

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/9f04c6a48ff439d709b477a9>

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

If an incident is reported to me, I must first talk to the person who made the report. Then, I will talk to the people involved (the victim, the perpetrator, and possible witnesses). It is important that I ensure the safety and confidentiality of everyone involved. Once I have verified the information and completed the evaluation grid. Once I am done taking these statements, if I believe there was a malicious act, I must contact the police and NOT complete the incident evaluation grid with the young instigator. I also need to confiscate any device if I have reasons to believe there is child pornography on the device, and it is important to contact the parents of anyone involved (victim, instigator, witnesses). If I believe I am in the presence of an impulsive act (and not a malicious act), I can complete the incident evaluation grid, and then report the situation to the police.

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

I have learned to pay close attention to the protocol, as there can be many different situations. By practicing with the different examples, I familiarized myself with multiple scenarios such as when a witness reports an incident, when the victim reports multiple incidents simultaneously, when the situation is brought to my attention by an person outside of the school, when the perpetrator committed a malicious act, etc. All these situations may warrant different courses of action and it is important to pay close attention to the Sexto protocol in order to handle these situations correctly.

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

I find the third step (verifying the information) to be the most delicate, because from my experience working in high schools, there are often multiple versions of the same story, and sometimes, one person can change their own version multiple times. I sometimes find it difficult to show support to the student and make them feel safe and validated while at the same time trying to get to the bottom of the situation and understand what truly happened. I would also want to be very careful not to influence the students to give a certain version of the event (if I have knowledge about the event that they may not have), or divulge confidential information. Although I am trained for these situations and pay particular attention to these steps, I still find them to be the most delicate!