

CADRE21



Preuve et attestation de développement professionnel

Sexto response kit 2 – Architecte



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/6ce4c4737a5bae4116271888>

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Question 1 - How can I summarize the steps of the Sexto method?

I meet with every stakeholder to get their version of the situation, and complete the evaluation grid. I want to make sure I verified the information from every person. I might confiscate devices if it involves criminal acts (use of child pornography) If I suspect a malicious act, I won't complete the evaluation grid with the instigator. I will confiscate the device and contact the police.

After having evaluated the situation and gathered all the information, and stated that it was an impulsive act, I contact the school police officer for him to take on the next steps (sexting education), I inform the parents of the situation, and the Youth protection.

All through the process, I make sure the victim receives the proper support and feels safe.

Question 2 - What have I learned from the three situations presented?

In the first situation, I learned that if the students do not collaborate (refuse to complete the evaluation grid with me or refuse to hand me their phone), I should contact the police.

In the second situation, I learned that if it involves an adult, I shouldn't refer the student directly to the police, but contact the police myself.

In the third situation, I learned that even if the student has been involved in similar situation in the past, we still have to do the protocol (the evaluation grid) to validate the trigger-nature-intention-extent of the event this time, instead of calling the police right away. The context might be different this time and we shouldn't take for granted that the student is just a recidivist.

Question 3 - Which step do I find the most delicate when applying the Sexto method?

Even if the student agrees to collaborate in completing the evaluation grid, I find it delicate to ask a victim to describe the nature of the video/picture, since it can be a really traumatizing experience for her/him. I think that more emphasis should be put on creating the right climate to do this interview, making sure the victim feels safe and that she/he can trust the adult in front of her/him.