CADRE21

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?
I would summarize the Sexto Method as having 4 distinctive steps: 1. Information Gathering, 2. Verification & Evaluation of Information, 3. Decision, and 4. Follow up.

1. The Sexto method starts by gathering all the pertinent information. The person reporting (whether the "victim" or witnesses) needs to feel supported and not judged; making them feel like they are part of the solution is recommended.
- Information is gathered by asking pertinent questions that are free of judgement.

2. To verify the information gathered, an evaluation grid must be filled out for each person being questioned (victim and witnesses). Each person should be questioned individually.
- Each student should be made aware of the importance of protecting privacy in such a delicate situation and asked not to talk about the incident with other students.
- In the evaluation of the situation, the trigger, nature, intentions, and extent need to be addressed (questions clearly identified on the Incident Evaluation Grid).
- In evaluating the incident, there should be a clear indication if the incident was a malicious act or an impulsive act. This will make a difference in the next steps to take in the situation.

3. The Sexto intervenor must determine whether the incident was a malicious act or an impulsive act by having a conversation with the instigator of the incident and evaluating all the information previously gathered by the victim and witnesses.

4. In the case of a malicious act, the incident evaluation grid should not be filled out with the perpetrator. Their cell phone should be confiscated and the police should be called. The police will take over from that point. Incident Evaluation Grids from the victim or any witnesses are submitted to the police.

In the case of an impulsive act, the intervenor should act in accordance to their establishment's rules of conduct and also look at the provisions of the criminal code.
- If the incident involves use, possession, or dissemination of child pornography, the electronic devices should be confiscated in order to prevent further dissemination.
- Intervenors should never look at the photos/videos in question. They should ask the student to shut down the device and placed in sealed bags in their presence.
- Police should then be contacted, as well as parents of the victim, the instigator, and any other students involved to explain the situation and what next steps will be.
- Youth Protection should also be informed.

- If after the Sexto Protocol has been put in place, the police asks the intervenor to follow up with other students, he or she must refuse. The intervenor should not be acting as representatives of the police force.
Question 2 - What have I learned from the three situations presented?
I have learned
-that there are precise and appropriate responses to every type of situation that can be brought forth.
- that the incident evaluation grid needs to be filled out (separately) with the victim, with every witness who reports the situation, and with the perpetrator if the situation is deemed as an impulsive act and not a malicious act. (In the case of a malicious act, the Incident Evaluation Report is not filled out, however the cell phone is still confiscated and the police are called).
- that it is okay to fill out an Incident Evaluation Report with a witness before speaking with the victim (I thought otherwise before) as in Case #1
- That if, after gathering all the evidence and filling out all the Incident Evaluation Reports, it is concluded that there is no use, possession, or dissemination of child pornography (as in Case # 2 with Meghan and William), the reports should still be filed by the intervenor - The photos should still not be shared since it makes the student uncomfortable, and the police is not called
- That the Sexto Protocol is meant as a tool used within the school. For example, a parent (or someone outside of the school) cannot trigger the Sexto protocol on their own as there would be a lack of evidence showing there are repercussions for the student or for the school community. In this case, they should be directed to the police. However, if the child of that parent decided to come forth for the same incident, then the protocol can be initiated (As in case #3 with Nicolas & Kevin)
- that phones should be confiscated and placed in a sealed bag in front of the student once the intervenor asks them to shut it off.
- that the intervenor should never discuss the incidents, especially with the media. Reporters should be referred to the

communications office of the school instead.
- that the victims and impulsive act perpetrators have the benefit of an education meeting with a police officer
Question 3 - Which step do I find the most delicate when applying the Sexto method?
The most difficult step will be to fill out the Incident Evaluation Grid with the victim. It can be difficult for students to open up completely if they feel they are being judged; they may feel ashamed. This is such a delicate matter so intervenors must pay particular attention in the way the questions are asked (the tone, the nonverbal communication, etc.) so that they are appropriate and the student feels they are in a safe and non-judgmental environment.
Another delicate step will be to speak to the parents of the victims and the perpetrators. Managing parent reactions in such a delicate situation may be difficult, they may disbelieve their child is involved in such a situation, they may want to know the consequences to the perpetrator if their child is the victim, etc. It will be important to remain calm, explain the next steps, and try to make some parents understand that the importance is in educating the students so that such incidents do not repeat themselves.