

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/5608247e68c6087f4ee3161e>

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

- 1) When a student approaches an intervener with information about the sending of a naked image or image of a student engaging in a sexual act, the intervenor immediately initiates the SEXTO protocol and completes the grid with the student who approached the intervener.
- 2) If other students are implicated in the event, they are also explained the protocol and the grid is filled for them as well (unless there is reason to believe one of them is an instigator with malicious intent).
- 3) In all cases phones that are thought to contain images that were shared, need to be confiscated.
- 4) Police are contacted in each case and in the case of an instigator with malicious intent, the grid is not filled in with them. That work is left to the police who will initiate an investigation.

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

I learned that in the case of an instigator with malicious intent, there can still be a meeting with that person to explain the situation and confiscate their phone. Even as the grid is not filled out for them.

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

Between consenting young couple, if images are exchanged and staff at the school are made aware, it feels potentially problematic to involve the police although I understand the reasons for it.

For students with distrust of police and authorities, I feel that many at our school will not feel reassured about the protocol, but instead will be very reluctant to initiate reports to staff if they are made aware in advance that as a matter of course, police will be contacted and a meeting with police will occur.