

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 : Pita Tony

<https://www.cadre21.org/membres/d69fd2bf0ea946e40dc7b3ec>

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

The complaint must be made by a student at the school and it is determined that it will affect the environment at the school. No parents or outside reports. Those complaints require that we refer them directly to the police. The first step would be to act quickly to halt dissemination of pictures after the intervenor meets with the author of the complaint and complete the evaluation grid. The intervenor does this while supporting the student and explaining the process to them while ensuring confidentiality at all steps. Next the intervenor would evaluate the situation and complete the evaluation grid to determine the trigger, nature, intention, and the extent of the issue. The intervenor would then verify the information with the other students involved and any witnesses while completing the incident evaluation grid with them. The intervenor would stress the importance of protecting privacy of the student victim and the confidentiality of the witness accounts. After receiving all the information we must determine if it was done impulsively or with malicious intent. Telephones that may include images should be confiscated and sealed in a plastic bag. We should never look at the images as that may be breaking the law. At this time the police would be contacted to report the details of the incident. The school would decide if its policies have been violated and contact parents of the victim, instigator and witnesses to explain the situation, the protocol, and the next steps to them. The Department of Youth Protection should also be informed. If it were determined by the intervenor to be a malicious intent then we would confiscate the phone and contact the police immediately after confirming the information. An educational meeting will be set-up by police for all victims, instigators, and witnesses should the DCPC not follow with criminal charges. The school can never be an agent of the police and must refuse any request from police to initiate further actions on their behalf.

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

Besides the detailed process that is listed above, the three situations taught me that it is essential to stop the dissemination of images as soon as possible, to be supportive and non-judgemental of victims, while trying to encourage positive attitude towards themselves. Parents and individuals from outside the school cannot trigger the Sexto Protocol within the school and must be referred to the police directly. The school can never be an agent of the police and must refuse any request from police to initiate further actions on their behalf. Any refusal to turn over a cell phone must be addressed by contacting the police immediately. We should never look at any images on students phones even if asked to by a victim, instigator or witness. The definition of a pornographic image must be evaluated. Some images may only require the school policies to be applied. Even if a potential victim refuses to cooperate, the school must still investigate to ensure the student's safety. All scenarios where the Sexto Protocol is applied will require contacting the educational relations police for further action. Once that is done, the police take over the process. Malicious acts require that the police take over after the victim report and any confirmation of its details. This will allow the police and the DCPC to determine if it will lead to criminal charges. Educational meetings by police are an important step with victims, instigators, and witnesses. Schools can never serve as agents of the police.

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

The support and the interaction with the victim would be extremely delicate. We need to encourage them to be positive, honest and forthcoming, and to trust the intervenors. We also need to ensure confidentiality and not offer information that could identify a victim. The most delicate step in applying the protocol is the determination of malicious or impulsive act. The intentions of an individual can be very hard to determine with some individuals and may require experience that young administrators find difficult. The protocol changes drastically once the determination of a malicious act is made.