

## 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/13e2c9ab1be98eb4215b6012>

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

1. Talk to the person who reports first, then the victim... reassure them that telling you was the right thing to do and that they are now on a good path to solving the problem.
2. Evaluate the incident by asking questions, remaining nonjudgemental. Fill out the evaluation grid with each student. The grid will help determine trigger, nature, intention and extent. Consult school rules and criminal code (in kit) and apply.
3. Verify situation with other teens involved. Interview one student at a time. Fill in evaluation grid with each person interviewed (witnessed or involved). Ask them not to speak to anyone about the situation to protect victim's privacy. Fill in evaluation grid with each person (witness or involved).

**MEET WITH ALL INVOLVED ASAP! IMPORTANT TO STOP THE DISSEMINATION OF INTIMATE IMAGES ASAP TO LIMIT IMPACT AND PROTECT VICTIM as well as others involved.**

\*\*\* If at any point activity seems to be a malicious and criminal act, do not fill out the grid with instigator (step 4) but rather confiscate the device(s) if believed to contain child porn. Call police to take over immediately. Alert DYP.

4. Speak to instigator to get their version of what happened, it may clarify their intentions. Protect the students who divulged info. Confiscate devices if necessary (if believe they contain child porn). Communicate with police immediately. Contact parents of those involved. Bring to attention of DYP.

Remember important to manage situation in accordance to school rules and policies and ensure the protection of the victim regardless or whether a criminal act has occurred or not.

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

From situation 1 with Meghan:

- Victim is not necessarily the complainant (Cassandra reported Meghan's issue)
- Regardless of this, intervener **MUST** intervene to protect the victim and immediately halt the dissemination of intimate images to reduce the impact of the situation
- When confronted with a non collaborative youth (eg. refuses to surrender phone), the intervener must contact police to intervene quickly in order to stop the dissemination of intimate images ASAP and limit the impact of the situation
- Whether or not the instigator (William) is suspected of malice, the intervener should still meet with them to verify their story and confiscate devices if necessary, then contact police
- If activity is of an impulsive nature, contacting police once intervention is terminated is recommended. Police will return phones and set up SEXTO ed meeting for all involved and their parents. This aims to teach teens about the criminal nature of what they did and its consequences.

From situation 2 with Meghan and William:

- Start completing Incident Evaluation Grid with the person who reports it
- Even if does not seem to involve child porn, must continue to meet with all parties involved to verify information (complete a grid with each one individually)
- If not a case of child porn, then process it as normally would according to school rules
- If story changes(eg. Meghan originally concealed information and days later, when she was more comfortable, she disclosed it) you can then trigger the SEXTO protocol, filling and incident evaluation grid to get an idea of the situation and help guide the investigation
- No matter what the students says, **DO NOT VIEW OR RECEIVE OR STORE THE IMAGES- THIS IS A CRIMINAL OFFENCE**
- If teen reports incidence that does not involve other students at school, complete the intervention and then confiscate the device(s) that contain the images and call police
- If police asks for help to interview a certain student, you must refuse

From situation 3 with Nicolas and Kevin:

- An intervener cannot trigger SEXTO without information without info indicating impact on a student or the community
- If a parent would ask for intervener to trigger SEXTO, redirect them to the police while acting within school policies, may still support student however
- Student may decide to see intervener instead of police about a sexting incident... Intervener can then trigger SEXTO, meet with student and others involved in the school individually, filling out Incident Evaluation Grids with each.
- If malicious act is believed to have occurred, meet instigator to confiscate device(s) and halt the dissemination of images as

well as the impact of the situation

- Do not fill out Incident Evaluation Grid with the instigator, call police, they will take over
- Do not talk to anyone about the situation (including news reporters)... in order to protect the privacy of the victim and others involved. The Communication Officer at school can do that.

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

Firstly, I believe it is not easy to conduct the intervention, asking questions so as to paint an accurate portrait of the situation all the while being nonjudgemental, reassuring and making the youth feel comfortable and as part of the solution. Protecting the privacy and integrity of ALL of the young people involved, the victim(s), witness(es), and the instigator(s) while trying to make sense of what happened is a delicate dance for certain. Confiscating devices may not be easy either. Finally, Gathering information without limiting myself to being an investigator but remembering my role in supporting students who are probably frightened, worried, upset, angry.