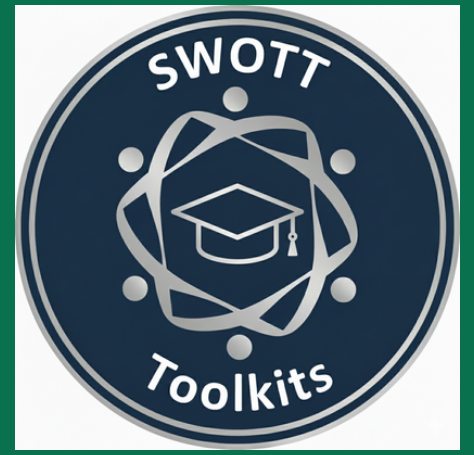




Introduction to Child & Adult Criminal Exploitation and Cuckooing

CASE STUDY 1: SASHA

You have been asked to meet Sasha, a 14-year-old girl whose school has raised several concerns about her wellbeing. Sasha has been missing large periods of school, appears exhausted, and has become increasingly withdrawn. Her English teacher has also noticed she flinches when touched by peers, wears long sleeves in hot weather, and recently overheard her using terms like “trap houses” and “runs.”

Sasha lives with her mother, Jade, on a low-income housing estate. Jade experiences depression, unemployment, and significant financial stress. Sasha’s older brother, Darren, has been involved in criminal activity for years and began involving Sasha in “small jobs” when she was 12. These tasks have escalated into long trips to other cities, often overnight, where Sasha is left alone in unsafe environments and pressured by adult men.

At home, Sasha’s concerns have been dismissed as “helping the family,” and she has become increasingly isolated, anxious, and dependent on her brother’s instructions. School staff remain worried about her safety, emotional wellbeing, and possible criminal exploitation.

Question: What are your initial thoughts, and how would you approach your first interaction with Sasha?

At the end of the discussion take 5 minutes to complete the critical reflection survey and get a certificate of completion

