

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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Badge attribué à : Louis Kolovos

<https://www.cadre21.org/membres/ekolovos-emsb-qc-ca>

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

First, it is important to assess the situation by meeting with the student who brings forth a complaint or accusation of sexting and initiating the sexto evaluation protocol in order to gather relevant information as to the nature, intention and scope of the situation. If the victim refuses to cooperate, I can contact the police so they can further continue the investigation.

If there are other witnesses who have been shown sexting images, it is important to also meet with them and complete a sexto protocol, that will help to have a better understanding of the situation.

I can then meet with the accused, who I will explain the protocol and seize their phone in order to minimize the propagation of the image(s) and limit the damage of the victim's well being. I then contact the police to inform them of the situation and let them take over the case.

If there is a malicious intent on the part of the accused, it is important to seize their phone and contact police, there is no need to complete the incident evaluation if there is malicious intent.

If the accused is also an adult, the incident evaluation can be completed and then contact police.

If after the investigation, it is found that the image does not contain child pornography, it is not required to contact police but to act in accordance with the institutions protocol. It is equally important to also prevent the image from propagating.

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

I learned that there are a lot of variables in different situations and it is important to know which steps to follow in specific situations. For example, the course of action will be different if the victim is cooperative or not, which dictates whether we complete the incident report or report to the police. Whether the person reporting is a parent or the victim, where if it's a parent we refer them to the police rather than completing a incident report or whether there is malicious intent or not which also is the difference between not completing a report and reporting to the police instead. In each situation the intervention will be different according to the variables.

I also learned that we are not required to investigate on the police's behalf, if a policeman comes to the school or calls to ask to speak to a student, we must explain that the school is not a representative of the police force.

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

The step I find most delicate is the first step of collecting information because it is very important the student feels safe and trusts the adult to be supportive in a time of vulnerability. Having a standardized questionnaire is helpful because it demonstrates there is a tested method which allows the intervener to ask relevant and pertinent questions about the incident which will reassure the student that they are taken seriously and the correct information will be asked.