

Preuve et attestation de développement professionnel

Sexto response kit 1 - Explorateur



Description:

For legal reasons, the use of the SEXTO kit is reserved exclusively for Quebec's education sector personnel. In addition, its use must be the subject of a prior agreement between the police force that serves the territory where the school is located and the Director of Criminal and Penal Prosecutions (DCPP). Please note that an attestation badge will only be attributed to personnel at education institutions in a territory where such an agreement has been concluded. Before completing the training program, it is therefore recommended that you validate this information with your superiors or your police force. This training program is designed to equip education sector personnel to act quickly and efficiently with the students in their institution who are involved in a sexting situation. Sexting among teenagers can be defined as the shared production, distribution, and redistribution of sexual content (photos, videos, etc.) via information and communication technologies. At the end of the Explorer level of this training program, you will be able to understand the phenomenon and guide those involved in the management of cases that could be brought to their attention through an intervention tool, namely the Sexto kit. At the Architect level, through interactive organized activities, you will be presented with three fictional cases of sexting in order to consolidate new learning and validate your interventions. The creation of the Sexto kit was made possible thanks to the collaboration of the City of Saint-Jérôme (Quebec), the Director of Criminal and Penal Prosecutions (DCPP), the Canadian Centre for Child Protection, the Crime Victims Assistance Centre (CAVAC), Commission scolaire de la Rivière-du-Nord, and Académie Lafontaine. The Sexto Kit training program was developed by CADRE21 and carried out thanks to the participation of Fédération des établissements d'enseignements privés (FEEP) and funding from the ministère de l'Éducation et de l'enseignement supérieur (Quebec ministry of education and higher education, or MÉES).

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<https://www.cadre21.org/membres/e8a2138eb51b086af08e5ca0>

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Question 1 - What have I learned from the Sexto intervention method?

Education sector interveners are key players and must act in accordance with the duties and obligations as described in the education act respecting education and not acting as representatives of the police force. This method provides a way to standardize interventions and provide care for the victim and other young people involved, limiting the dissemination of videos or images, and reducing the time frame for which a case is handled for the sake of those young people involved. Most importantly, it gives an increased sense of security among teenagers, parents and education sector interveners. Intervenors should never peruse the contents of a student's electronic device or see the images/videos they are describing. The instigator of a malicious act should not be asked for a statement or fill out an incident evaluation as this may be inadmissible and should remain in the hands of the police force. The instigator should simply be made aware of an intervention and have their phone confiscated. If an intervener believes that there are photos on more than one device, these should all be confiscated. A student that does not want to hand the device must be brought to the police's attention immediately to treat this as a malicious act. Police must be contacted for each file involving the SEXTO response kit. There are two types of acts as deemed by the police force: malicious acts which are dealt with traditionally with possible criminal charges, and impulsive acts in which the preferred method for dealing with these situations is with a SEXTO education meeting.

Question 2 - What will this training change in my future interventions?

This will support my investigation into the matter and document it in an organized and ethical way. By having this support, the students who are being asked questions can also feel reassured that there is a specific protocol being used and that this is to protect them at all times as well. I will be reassured that there are specific lines of questioning to ask and which should be avoided to protect privacy and fall under the law.

Question 3 - What will be my focus with the students when I have to intervene?

To reassure them that this is being taken seriously, that what is being reported will be treated in an ethical, timely, and supportive manner. My focus with the students will be that while police will be involved, that my role as an intervener is not that of a police officer and that I do not work for them but rather for the well being of my students and to be sure that all partners are given the necessary information to deal with a situation.