

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?

Meet with the individual who is bringing forward the information directly. Follow the sexto protocol. If there are additional victims or witnesses, meet with them and follow the sexto protocol. Figure out if the intent was malicious or if it was an impulsive act. If it's impulsive, report to police who will provide and educational intervention to the students involved. If the intent was malicious, confiscate the device (if possible) and notify police asap.

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

It is important to gather information to understand exactly what happened and to determine whether the intent is malicious or whether it's an impulsive act.

Protect confidentiality as much as possible by only discussing the case as is necessary.

If a parent is asking for help with a suspected sexting situation involving their child, refer them to the police. If a child comes forward, intervene.

We must support the students involved and the first priority is to remain a respectful, open, supportive person so that children feel they can come forward in these situations. We must also respond swiftly in these situations.

In the case of an impulsive act, the police will still do an intervention to sensitize the youth to the implications and consequences of sending and receiving inappropriate images with a sexual content.

In the case of a malicious act, confiscate the phone and contact police. Complete the sexto protocol with the victim first.

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

These situations are often complex. Dealing with all the different individuals involved strikes me as delicate and challenging. This includes talking with the parents about such situations. It also involves navigating the expectations of confidentiality as a school professional (guidance counsellor) and making sure students understand that these situations could require me sharing information with a third party even if the student does not want me to (police, DYP).