

Cambs Against County Lines

A review of activity under the Transformation project;
Serious Violence – Young People and County Lines

Version: 1.0 Board



Contents

1	Introduction	2
1.1	Background	2
1.2	Review Methodology	2
2	Review of Transformation Topic Project Activity	3
2.1	Phase 1 Activity - Information Gathering and Planning	3
2.2	Phase 2 Activity - Development (October 2020 – August 2021)	4
2.3	Phase 3 Activity - Delivery (September 2021 – April 2022)	6
2.4	Challenges	9
3	Measuring Impact	11
3.1	Pupil Evaluation Methodology	11
3.2	Analysis	11
4	Project Future and Wider Roll Out	13
5	Key Findings and Recommendations	14
5.1	Key findings from the process review:	14
5.2	Recommendations for future work:	14
6	Annex A – Transformation Topic Outline	15
7	Annex B – Evaluation Surveys	16

1 Introduction

1.1 Background

1.1.1 Cambridge City Council Community Safety Team has led a Transformation project; Serious Violence – Young People and County Lines, funded by the Cambridgeshire and Peterborough Office of the Police and Crime Commissioner.

The initial aim of the project was as follows;

Taking a universal approach the project aims to build on community resilience by ensuring that communities have the information, referral pathways and appropriate messages to help prevent children and young people becoming targets for County Lines recruitment. (See Annex A for a full summary outline of the Transformation Topic).

The principal outcomes of the project were:

- To signpost appropriate information and for referral systems to be available to young people, parents, schools and the community to prevent children from becoming involved in county lines activity.
- Cambridge and Cambridgeshire will become less attractive to exploitation by county lines gangs.

The impact of the achievement of the project outcomes would be that communities would be empowered to make safer decisions and live safer lives in more resilient communities in line with Think Communities.

The project has included three main phases to date. Firstly, the gathering of information (including engagement with young people and communities)/planning. Secondly, the development of the Cambs Against County Lines resource (video and trainer pack) and finally training of facilitators and the roll out of the resource into schools. A more detailed summary of each phase is included in section 2 of this report.

1.2 Review Methodology

1.2.1 The Cambridgeshire Research Group was commissioned to conduct a review of the project up until May 2022. Due to roll out being at the early stages it was agreed that the review would primarily focus on the process elements of the project. Assessment of impact should be completed at a later date, once a wider roll out has been completed and sufficient data gathered for analysis. This review consists of three components:

- A desk review of project documents (Task & Finish Group meeting minutes, funding application documents, project action plan, project evaluation document – September 2021 and emails)
- Analysis of delivery data (i.e. all facilitator training sessions and Cambs Against County Lines delivery sessions held in schools)
- Top level analysis of pupil evaluation data to produce headline figures from the existing small sample and to set up analysis for future data inputs.

2 Review of Transformation Topic Project Activity

2.1 Phase 1 Activity - Information Gathering and Planning

Cambridge City Council led phase 1 of the project, with partners also inputting during this development stage. The primary activities completed during phase 1 included:

- Sourcing the project background
- Setting up a Task and Finish Group
- School engagement
- Survey of adults and young people

Further details relating to these activities are outlined in the paragraphs below.

2.1.1 Task and Finish Group

A Task and Finish Group was set up to develop the project scope and steer the direction of the project. The Task and Finish Group comprised of representatives from: Cambridge Council For Voluntary Services (CCVS), Cambridgeshire Constabulary, Cambridgeshire County Council / Peterborough City Council (Early Help, Research Group, Youth and Community), Cambridgeshire and Peterborough Safeguarding Children and Adults Partnership Board as well as Cambridge City Council (Community Safety, Community Funding and Development, Children and Young People's Participation Service). An interim project manager was appointed in summer 2020 to drive forward the project and recruit a project officer.

2.1.2 Engagement Process

The multi-agency Task and Finish Group planned and carried out an engagement process through two online surveys. One survey was for adults including parents and carers across Cambridge (with some wider circulation) with another for children and young people. Initially focus groups were also planned but due to the impact of COVID-19 they were cancelled.

The Cambridgeshire Research Group, along with input from the Task and Finish Group, helped design and run these two online surveys in order to gain much needed local knowledge. The survey questions were initially trialled by young people on the National Citizen Service in July 2020 with the feedback informing survey refinement. The survey was circulated across Cambridge and ran initially between 19th August 2020 and 23rd September 2020. Challenges were encountered in reaching certain groups as a result of COVID-19, with certain schools and community centres being closed or partially closed. Consequently, outreach was adapted and the survey deadline was extended to 31st October 2020 in order to maximise engagement. Members of the Task and Finish Group were asked to share the survey with their networks. A range of communication channels were utilised to try and reach and engage different groups within the City. Examples included promotion in partner organisation and community newsletters, social media, direct personal contact from the project team with schools, community groups and youth groups.

A total of 1,072 responses were received to the adults survey (580 Cambridge City residents) and 1,102 responses were received to the young people's survey (469 Cambridge City residents). Some of the key findings which emerged from the Cambridge City data were:

- The young people and adult survey respondents both more frequently reported that issues with 'Drugs' were happening a lot in their area compared to the other issues listed in the survey.
- Concerns about safety in relation to reporting were raised by both young people and adults.
- The term county lines was found to be not well understood.
- There were gaps in knowledge for both young people and adults about where to go for help and whether information was available online.
- Young people said they would turn to parents for support regarding county lines issues, however, the parents responding to the survey (who those young people may well turn to) showed that they did not currently hold a good knowledge of county lines issues.
- Respondents highlighted the potential for education in school to make young people aware of the issues and potential to change.
- Within the references to education and awareness raising, some respondents were asking for a more local, i.e. Cambridge specific, element to the offer.

2.2 Phase 2 Activity - Development (October 2020 – August 2021)

2.2.1 Project Team

The project Task and Finish Group held monthly meetings between September 2020 and August 2021. Key decisions were made at these meetings to determine the direction of the project, with delivery group participants able to provide feedback throughout.

2.2.2 Project development following the survey engagement

The Cambridgeshire Research Group produced a report for the task and finish group summarising the key findings of the survey engagement. This report highlighted areas of concern for county lines, as well as public knowledge gaps and confusion relating to county lines as outlined earlier in this report. This information, along with gap analysis completed by the Task and Finish Group, helped form the basis of the action plan. A project coordinator was appointed on a fixed-term basis to develop the project in accordance with the findings from the Task and Finish Group. The project coordinator worked with partners already involved in this area of work, developed a local communications campaign using social media, outreach work, a webpage with links to all available resources on the topic, including those recently released resources by the Local Safeguarding Board (LSB), and the work of Fearless.org and

information and evidence developed and collated by the County Pathfinder Co-ordinator.

2.2.3 Cambs Against County Lines Resource

A decision was taken to commission the production of a video resource; however, it was agreed that delivery should be face-to-face rather than virtual to ensure young people's reactions could be monitored during delivery and that they had the opportunity to raise any concerns. AlterEgo Creative Solutions Ltd was commissioned to produce a film addressing issues around county lines and the grooming process. Considerations in the commissioning of the film included;

- that it could be used to target people in different age groups across the city
- that it be relevant for Cambridge residents
- that it would have longevity
- that it be fairly "covid-proof"
- that it be replicable.

A post-show talk video has been produced to be used alongside the film for teachers / community leaders / youth workers. This aims to ensure that the issues could be explored when watching the film. Social media and a web page with signposting were also set up, details of which are included below.

Webpage: [Cambs Against County Lines - Cambridge City Council](#)

Youtube: Cambs Against County Lines 15 second short:
<https://youtu.be/qkPmEV4nmrs>

Facebook: [Cambs Against County Lines | Facebook](#)

2.2.4 Facilitator training

Initial facilitator training sessions were delivered towards the end of phase 2 with the Cambridgeshire County Council Early Help team and a local Cambridge charity. The facilitator session involved going through the film and resource pack so attendees could then confidently support the roll out of the film. The Cambridgeshire County Council Early Help team agreed that their engagement and involvement with school delivery would be beneficial to solidify learning from the film.

2.2.5 Roll out planning

The decision was made that the community roll out should come after the school roll out to ensure young people had ownership over the resource. Consideration was given to the potential roll out of the resource beyond Cambridge City. Details relating to the development of this wider roll out are detailed in section 4 of this report.

2.3 Phase 3 Activity - Delivery (September 2021 – April 2022)

2.3.1 Project Team

The project co-ordinator fixed-term post ended at the end of phase two of the project. During phase 3, the Task and Finish Group continued to meet regularly and oversaw the launch and subsequent roll out of the resource. The final routine monthly meeting was held in March 2022. The project then progressed to business as usual, however, members of the group would continue to feed in to the project where appropriate as delivery continued and a wider roll out was developed.

2.3.2 Project Launch:

To launch the project there was an online Executive film premiere for schools and safeguarding professionals on 27th September 2021 opened by the Chief Executive of Cambridge City Council and the Police and Crime Commissioner. There were 43 attendees at the launch, including:

- 6 state funded and independent secondary schools
- 1 further education college
- 2 sixth form colleges

Positive anecdotal feedback was received in relation to the launch. Some examples of comments received are listed below:

“Huge congratulations on developing such a fabulous educational resource, which is very professional. Well done to everyone involved.”

“Thank you for a fantastic event. Excited to be able to use this resource to reach communities working and supporting young people.”

Following the premiere, schools were invited to book a facilitated session on a centralised booking system. There was interest from a number of schools as a result of the premiere, with a couple of schools expressing interest in a ‘train the trainer’ approach to allow delivery to large year groups.

Schools were assured that they would have anonymity to prevent any potential barriers to engagement. Other agencies had noted potential concerns encountered previously relating to school’s involvement with preventative work associated with the high harm issue of county lines and child exploitation. No barriers to participation were reported during this project.

2.3.3 Project Delivery

In November 2021, trained facilitators delivered the film and accompanying resources in the first school to a cohort of year 7 pupils. Anecdotal feedback highlighted that the resources worked well and that the session was well received by pupils. **One finding that came out of the first session was the need to be flexible in delivery to respond to the discussions which emerge.** Following this initial session, the resource has been delivered in 5 more schools, with a total of 354 pupils having received the training between November 2021 and March 2022 (see Table 1 for further details). COVID-19 has been a barrier to delivery, limiting the number of school sessions completed to date (please see section 2.4.1 for further detail).

Table 1: School sessions delivered in person November 2021-March 2022, recorded by the Cambridge City Council Community Safety Team

School Funding	School Type	Year Group	Number of pupils	Delivery Team
State funded	Secondary 11-16 year olds	Year 7	120	Cambridge City Council Community Safety Team/ County Safeguarding Board
State funded	Secondary 11-16 year olds	Year 9	120	Cambridge City Council Community Safety Team
Independently funded	Senior school 13-16 year olds	Year 7	36	Cambridge City Council Community Safety Team
		Year 8	36	
Independently funded	Senior school 14-20 years old	Year 10	14	Cambridge City Council Community Safety Team
		Year 11	14	
		Year 12	14	
Total			354	

Train the facilitator training has continued be delivered to allow a wider pool of professionals to deliver the training. A flexible approach has been adopted where individual schools can determine how the content is delivered. A full list of train the facilitator sessions that have been recorded by the Cambridgeshire City Council Community Safety Team can be seen in Table 2 overleaf. Due to the train the facilitator approach that has been adopted, the session has actually been delivered to a much wider number of young people than is detailed in table 1 above. The Cambridgeshire County Council Early Help team have carried out delivery to schools and one-to-one delivery to young people by youth workers has also taken place. **In order to monitor delivery, capture lessons learnt and enable later evaluation of impact, it is essential that a centralised recording system be put in place.** Ideally this system should record all delivery with young people, any associated evaluation forms/feedback as well as all train the facilitator sessions that have been delivered.

Table 2: Train the facilitator sessions delivered up to July 2022, recorded by the Cambridge City Council Community Safety Team

Type	Organisation	Participants	Delivery Team
State funded Cambridge City Schools	Further education college	Staff	Cambridge City Council Community Safety Team
	Sixth Form College	Staff	Cambridge City Council Community Safety Team
	Secondary School	Staff	Cambridgeshire County Council Youth & Community Team
Independently Funded Cambridge City Schools	Senior School	Staff	Cambridge City Council Community Safety Team
	Senior School	Staff	Cambridge City Council Community Safety Team
State funded schools outside Cambridge City	East Cambridgeshire Secondary School	Staff	Cambridge City Council Community Safety Team
	South Cambridgeshire Primary School	Governors/staff	Cambridge City Council Community Safety Team
	East Cambridgeshire Senior School	Staff	Cambridge City Council Community Safety Team/ Cambridgeshire County Council Youth & Community Team
	Norfolk Secondary School	Staff	Cambridge City Council Community Safety Team/ Cambridgeshire County Council Youth & Community Team
Online sessions	Safeguarding Leads	24 attendees	Cambridge City Council Community Safety Team
	Safeguarding Leads	48 attendees	Cambridge City Council Community Safety Team/ Cambridgeshire County Council Youth & Community Team
	Safeguarding Leads	22 attendees	Cambridge City Council Community Safety Team
	Safeguarding Leads	19 attendees	Cambridge City Council Community Safety Team
	Safeguarding Leads	10 attendees	Cambridge City Council Community Safety Team/ Cambridgeshire County Council Youth & Community Team
	Safeguarding Leads	24 attendees	Cambridge City Council Community Safety Team/ Cambridgeshire County Council Youth & Community Team
	Designated Safeguarding Leads (working in an education setting)	550 attendees	County Education Safeguarding Team

2.3.4 Anecdotal feedback

Anecdotal feedback collated from professionals during the review has been very positive. Some professionals have expressed that they had improved their understanding and were more confident to have conversations with young people about county lines having watched the video. Some specific strengths of the resource that have been highlighted include:

- How informative the video is for both professionals and young people
- The engaging nature of the video
- The accuracy of the portrayal of county lines exploitation
- The use of local scenes.

A couple of specific quotes received were:

“a really powerful film, done excellently”

“very informative and engaging”

Positive anecdotal feedback received from young people has flagged the hard-hitting but relatable nature of the film. In particular the use of local recognisable locations made it more real for them. Young people have also highlighted that the film is informative, with some stating that it has improved their understanding of County Lines and what to look out for. Some improvements suggested by young people who had completed the session and associated evaluation form were;

- To make the session more interactive/engaging
- To include more information on how to protect yourself
- To add in some victim’s stories.

2.4 Challenges

2.4.1 COVID-19

COVID-19 has caused challenges throughout the duration of this project. During phase 1 of the project the pandemic started which led to delays which continued through to phase 2. Timescales had to shift and adaptations had to be made to planned delivery, for example, not completing planned focus groups. A digital approach was adopted which contributed to the decision to produce a video resource as opposed to a live production. A flexible approach was key to the successful development of the project. This enabled the production of a resource whilst retaining essential face-to-face elements i.e. in-person delivery in schools, even when this impacted on project timescales.

During phase 3 of the project, COVID-19 continued to be a barrier to delivery for a number of reasons, including;

- school restrictions, including the closing of year groups
- limiting of external visitors into schools
- staff shortages within schools
- staff shortages within delivery teams planning to run sessions.

These challenges have proved to be a barrier to the setting up of school sessions and in some cases have led to cancellations after sessions had been arranged. **Whilst this has led to delays in project delivery, appetite for the sessions remains high and delivery will continue as and when it can be safely arranged.**

3 Measuring Impact

3.1 Pupil Evaluation Methodology

3.1.1 In order to measure the impact of the resource on those who participate, evaluation surveys were developed to be completed following participation. Two separate surveys were developed by the delivery group (with input from the Cambridgeshire Research Group), one for young people and one for adults (see Annex B for full surveys).

Out of the 354 pupils who have received the training prior to May 2022, 145 evaluation surveys have been completed from three schools. One school did not provide any evaluation form data. Experiences have differed across the different school sessions that have been delivered to date, with the most complete data obtained where the evaluation form is completed online immediately following the session. **It is recommended that the inclusion of the online survey at the end of the session is established and planned ahead of delivery. This will be particularly important for any sessions delivered following 'train the facilitator' sessions where there is less involvement from members of the project team.**

There have been 21 adult evaluation forms completed prior to May 2022. This number is too small for any meaningful analysis to be completed at this stage. Similarly to the pupil evaluation, it is essential that the adult survey continues to be utilised after sessions in order to understand impact and to gather any feedback that may facilitate future improvements.

3.2 Analysis

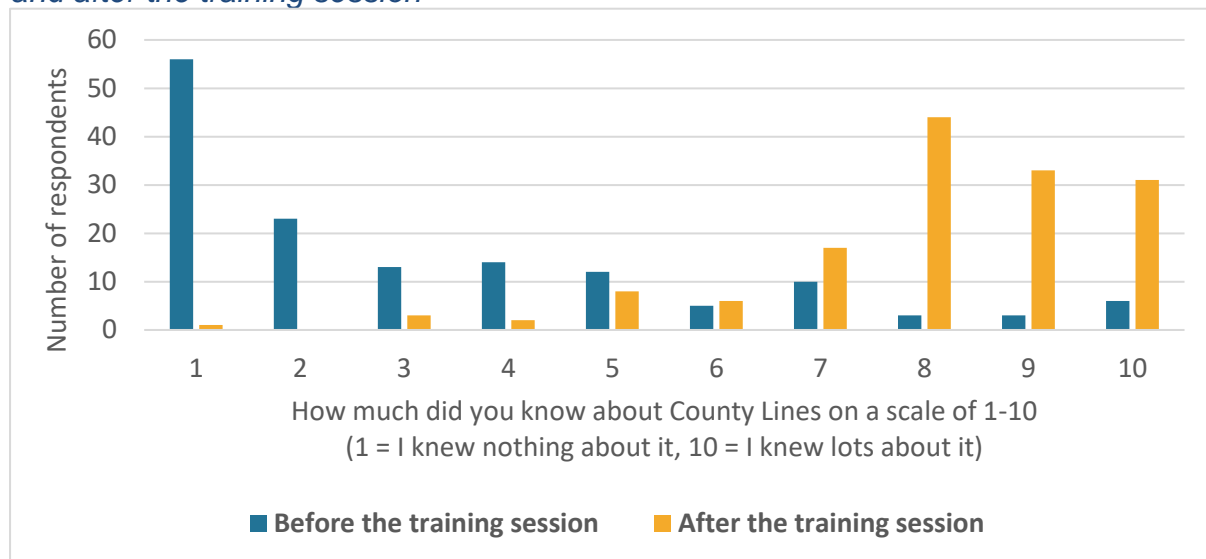
3.2.1 Pupil Data Analysis

Whilst the number of evaluation forms completed to date is not high enough to draw robust and meaningful conclusions, a summary of some key statistics are outlined below for information. The numbers are too small to complete school, or age-based analysis for evaluation purposes, however, **it is recommended that individual school analysis should be carried out periodically by the project team to continually explore impact and to ensure that lessons learnt and pupil's feedback (along with anecdotal facilitator/school feedback) can be acted on in the enhancement of future sessions.** A communications plan would be beneficial to enable facilitators of future sessions to be informed of important feedback.

3.2.2 Headline Results

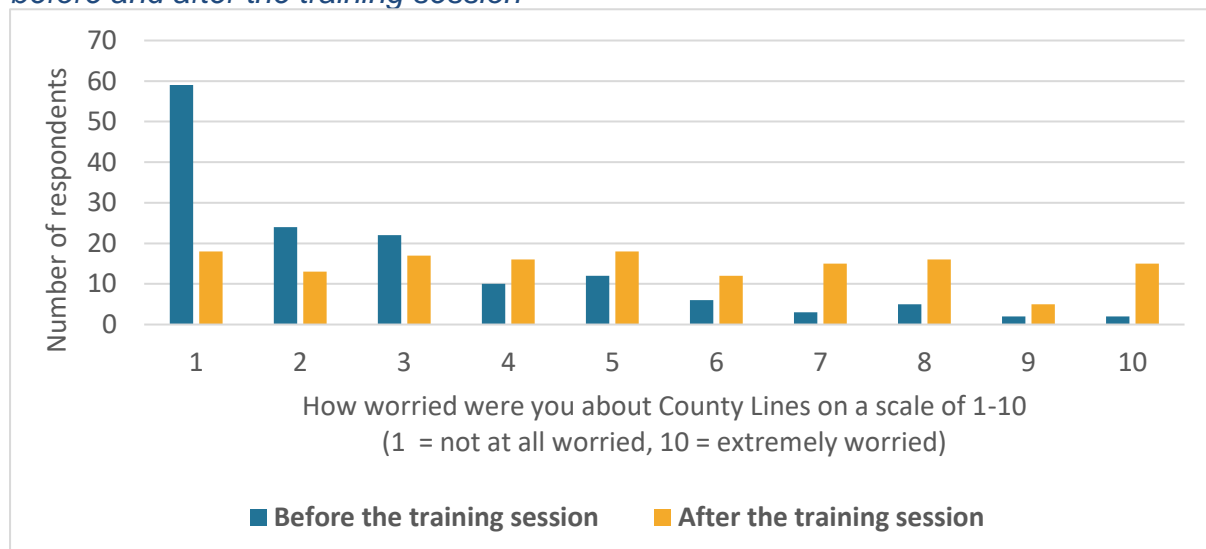
Pupils were asked to provide a score for how much they knew about county lines on a scale of 1-10 (where 1 indicates they knew nothing and 10 indicates they knew lots), for before and after they had completed the Cambs Against County Lines training session. The average score across the 154 pupils for before the training was 3.2, with the average score for after the training being 8.1. Figure 1 below displays the scores provided in more detail. These initial findings are indicative of a high level of impact on young people's understanding of county lines, however, the low sample size needs to be borne in mind when drawing conclusions.

Figure 1: Pupil evaluation form ratings on their knowledge of County Lines before and after the training session



Pupils were also asked to provide a score for how worried they were about county lines on a scale of 1-10, for before and after they had seen the Cambs Against County Lines training session. The average score across the 154 pupils for before the training was 2.8, with the average score for after the training being 5.2 (see Figure 2). **This indicates that by increasing awareness amongst young people, there is also a potential knock on impact on how worried they feel. This early finding highlights the importance of the safe delivery of the session by trained facilitators where the follow-up resources are delivered after the film.**

Figure 2: Pupil evaluation form ratings how worried they were about County Lines before and after the training session



In response to the question ‘do you know where to go if you are worried or need support about any of the issues raised in the film’ the vast majority of pupils (92%) responded yes. The majority of respondents (62%) stated that the session had not given them new ideas of where to go for support, with 38% stating that it had given them new ideas.

4 Project Future and Wider Roll Out

4.1.1 The Task and Finish Group discussed planning for a wider roll out of the Cambs Against County Lines resource from phase 2 of the project. In addition to proactive planning as part of the original project specification this was also the result of active interest emerging from other areas, both within Cambridgeshire & Peterborough and beyond. Some areas cited the strong messages within the film and the appeal of using local well known areas in delivering that message. The decision was made to use OPCC funding which was remaining in the project budget to fund AlterEgo to take footage elsewhere in the county to enable to production of additional resources that could be utilised.

4.1.2 Peterborough

A Peterborough-centric film has been produced which intersperses shots of the city in between the existing speech on the film. The production of this resource should enable the video to be rolled out across Peterborough following a similar approach to that used in Cambridge and retaining the impactful nature of a local focus which was reported by participants viewing the Cambridge video. A more robust teacher's resources pack is being developed for delivery in Peterborough which will be shared with the Cambridge-based project team.

4.1.3 Cambridgeshire

Other districts have expressed interest in making use of the existing Cambridge-based resource. It was highlighted that particularly for certain areas of South and East Cambridgeshire that young people attending those schools are likely to spend significant time within Cambridge City. The resource is being made available to other districts so they can roll it out themselves where relevant. **It is important that trained facilitators continue to deliver the resource to maximise impact and to deal appropriately with any disclosures/safeguarding issues.** It will also be important in the wider roll out to ensure the evaluation survey forms part of the delivery to enable impact to be measured and to identify lessons learnt during delivery.

4.1.4 Norfolk and Suffolk

Interest was expressed by the County Lines Pathfinder programme in Norfolk and Suffolk to utilise the Cambs Against County Lines video resource. Norfolk and Suffolk would like to follow the same approach as Peterborough and feed in footage of local areas to the original film.

The national County Lines Pathfinder programme is also working with AlterEgo to produce a more generic version of the film as a national resource.

4.1.5 Summary

Progress is being made on the roll out of this resource to a wider area, with a licence for the two existing videos in place until the end of 2024. The completion of roll out countywide and beyond will maximise the impact of this project by reaching more young people and communities across the region. **Ongoing information sharing between areas will be crucial to maintain quality, ensure shared learning and maximise impact.**

5 Key Findings and Recommendations

5.1 Key findings from the process review:

- Flexibility in approach and in terms of timescales was essential during the project to adapt to the challenges of COVID-19 and still develop an impactful and safe resource to be delivered to young people.
- Anecdotal feedback received from professionals and young people during the project has been generally very positive. The strong and informative message delivered and impact of local Cambridge scenes being featured in the films has been highlighted.
- Overall there has been strong interest from schools in Cambridge, notwithstanding the challenge to roll out posed by COVID-19.
- Initial analysis from the student evaluation forms, albeit from a low sample size, indicate the training session has led to an increase in young people's knowledge of the issue of County Lines from a relatively low starting point.
- Analysis also showed an increase in how worried young people were about County Lines following the session, indicating that through increasing awareness there is also a potential knock on impact on how worried young people feel. This finding highlights the importance of the safe delivery of sessions by trained facilitators.

5.2 Recommendations for future work:

- A centralised recording system should be set up to track delivery, monitor evaluation completions and collate and share lessons learnt.
- The inclusion of the online evaluation survey at the end of the training sessions should be established and planned ahead of delivery.
- Individual school analysis should be carried out periodically by the project team to continually explore impact and to ensure that lessons learnt and pupil's feedback (along with anecdotal facilitator/school feedback) can be acted on in the enhancement of future sessions.
- A communication plan should be developed to ensure facilitators of future sessions can be informed of important feedback.
- Control needs to be retained over the resource during the wider roll out to ensure that only trained facilitators deliver the resource to young people, both to maximise impact and to ensure disclosures/safeguarding issues are dealt with appropriately.
- Information sharing should be maintained between partners during the wider roll out to enable shared learning to maximise the impact of delivery.
- Following on from this interim process evaluation a full impact evaluation should be completed once the resource has been more widely rolled out.
- Future evaluation work should include consideration of Equality, Diversity and Inclusion.

6 Annex A – Transformation Topic Outline

6.1.1 Summary outline of Transformation Project; Serious Violence – Young People and County Lines.

6.1.2 **Project Aims:** Taking a universal approach the project aims to build on community resilience by ensuring that communities have the information, referral pathways and appropriate messages to help prevent children and young people becoming targets for County Lines recruitment.

6.1.3 **Phase 1:** Setting up a Task and Finish Group. This group will plan and carry out a consultation process with a wide range of communities. The analysis of gaps and needs will be informed by the outcomes of the consultation process and the findings already available from previous consultation carried out by the LSB and others.

6.1.4 **Phase 2:** The appointment of a project co-ordinator. The coordinator will have responsibility for developing the project in accordance with the findings from the consultation carried out by the Task and Finish Group and the findings already available elsewhere, such as with Local Safeguarding Board. The project coordinator, working with partners already involved in this area of work, will develop a local communications campaign using social media, outreach work, webpage with links to all available resources on the topic including those recently released resources by the Safeguarding Board and the work of Fearless.org and information and evidence developed and collated by the County Pathfinder Coordinator.

6.1.5 **Phase 3:** Expansion and delivery of the project. The communications plan will continue and expand based on evaluation of the impact of the plan.

6.1.6 The principle outcomes from this project are:

- Appropriate information and referral systems will be available to parents, carers, schools and the community to prevent children and young people from becoming involved in county lines activity.
- Cambridge and Cambridgeshire will become less attractive to exploitation by county lines gangs.
- These outcomes will be delivered by ensuring:
 - Communities are more aware of the dangers of being involved in county lines.
 - Communities have greater awareness of the signs of county lines involvement.
 - Communities have a better understanding of where to go to find out more and report concerns.
- Parents and carers have increased understanding of county lines and the signs of county lines involvement.
- Parents and carers have better knowledge of how to access information, find help and report concerns about county lines activity.
- Professionals and volunteers working with young people have increased understanding of county lines and the signs of county lines involvement.
- Professionals and volunteers working with young people will have better knowledge of how to access information, find help and report concerns about county lines activity.

7 Annex B – Evaluation Surveys

7.1.1 Cambs Against County Lines Evaluation Form – Student sessions

1. Date of session:
2. Name of School / Organisation / Group:
3. Year Group (if applicable):
4. **BEFORE** doing the Cambs Against County Lines training session, how much did you know about County Lines on a scale of 1 – 10?

I knew nothing about it 1 2 3 4 5 6 7 8 9 10 I knew lots about it

5. **AFTER** doing the Cambs Against County Lines training session, how much do you now know about County Lines on a scale of 1 – 10?

I know nothing about it 1 2 3 4 5 6 7 8 9 10 I know lots about it

6. **BEFORE** doing the Cambs Against County Lines training session, how worried were you about the issue of County Lines on a scale of 1 – 10?

Not at all worried 1 2 3 4 5 6 7 8 9 10 Extremely worried

7. **AFTER** doing the Cambs Against County Lines training session, how worried are you about the issue of County Lines on a scale of 1 – 10?

Not at all worried 1 2 3 4 5 6 7 8 9 10 Extremely worried

8. Do you know where to go if you are worried or need support about any of the issues raised in the film today? Yes No

9. Has today’s session given you new ideas for where to go if you need support?

Yes No

10. If yes, what are those ideas that were new today?

11. Would you like to know more about County Lines? Yes No

12. If yes, what would you like to know more about?

13. Would you recommend the Cambs Against County Lines training session to others? Yes No

14. If yes, why and who would you recommend it to (i.e. friend, parents, teachers, etc)?

15. Please give any other comments about how to improve the session

7.1.2 Cambs Against County Lines Evaluation Form – Adult sessions

1. Date of session:

2. Name of Organisation / Group:

3. Venue:

4. **BEFORE** watching the Cambs Against County Lines film, how much did you know about County Lines on a scale of 1 – 10?

	1	2	3	4	5	6	7	8	9	10	
I knew nothing about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I knew lots about it

5. **AFTER** watching the Cambs Against County Lines film, how much do you now know about County Lines on a scale of 1 – 10?

	1	2	3	4	5	6	7	8	9	10	
I know nothing about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I know lots about it

6. Before this session did you know what signs to look out for regarding County Lines in your area? Yes No

7. On a scale of 1 – 10, how much do you know about what signs to look out for now regarding County Lines in your area?

	1	2	3	4	5	6	7	8	9	10	
I don't know any signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I know all the signs

8. Before this session did you know the various ways you could report concerns? Yes
No

9. On a scale of 1 – 10, how much do you know about the various ways you can report concerns now?

	1	2	3	4	5	6	7	8	9	10	
I didn't know at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I know all the ways

10. Please give any other comments about how to improve the session.