

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/c6e44f095d551a4fa9578349>

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

I would definitely follow the protocol as explained in the sexto plan. I would gather information from the complainant. I would also do this with all the other members of the incident, victims, witnesses and instigators. By completing the grid i will be able to know for sure if it is malicious or if it is impulsive which will be determining my next course of actions. do i call the police and confiscate the phone vs contacting the police for support and sensitivity training.

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

I have learned the following from the three scenarios :

- 1.It is imperative to protect confidentiality
2. If it is an impulsive act the the police will be contacted for a sensitivity meeting (recommended)
3. If it is the parents reporting an sexto situation on their kids phone we have to refer them to the police
4. If it is from the child directly the we trigger the protocol
5. A fast response when possible to contain the images and damage
6. gather as much information as possible to figure out as much of the situation as possible
7. Throughout the process make sure the victim is supported, as well as the instigator and witnesses

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

I find that supporting the victim or reporter to feel safe and comfortable sharing as much information as possible without feeling like they are being interrogated the most delicate. We need them to feel comfortable and trust us enough to share something that has made them vulnerable and victimised in a profound way and knowing that we may need to involve outside/other parties is something that requires us to be so careful to protect them , us and the relationship. All while trying to act fast enough to contain the images and damage.

Logistically it can be difficult to manage cases that have a lot of players and where parents are involved.

Finally determining the difference between impulsive and malicious acts can be a very gray area and tricky.