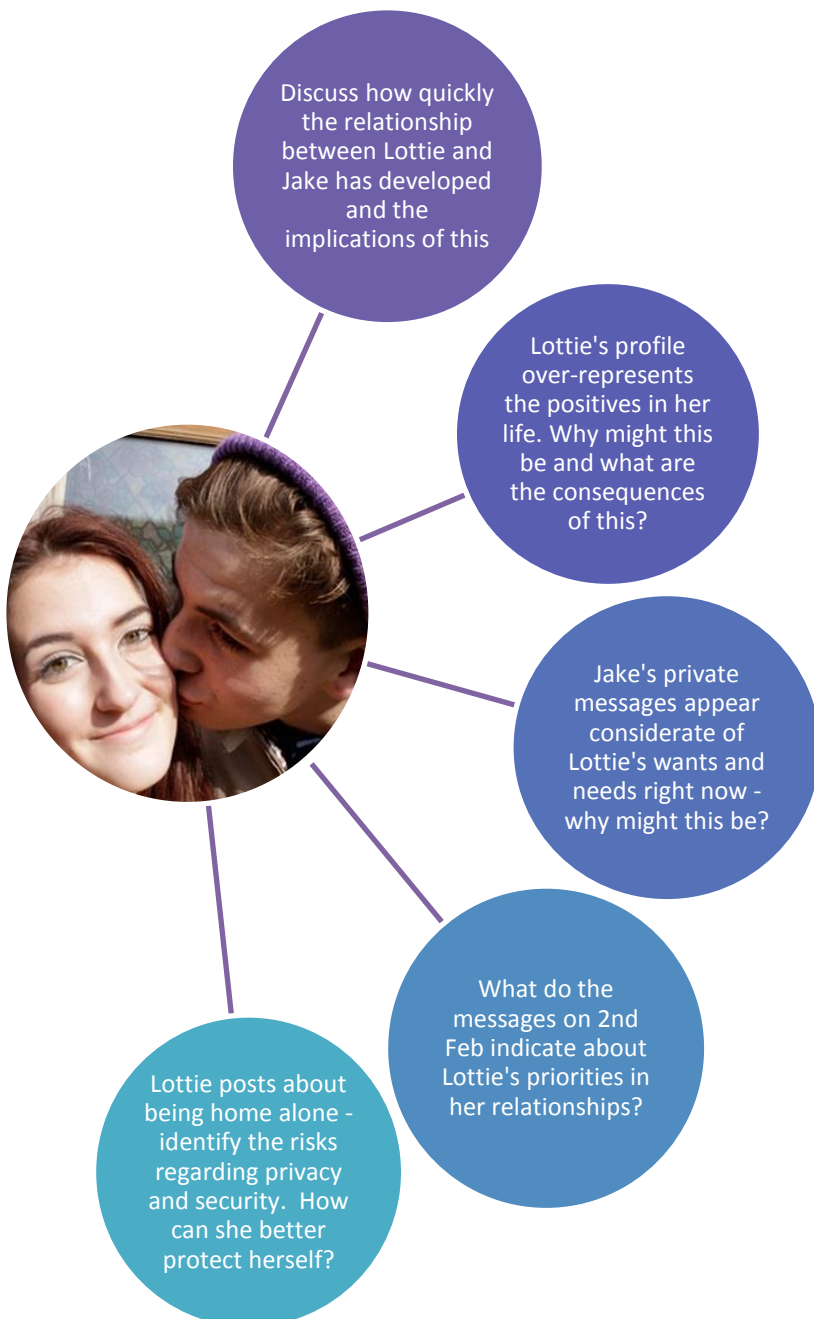
Lottie's online identity is important to her. Have you ever felt under pressure to be someone you're not online?

### 7.3 WORKSHEET 3: Scene 3 – Meeting Jake

Consider the below professional questions in the context of your own practice and organisation, and encourage your students to discuss the questions for young people amongst themselves.

Keywords: relationships, online identity, priorities

#### Questions for professionals



#### Questions for young people

Think about how fast Lottie and Jake's relationship is progressing. Is this typical of you or your friends' relationships?

Have you ever felt you had to make your life look better online than it actually was? Why?

Consider what Jake might want from Lottie that he can't get from girls his own age. Do you think Lottie has considered this?

What might be the effects of Lottie prioritising her time with Jake over her friendships?

## 7.4 WORKSHEET 4: Scene 4 – Jake and Lottie are in a relationship

Consider the below professional questions in the context of your own practice and organisation, and encourage your students to discuss the questions for young people amongst themselves.

Keywords: sexting, grooming

Questions for professionals

Questions for young people



Why might Lottie's mum want to know about her relationship? What is the best way to talk to parents or care-givers about your relationships?

How would feel and act if someone kept buying you expensive presents? What if they asked you for a big favour later - would you feel like you owed them?

Jake has asked for nude images from Lottie- is this a normal request amongst teenagers? How would you and your friends react?  
Look up 'ZIPIT' by Childline.

# Sexting

Sexting is also known as 'self-generated indecent images', wherein people - sometimes minors - take pictures of themselves and send them to others or post them online.

Young people may do this for several reasons, including peer pressure, believing that they will be better liked by their partner, and the belief that it's just 'harmless fun'.

However, they may not realise that they may be breaking the law. Possession of indecent images of a minor is an offence under the Protection of Children Act 1978 and the Criminal Justice Act 1988.

Although generally it is not beneficial or in the public interest to prosecute children, it is nevertheless possible and anyone prosecuted could be put on the sex offenders register.

There are also social consequences to sexting, especially as when an image is posted online, it is nearly impossible to remove it. Young people can be haunted by such images for a long time, and bullied as a result.

- See the cases of Jessica Logan and Hope Whitsell, who both committed suicide as a result of bullying from sexting, in the cyberbullying worksheet
- 'Revenge porn' is a phenomenon by which people upload nude or explicit images of their exes onto public websites without their consent

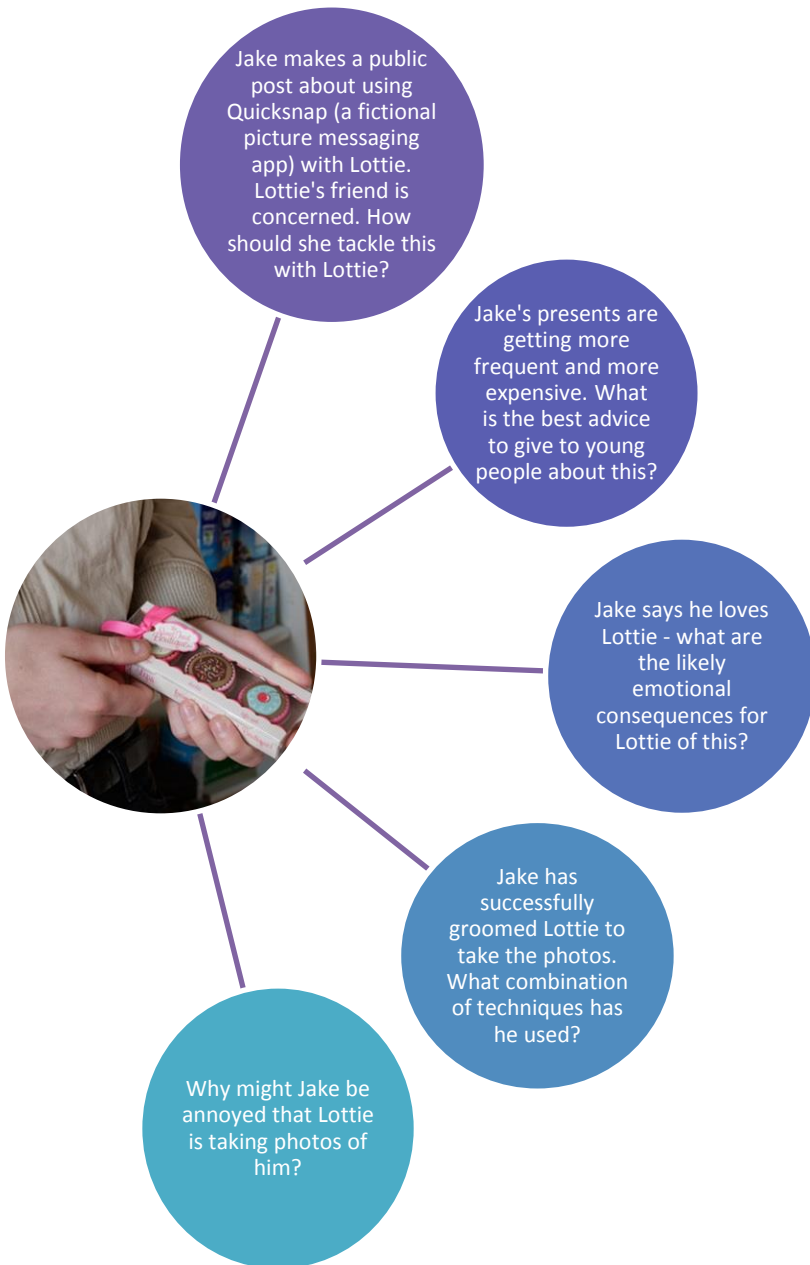
There are resources available to children who want help or advice about sexting. For example, the Childline 'ZIPIT' app is free to download for iPhone and Android and is very useful when it comes to dealing with a situation in which someone asks for explicit pictures.

## 7.5 WORKSHEET 5: Scene 5 – Valentine’s Day

Consider the below professional questions in the context of your own practice /organisation. Encourage your students to discuss the questions for young people amongst themselves.

Keywords: friendship, Valentine’s Day, sexting

### Questions for professionals



### Questions for young people

Would you be concerned about a friend if you saw a message like Jake's about the 'Quicksnap session' on their page?

What do you think about Valentine's Day? Why might Lottie's behaviour change around this time?

Contrast Jamila and Chloe's response to Jake's behaviour. Would your response be more like Chloe's or more like Jamila's? Why?

Watch the videos Lottie posts in this scene. What should Lottie really be concerned about, other than how she looks and whether Jake is happy?



## 7.6 WORKSHEET 6: Scene 6 – Jake meets Lottie's mum

Consider the below professional questions in the context of your own practice and organisation, and encourage your students to discuss the questions for young people amongst themselves.

Keywords: cyberbullying, family, work life balance

Questions for professionals

Questions for young people



Would your parents allow you to behave this way with someone you brought home? Why do you think?

Liam was a good friend to tell Lottie about the images, but how could this conversation have gone differently? (see cyberbullying worksheet)

How can Lottie keep a better balance between her boyfriend, her friends, and the time she spends on other activities, such as homework?

Look at Lottie's last status and the comments on it. How has Lottie's attitude towards Jake changed? Do you think this is a minor spat or significant?

Do you worry about screenshotting etc. when you send sensitive information using apps?



# Cyberbullying

Cyberbullying is the use of information and communication technology to deliberately harass, intimidate, humiliate, hurt or manipulate someone. Although adults can also be the victims of cyberbullying, it is frequently an issue for children and young teenagers. (<http://www.stopbullying.gov/cyberbullying/what-is-it/>)

Some of the most severe and tragic instances of cyberbullying have been the result of sexting. For example, 18-year-old Jessica Logan committed suicide in 2008 after cyberbullying which began after her ex-boyfriend shared a nude image she had sent to him.

Controlling your privacy settings on social networking profiles may help prevent cyberbullying. There is the ability to block and/or report users on most social networking sites, and to control who sees posts.

Whilst bullying and cyberbullying is not illegal in itself, harassment or threatening behaviour can be. Cyberbullies may be breaking the law.

See the Childline page on how to stop bullying on the most popular social networking sites:  
<http://www.childline.org.uk/Explore/Bullying/Pages/social-networks.aspx>

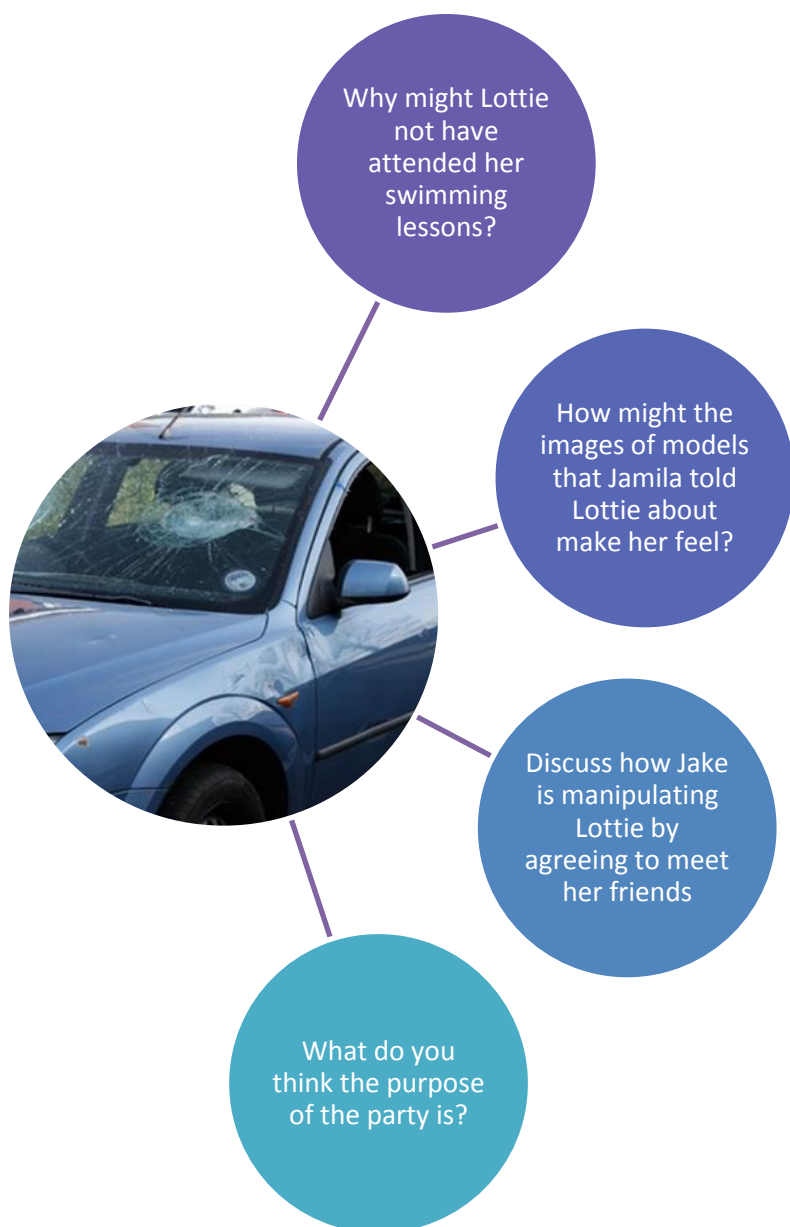
## 7.7 WORKSHEET 7: Scene 7 – Jake meets Lottie’s friends

Consider the below professional questions in the context of your own practice and organisation, and encourage your students to discuss the questions for young people amongst themselves.

Keywords: body image, sex education

Questions for professionals

Questions for young people



Would you be worried if your friend kept missing school? What could you do to help them?

Watch the CEOP video 'Consequences' (Follow the link from Moodle). Did you know that around 30% of child sex exploitation is peer abuse?

Why does Lottie lie to Chloe about the safe sex advice? Is this something you'd talk about with your friends?

How could you keep yourself safe at a party like the one Lottie is going to? Why do you think Lottie didn't invite her friends too?

Why does Lottie keep sending pictures even though she has concerns?

## 7.8 WORKSHEET 8: Scene 8 – Jake's real profile

Consider the below professional questions in the context of your own practice and organisation, and encourage your students to discuss the questions for young people amongst themselves.

Keywords: gangs, gang initiation, loneliness, vulnerability, online gaming, grooming

Questions for professionals

Questions for young people



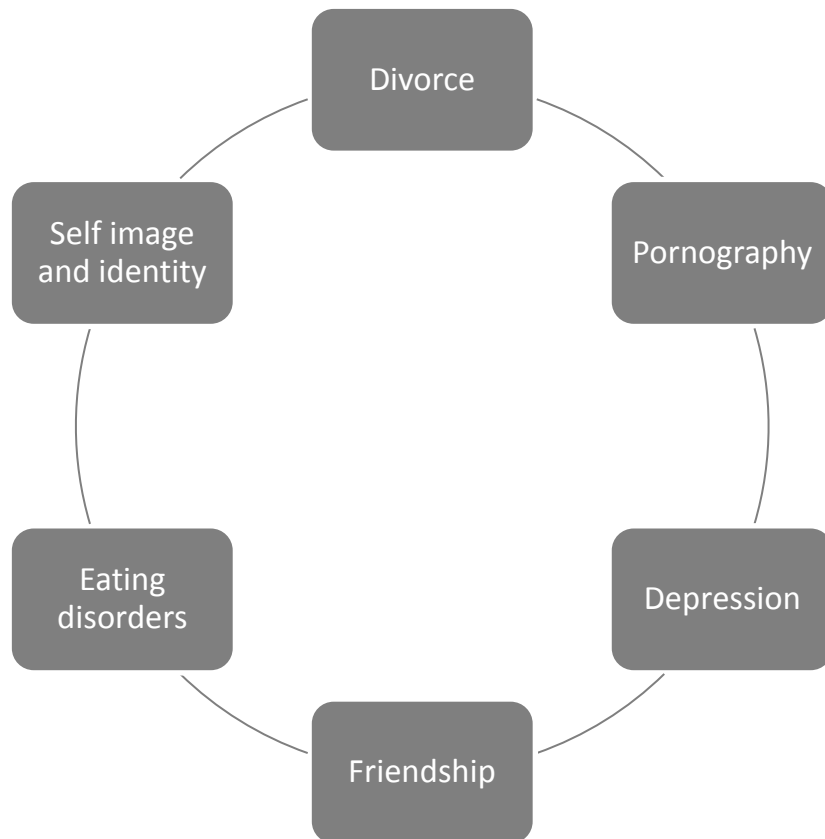
Discuss all the things in James' profile that differ from what he's said as Jake.

Why does James want to join a gang? What gangs are there in your area?

What do you think about what James did? Why do you think he did it?

## 7.9 Further discussion

There are several issues touched on or implied in 'Looking out for Lottie' which are equally as important to young people. Consider using Lottie as a platform to launch discussions on:



## 8 Messages from Research

### Impact of victimisation:

Appleton, J. V. (2014). Child Sexual Exploitation, Victimisation and Vulnerability. *Child Abuse Review*, 23(3), 155-158.

Bhandari, S., Winter, D., Messer, D., & Metcalfe, C. (2011). Family characteristics and long-term effects of childhood sexual abuse. *British Journal of Clinical Psychology*, 50(4), 435-451.

Hillberg, T., Hamilton-Giachritsis, C., & Dixon, L. (2011). Review of meta-analyses on the association between child sexual abuse and adult mental health difficulties: A systematic approach. *Trauma, Violence, & Abuse*, 12(1), 38-49.

Honor, G. (2010). Child sexual abuse: Consequences and implications. *Journal of Pediatric Health Care*, 24(6), 358-364.

Jonas, S., Bebbington, P., McManus, S., Meltzer, H., Jenkins, R., Kuipers, E., ... & Brugha, T. (2011). Sexual abuse and psychiatric disorder in England: results from the 2007 Adult Psychiatric Morbidity Survey. *Psychological medicine*, 41(04), 709-719.

Lalor, K., & McElvaney, R. (2010). Child sexual abuse, links to later sexual exploitation/high-risk sexual behavior, and prevention/treatment programs. *Trauma, Violence, & Abuse*, 11(4), 159-177.

Leeb, R. T., Lewis, T., & Zolotor, A. J. (2011). A review of physical and mental health consequences of child abuse and neglect and implications for practice. *American journal of lifestyle medicine*, 5(5), 454-468.

Martin, J., & Alaggia, R. (2013). Sexual abuse images in cyberspace: Expanding the ecology of the child. *Journal of child sexual abuse*, 22(4), 398-415.

Trickett, P. K., Noll, J. G., & Putnam, F. W. (2011). The impact of sexual abuse on female development: Lessons from a multigenerational, longitudinal research study. *Development and Psychopathology*, 23(02), 453-476.

### Impact of being groomed online:

Whittle, H. C., Hamilton-Giachritsis, C., & Beech, A. R. (2013). Victims' Voices: The Impact of Online Grooming and Sexual Abuse.

Wolak, J., & Finkelhor, D. (2013). Are crimes by online predators different from crimes by sex offenders who know youth in-person?. *Journal of Adolescent Health*, 53(6), 736-741.

### Relationship between online and offline behaviour:

Babchishin, K. M., Hanson, R. K., & VanZuylen, H. (2014). Online child pornography offenders are different: A meta-analysis of the characteristics of online and offline sex offenders against children. *Archives of sexual behavior*, 1-22.

Elliott, I. A., Beech, A. R., & Mandeville-Norden, R. (2013). The psychological profiles of internet, contact, and mixed internet/contact sex offenders. *Sexual abuse: a journal of research and treatment*, 25(1), 3-20.

Long, M. L., Alison, L. A., & McManus, M. A. (2012). Child pornography and likelihood of contact abuse: A comparison between contact child sexual offenders and noncontact offenders. *Sexual abuse: a journal of research and treatment*, 1079063212464398.

Quayle, E., Allegro, S., Hutton, L., Sheath, M., & Lööf, L. (2014). Rapid skill acquisition and online sexual grooming of children. *Computers in Human Behavior*, 39, 368-375.

## 9 Case studies

### 9.1 *Oxford grooming case: girl three*

Girl Three was one of six girls groomed and sexually abused by a gang of men in Oxford over a period of several years. She, like several others of the victims, was already in troubled circumstances having been abused as a child and taken into care. She was twelve years old by the time she encountered the men and had been adopted, but sometimes drank and ran away from home. Her abuse began in 2005.

The first man she met was Mohammed Karrar, who, along with two brothers Akhtar and Anjum Doghar, befriended her, gaining her trust and offering her drink and drugs. Initially she was given marijuana, which later escalated into harder drugs like crack cocaine. As she became addicted to crack cocaine, Karrar began to ask for sexual acts with other people from her in exchange for the drugs. Girl Three was given more and more drugs in exchange for more extreme acts, being trafficked all over the country to be prostituted in guest houses from Manchester to London.

In November 2006, Girl Three was raped and beaten by Karrar's brother Bassam to the point that she was afraid that she would die. Despite being used in this way, and on one occasion being given so much crack cocaine that she was hospitalised, she had been groomed so effectively that she still believed the men were her friends, who were giving her what she needed. "I was still under the illusion that they cared about me. But I didn't feel I had a choice."

As part of the grooming process, the men had sought to distance Girl Three from her adoptive mother, who had found very little help when she went to authorities with concerns that her child was in abusive relationships. The cycle was finally broken when, threatened by the gang, Girl Three's adoptive mother successfully moved them both away from the area in 2008. The gang did not pursue them and were eventually convicted in 2010 when a detective built an independent case against them with testimony from five other victims of the gang.

Girl three has suffered emotional consequences as a result of her ordeal and suffers from low self-esteem, difficulties trusting men and fear of constant danger.

#### References

<http://www.bbc.co.uk/news/uk-22467927>

<http://www.bbc.co.uk/news/uk-england-21445538>

## **9.2 Manchester grooming case: Uddin brothers and Robert Jackson**

Two girls were groomed and subsequently sexually abused by brothers Shamin and Giash Uddin and their friend Robert Jackson between 2009 and 2011. One of the victims, who met Shamin when she was 13, believed him to be her boyfriend: "At the very beginning, I did feel safe around the men. They worked to gain my trust and recognise where I was vulnerable and to recognise my immaturity." Both girls were groomed with expensive gifts, alcohol and drugs. They were given constant attention and thought that they were obliged to repay the men with sexual favours.

The men facilitated the breakdown of the relationships within the girls' families, isolating them. Their grades began to drop and they rarely went home. The girls were emotionally manipulated and believed that their relationships with the men were normal. They were brought to parties and plied with alcohol until they were so drunk they could hardly stand, before being raped.

In 2011, social workers became concerned about the frequent disappearances of girls from their homes in the area and an investigation was launched by the police. Shamin Uddin was sentenced to 14 years in prison, Giash Uddin was given six years, and Robert Jackson was given 12 years.

References

<http://www.bbc.co.uk/news/uk-england-manchester-23436855>

<http://www.manchestereveningnews.co.uk/news/greater-manchester-news/victim-child-sex-grooming-gang-speaks-6250423>



### 9.3 Rochdale grooming case

A fifteen year old girl was befriended by a group of men who groomed her by giving her free alcohol, cigarettes and taxi rides, for which no payment was asked initially. However, after spending time with the men became a comfortable and regular habit, she was asked to go upstairs in the takeaway shop that was the base of the men's operations and told that she had to repay everything they had given her with sexual favours.

"At first I felt really bad, dirty and ashamed. But after a while it had been going on for so long and with so many different men, I didn't feel anything towards it anymore."

She was trafficked around the town of Heywood to various private houses and flats to have sex with up to five men a day. This continued for months until, in 2008, drunk and angry, she arrived in the takeaway shop and smashed the counter. The men called the police and had her arrested and she gave an interview to the police detailing the abuse she had suffered. However, although she was believed by the police, in summer 2009 the prosecution was dropped due to the review by the Crown Prosecution Service that decided she would not make a credible witness, and the abuse continued whilst she was living with 'the Honey Monster', an older girl who had been a victim herself but was now a recruiter for the men. She moved back home in fear and for nine months was too scared to leave the house without a parent with her.

In 2011, the case was reopened and nine men were prosecuted as a result. The victim suffered great emotional problems as a result of her ordeal, including alcohol abuse and suicidal thoughts, but now has come to terms with her past and feels able to deal with it, and wants to become a social worker to help vulnerable girls like herself.

References

<http://www.bbc.co.uk/news/uk-england-manchester-17914138>

<http://www.telegraph.co.uk/news/uknews/crime/9251920/Rochdale-grooming-trial-Girl-A-the-gangs-15-year-old-victim.html>

## 9.4 “Chloe”

“Chloe” (name changed for anonymity) was groomed online when she was twelve years old by a man who was posing as his teenage son. She was partially vulnerable to grooming due to her home problems – her parents were divorced and rarely showed her much affection. During the grooming, Chloe never suspected that her abuser was anything other than he said he was, and found him very likeable and easy to talk to: “He’d find things out about me first and then say yeah I like that too and I like this. So it was like, it was almost like he was using my responses to shape who he was, so he could pretend to be this person that I liked in order to get what he wanted from me.” He frequently complimented Chloe and told her that he loved her. Contact grew from speaking online in the evenings, to texting throughout the day and calling at night. The compliments became more sexual in nature and Chloe’s abuser began to ask her for explicit pictures and webcam chats. “There wasn’t really any pressure until after I sent one or two like after, like the first one, that was like that was just fun, you know that was just exciting and I had my underwear on so it wasn’t like massively bad or anything, I thought oh well it’s only like being in a bikini; that was my justification in my head you know... he asked me to do things on webcam and you know I did because it was fun and you weren’t supposed to do it, which made it even more fun.”

When asked to go on webcam in return, Chloe’s abuser used the excuse that his webcam was broken; however, he later used a video of his son to show Chloe, who believed it was the person she was talking to. Whilst there may have been no initial pressure to do what he wanted, her abuser also began to threaten Chloe with showing her father the conversations, images and videos she had sent unless she continued to do as he told her. “Because you know you’d done it once or twice they just expect it all the time and then if you try and say like oh I don’t want to talk about that or whatever, he’d like threaten or black(mail), like I’ll send your Dad all the chat logs if you don’t.”

Chloe’s abuser was reluctant to meet offline, presumably due to his deception, and the police became involved before any meeting occurred; thus, Chloe’s abuse was purely online. Following the arrest, Chloe experienced several negative consequences. She did not receive any immediate support via counselling or from a social worker and her family was not supportive: “My Dad came and he hit me! Yeah, he blamed me for that completely, that was all my fault, that wasn’t the paedophile that groomed me that was my fault that was, I was the little whore.” She later became depressed and self-harmed. Eventually her school detected her depression and provided counselling. Interviewed later, at the age of 18, she had succeeded in having a healthy relationship and felt she had moved past the abuse.

### References

- Whittle, H. C., Hamilton-Giachritsis, C. E., & Beech, A. R. (2014). “Under His Spell”: Victims’ Perspectives of Being Groomed Online. *Social Sciences*, 3(3), 404-426.
- Whittle, H. C., Hamilton-Giachritsis, C., & Beech, A. R. (2013). Victims’ Voices: The Impact of Online Grooming and Sexual Abuse.
- Whittle, H. C., Hamilton-Giachritsis, C. E., & Beech, A. R. (2014). In Their Own Words: Young Peoples’ Vulnerabilities to Being Groomed and Sexually Abused Online. *Psychology*, 2014.

## **10 Reference list and general resources to support use of 'Looking out for Lottie'**

### ***10.1 Resources for 'Looking out for Lottie'***

NSPCC factsheet for identifying children and young people being sexually exploited through street grooming

[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/identifying\\_sexually\\_exploited\\_children\\_wda85119.html](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/identifying_sexually_exploited_children_wda85119.html)

NSPCC case studies involving children at risk of being, or who have been, sexually exploited

[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/sexual\\_exploitation\\_practice\\_wda85129.html#case](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/sexual_exploitation_practice_wda85129.html#case)

Berelowitz (2013) Warning signs and vulnerability checklist (p.108)

[http://dera.ioe.ac.uk/18861/1/If\\_only\\_someone\\_had\\_listened\\_Office\\_of\\_the\\_Childrens\\_Commissioners\\_Inquiry\\_into\\_Child\\_Sexual\\_Exploitation\\_in\\_Gangs\\_and\\_Groups.pdf](http://dera.ioe.ac.uk/18861/1/If_only_someone_had_listened_Office_of_the_Childrens_Commissioners_Inquiry_into_Child_Sexual_Exploitation_in_Gangs_and_Groups.pdf)







Department of Education: what to do if you think a child is being sexually exploited




<http://www.cheshirewestlscb.org.uk/wp-content/uploads/2012/11/Step-by-Step-Guide.pdf>

Health Working Group report on child sex exploitation

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279189/Child\\_Sexual\\_Exploitation\\_accessible\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279189/Child_Sexual_Exploitation_accessible_version.pdf)

## 11 Social networking task answers

What is it?	What is it used for?	One positive comment and one problem with the site
	<p><b>Youtube</b></p> <ul style="list-style-type: none"> <li>- Video hosting site, adult content not permitted</li> <li>- Allows user to share, like, comment on and collect their favourite videos into playlists. Can also message other users.</li> <li>- Sometimes there is bullying, trolls (deliberately antagonising users who just want to start an argument) making inflammatory comments.</li> <li>- How to flag videos and report users: <a href="https://support.google.com/youtube/answer/2801920?hl=en">https://support.google.com/youtube/answer/2801920?hl=en</a></li> </ul>	
	<p><b>Whatsapp</b></p> <ul style="list-style-type: none"> <li>- To block someone: <a href="https://www.whatsapp.com/faq/en/android/21080506">https://www.whatsapp.com/faq/en/android/21080506</a></li> </ul>	
	<p><b>Skype</b></p> <ul style="list-style-type: none"> <li>- Skype allows users to call and instant message (IM) friends using their email, one-on-one or in groups. It can be used with a webcam for video calls.</li> <li>- Because you can use a webcam there is the danger of young people taking and sharing indecent images which may be disseminated later.</li> <li>- If you don't want to talk to a user, you can block them and report abuse here: <a href="https://support.skype.com/en/faq/FA10001/how-do-i-report-abuse-by-someone-in-skype?">https://support.skype.com/en/faq/FA10001/how-do-i-report-abuse-by-someone-in-skype?</a></li> </ul>	
	<p><b>Facebook</b></p> <ul style="list-style-type: none"> <li>- Extremely popular social networking site, adult content not permitted</li> <li>- Allows users to add friends, family, share images, statuses, videos, and like and comment on all of these things</li> <li>- Bullying sometimes occurs on Facebook and occasionally hateful or threatening pages may be set up, but are usually taken down quickly</li> <li>- To block or report users: <a href="http://en-gb.facebook.com/help/168009843260943">http://en-gb.facebook.com/help/168009843260943</a></li> </ul>	
	<p><b>Ask.fm</b></p> <ul style="list-style-type: none"> <li>- A social networking site that allows users to invite questions (and post answers) from other users and anonymous people.</li> <li>- Although it is possible to report abusive users, Ask.fm has had severe cyberbullying problems and has been linked to suicides due to cyberbullying (<a href="http://www.bbc.co.uk/news/uk-england-leicestershire-23584769">http://www.bbc.co.uk/news/uk-england-leicestershire-23584769</a>)</li> <li>- Ask.fm abuse policy: <a href="http://ask.fm/about/safety/abuse-policy">http://ask.fm/about/safety/abuse-policy</a></li> </ul>	
	<p><b>Snapchat</b></p> <ul style="list-style-type: none"> <li>- A photomessaging application, in which users may send 'snaps' or images, videos and drawings, sometimes with captions, to other users. The sender controls how long the snap is available for (from 1 – 10 seconds) and then it is deleted from the Snapchat servers and the recipient's device.</li> <li>- Snapchat is used for sexting and whilst it would seem to be safe due to the fact that snaps only last a maximum of ten seconds, it is possible to screenshot and save the images (like Jake does with Lottie on Quicksnap).</li> <li>- Researchers have found, however, that most users are aware of this feature and do not use Snapchat for sexting or sending sensitive information (Roesner, Franziska, Brian T Gill, and Tadayoshi Kohno. "Sex, Lies, or Kittens? Investigating the Use of Snapchat's Self-Destructing Messages". Financial Cryptography and Data Security Conference, 2014.)</li> <li>- Reporting users: <a href="https://support.snapchat.com/ca/abuse">https://support.snapchat.com/ca/abuse</a></li> </ul>	

	<p><b>Instagram</b></p> <ul style="list-style-type: none"> <li>- A mobile photo-sharing, video-sharing and social networking app that allows its users to take pictures and videos and share them on Facebook and other social networking sites</li> <li>- Instagram has strict rules about what may or may not be posted, and prohibits images of nudity, gore or drug use</li> <li>- Anyone can view all the images on a public profile so young people should consider making their account private</li> <li>- Users can be reported in-app or here: <a href="https://help.instagram.com/519598734752872">https://help.instagram.com/519598734752872</a></li> </ul>
	<p><b>Twitter</b></p> <ul style="list-style-type: none"> <li>- Twitter is a microblogging website which allows users to post 'tweets' of 140 characters or less, and also share links, videos and images.</li> <li>- How to report violations: <a href="https://support.twitter.com/groups/56-policies-violations/topics/238-report-a-violation/articles/15789-how-to-report-violations">https://support.twitter.com/groups/56-policies-violations/topics/238-report-a-violation/articles/15789-how-to-report-violations</a></li> <li>- According to nobullying.com, Twitter was one of the most likely sites young people can get cyberbullied on (<a href="http://nobullying.com/cyberbullying-bullying-statistics-2014-finally/">http://nobullying.com/cyberbullying-bullying-statistics-2014-finally/</a>), along with Ask.fm and Facebook</li> </ul>
	<p><b>Tumblr</b></p> <ul style="list-style-type: none"> <li>- A blogging site where adult content is permitted (although not sexually explicit videos, but GIFs and images are allowed)</li> <li>- There are large supportive communities on Tumblr for vulnerable groups, such as LGBT+ youth</li> <li>- There are many blogs suitable for younger users and adult content is often tagged and therefore may be screened out, but this is not guaranteed so there's the risk of younger users being exposed to adult content.</li> <li>- Users can ask anonymous questions which can be abused to send hate mail, although this function can be removed (ticking 'do not allow anonymous questions')</li> <li>- Community guidelines and report button: <a href="https://www.tumblr.com/policy/en/community">https://www.tumblr.com/policy/en/community</a></li> </ul>

## 12 Customer support and further resources

We regularly update our materials as new information becomes available, and this training pack will be uploaded to External Moodle as these improvements occur.

We are always keen to receive feedback, so please contact us to share your views. Should you need advice on any aspect of the 'Looking out for Lottie' resources, please do not hesitate to get in touch with us:-

Email: [ccp@kent.ac.uk](mailto:ccp@kent.ac.uk)

Telephone: 01227 827546

Address: The Centre for Child Protection, University of Kent, Rothford Building, Giles Lane, Canterbury, Kent, CT2 7LR



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