

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?

The first step of the Sexto method is to reassure and support the victim. After that we have to gather information by asking questions and completing the grid. When we do this we need to make sure that it's clear to the student that we are there to support them and not to judge them. The evaluation grid consists of four components: trigger, nature, intentions, and extent. Next we attempt to confirm what the victim is saying by asking other students who are involved and completing the grid with them too. We must complete each component for each student we speak with (except the instigator in the case we suspect a malicious act). Once we get to this stage we need to come to a conclusion about whether it was a malicious or impulsive act. If the act was impulsive, we complete the grid with the instigator and it is recommended to confiscate the device of the instigator, make sure it is turned off, and put it in the sealed bag that comes with the kit. If the act was deemed malicious, we must confiscate the device of the instigator as described above, call the police, and we inform the instigator of the next steps.

In all cases, we must contact the parents of the parties involved to describe what is going on and what the steps are. When we are reasonably convinced an impulsive criminal act has taken place, we are recommended to confiscate all devices and contact the police. All situations involving child pornography should also be reported to DYP.

It is important to remember, nobody should attempt to view the media in question. It is also paramount to preserve confidentiality and not disclose any information, of any nature to the media or other parties.

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

The three situations presented, serve to illustrate a lot about the Sexto response kit. They show the main steps of the method but they also helped to explain some nuanced situations. For example, when the parent comes in and discusses a situation that is centered outside of school, we do not begin the Sexto steps, but encourage the parent to contact the police. However, once the student comes in and describes a situation that will affect them at school we do begin the Sexto steps. We also saw how to deal with different types of situations. For example, the one scenario where the incident was impulsive and another situation where the situation was malicious. In the case of an impulsive act, we do talk with the instigator and get a description of events from them and complete the grid. However, if it is a malicious act, we confiscate their device and call the police and do not complete the grid. It also helped to illustrate that if the police return to us to ask us to complete the grid with another student, we are supposed to refuse on the basis that we are not agents of the police. We also learned what to say to members of the media should they contact us about the situation (we will not comment on the situation but a member of the school board's communication team will be in touch with them). Further, we learned that if there is a party who is involved and will not cooperate and give their device to the school, we must call the police right away to minimize the possible distribution of the media in question. We also learned that in some cases, the act might not be criminal in nature once we start the procedure (e.g.: a student in their bathing suit) but that we need to apply our school's discipline policy and protect the dignity of the student. Finally, we learned that if a student is a repeat offender, we are to proceed in the same way as if it were a malicious act and confiscate the instigator's device and call the police.

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

For me, the most delicate step would be the initial discussion with the victim. In most cases, the victim will be very upset and probably afraid as well. They may be reluctant to trust an adult and worried about judgement or even repercussions to themselves. It will be very important for me to speak in a reassuring tone so that the student understands that I'm there to help them. I will need to give them time to collect their thoughts and allow them to answer my questions (to complete the evaluation grid) at their own pace.

I also feel that contacting the parents will be very delicate as well. As someone who works with parents over discipline issues on a daily basis, they always want to know more information about the situation and it is very important to maintain confidentiality. I will need to share only exactly as much information they need to know about their child and make sure not to share any information about the other students involved. This is our standard practice in all discipline situations, but it is even more important for situations where the Sexto method is called for. Furthermore, the parents in this situation will also, most likely, be very emotional and anxious. I will need to reassure them in a similar way to the victim so that they understand that I am there to help make the situation better.

I think that once I describe the steps of the Sexto method, the parents of the students involved will feel comfortable that we are using a method that minimizes harm to all of the students involved and that has been developed by experts and has a proven track record over time.