

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/sseales02-lbpsb-qc-ca>

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

When a student come forward with concerns of the sharing of intimate images the intervener should begin the Sexto kit. Then the interveners should gather the information with the student, victim, and/or witnesses. The grid will help determine if the act was malicious or impulsive. If impulsive the act will be dealt with by the school policies by calling the police for a sensitivity training. If malicious the phone will have to be confiscated, police will have to be called. We will need to explain the details of the case in order for the police to determine the next steps. A call should be placed to the department of youth protection.

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

I learned that even though the student said she was in a bathing suit, the Sexto kit should still be followed as the intervener does not have all the info. I learned that even if the student hid information the first time, the Sexto Kit should still be put into action and followed up on. When a parent comes to us with information that they observed on their child's device. We must ask them to call the police as this is not the Sexto protocol.

When we have a student who comes to us with information that multiple parties have sexual images of them, it is important to act quick as so respect the integrity of the student, to ensure that the spread of the information will end as quick as possible, and to respect the confidentiality of all involved.

I learned that when the images are shared from a young person to an adult, we start the Sexto grid, and once it gets to the evaluation phase, we must turn it over to the police.

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

The most delicate parts of the Sexto method is ensuring all parties are made to feel comfortable, respected, and supported. As well it is important that as interveners we do not use judgement and exercise empathy towards all involved.