

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/ddad56baf91d77e8975616ec>

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

The school official who has received the SEXTO training should meet with the student directly involved to offer support and walk them through the steps. It should be a meeting that provides comfort to the student who has had their privacy invaded. It should also be made clear that at no time should the images in question be shared with the school official, there is no need for it.

The next step is to evaluate the situation and evaluate the trigger, nature, intentions and extent of the incident. This is a way to determine whether or not the situation is one of impulse or malicious. It will also determine who else is involved and who else needs to be met with to get their sides of the story. They will be brought in and asked to help evaluate the situation and asked to contribute what they know about the situation.

If it is believed that this was a malicious act on the end of the instigator, it would be at this point that police will be contacted.

The instigator is then brought in and the evaluation grid will not be completed, but their phone will be taken as evidence. If there is no certain reason to believe it was malicious up to this point, then the next steps is to find out the intentions of the instigator. If it is then come to light that it is a malicious act, the police are called and the phone is taken.

If the act was an impulsive act, then the steps are taken to view whether this is a reoccurring event and what the nature, intentions, extent and triggers are of the act. The phone of the instigator may be taken and placed in the SEXTO bag (switched off) and the police are called so that an educational officer can come and do their investigation.

All actions taken are in accordance with the policies of the school and to make sure that the victim is safe and comfortable and their integrity is maintained.

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

From the situations, I have learned that:

1. School officials who are participating in the SEXTO training are not representatives of the police and therefore if a case has been handed over to the police and then the police ask to have another student interviewed, it is not possible.
2. A SEXTO file cannot be started if the person who has started the file is a person who is outside the school (the example mentioned was the father of Nicholas). Previous to this, I would have thought to start a file out of the request but it would not have been acceptable.
3. Students who are involved in a situation with a person who is older and not within the school environment (an adult), a file can be started with them using the SEXTO toolkit for the student and the police should be involved quickly since it is a criminal offense. Student should be supported as much as possible.
4. Any information regarding a case with a student should not be shared with any media sources. This is the identity and the privacy of the student that is being discussed and therefore it should be kept confidential.

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

The first step of having the victim talk about the situation to be able to evaluate the situation is a very delicate one in my opinion. This is because many students may feel judged when it comes to admitting what they have participated in, especially since the school official could be someone they have to see on a regular basis. This can also be a very scary and traumatizing experience for any young person to have to share. It is for this reason that in the process and in applying the SEXTO method, it is important to lay out the foundations for the student. The student should be aware that no school official should ever have to see the images that have been shared. It is also important to tell the student that they are able to disclose their story at their own pace, just so long as they are comfortable.