

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

Once a situation is brought to the interveners's attention, it is important to determine if the Sexto procedure should be triggered. If media that has been distributed and/or possessed has involves students in the school environment, it is important to begin the process. From there, it is important to meet with the key players in the situation - following the Sexto questionnaire and taking detailed notes. It is important to not consult the images or videos on the device, as such an act would be considered criminal as the intervener would be looking at child pornography. In speaking with the victim and other students involved, it is important to look at the intent behind the situation. If it is impulsivity, from there the intervener will finish the questionnaires, seize phones and turn the dossier over to the police officer to be sent to the prosecutor. If there is mal-intent behind the sharing of media, the intervener must stop questioning and call the police immediately to take over the investigation. In all cases, it is important to communicate with the police service.

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

The three situations have illustrated very different situations that the intervener in a Sexto case could potentially see in their interventions. It is important to gather as much information as possible. The intervener should never look at the media, as this constitutes viewing child pornography. It is also extremely important to do everything to preserve the students' integrity and confidentiality of the case. This means that questions should not be answered to the media that could potentially identify the students involved. There are some circumstances where the Sexto procedure cannot be triggered. If a parent finds pictures on their child's phone - there is not enough information that would trigger the Sexto protocol. In addition, the intervener does not work nor do they take orders from the police in terms of investigating incidences. The police need to mobilize and take on investigating situations of which they become aware.

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

Ensuring the preservation of the students' integrity and confidentiality. This is already an incredibly difficult situation to be in for a teenager. To be in a situation that requires a lot of vulnerability, it is so important that the intervener be as caring as possible, while maintaining a high level of professionalism and ensuring that the Sexto protocol is being followed as intricately as possible. It is also extremely important not to view the images - even if the student wants to show them because they fear they won't be believed. This is part of supporting the student by letting them know that they are believed, making sure they understand the process and letting them know that they can trust the procedures in place to help them.