

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 : young laura

<https://www.cadre21.org/membres/d96d06baac5a57e44e172a44>

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

I would reassure the student reporting the incident, ask some questions to put them at ease, and fill out the incident evaluation grid. If there are other students involved, or witnesses, I would meet with them and complete the grid.

If it appears that there is malicious intent, I would confiscate the instigator's cell phone without completing the incident evaluation form with him/her, and contact the police.

If it appears to be an impulsive act, I would complete the incident evaluation form with the instigator to obtain their version of events.

If it appears that there could be an incident of child pornography, I would have the student turn off their device, confiscate the device(s) and contact the police. If there is no evidence of child pornography, I would follow the school's policies for repercussions and ensure that all students are physically and psychologically safe.

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

I learned that if the reporting students describes something that is not child pornography, such as in the first case, I should still follow up with the other party using the sexto incident evaluation. I would have been tempted to halt the sexto intervention and handle it myself by discussing the situation with the students.

I also learned that I must follow up with the other witnesses before following up with the instigator. My instinct was to go directly to the student being accused of wrongdoing to get his version of events.

I also learned that the protocol for suspected malicious intent is somewhat confusing. It says not to talk to the student, yet meet with them to confiscate the cell phone and call police. I take this to mean that we are not to try to gather any additional information, but we must take the device to ensure that distribution stops.

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

I think filling out the incident evaluation grid is a delicate matter. It's important to make students feel that even if they did something that they now wish they hadn't, it does not make them a bad person. I would be very careful to ensure that students do not feel shame. I think it's important to make students feel comfortable and understood and let them know that they're doing the right thing by coming forward. I also think it's important to convey that their privacy will be protected.