

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).

:

Badge attribué à : Diane Moquin

<https://www.cadre21.org/membres/diane-moquin-rsb-qc-ca>

Date d'obtention : 2024-05-13 16:19:15

Sexto response kit 2 – Architecte

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

The SEXTO method is a collaboration between trained school personnel, the police and the judicial system. It is used to prevent and to educate high school youth about the risks of sexting.

Steps involved include: Talking, evaluating, verifying, reporting and educating.

1- Speak with the person reporting the incident (if that person attends the school) Explain that he/she is taking the first step in helping to resolve the situation. Speak with the victim of the incident. Comfort and reassure that person by indicating that you are there to help and that there is no judgement on your part. Assess how to support the victim. Speak with any other students implicated in the incident.

2- Evaluate the situation. Ask questions in a comforting tone. Avoid making personal judgements. Using the evaluation grid, determine the triggers, nature, intentions and extent of the incident. This grid is completed with each person implicated, individually.

3-Verify the information received during those meetings and evaluations with any other young people involved or who witnessed the incident by completing the evaluation grid. When meeting with each person individually, emphasize the importance of not discussing the incident with others in order to protect the victim's privacy. At this point, information is being received from the reporter, the victim and witnesses using those grids. It must be determined whether the activities could be malicious (criminal in nature) or impulsive. If considered malicious, the police department must be notified immediately, and it is not necessary to complete the evaluation grid with the instigator. If there is incriminating evidence (child pornography) on an electronic device that the instigator is in possession of, it must be confiscated, turn off by the student and sealed in a bag in the presence of the student. This will be given to the police.

If the act is considered impulsive based on the information obtained from the reporter, victim and witnesses, the instigator will be met with to share his/her version and to clarify his/her intentions behind the actions. An evaluation grid will be completed. It is important to protect the identity of all students who provided information.

Once all parties have been individually met and evaluation grids have been completed, consult with the institution's policies to assess whether there has been a violation. Within the kit, examine the provisions in the Criminal Code.

If the situation involves possession/sharing of child pornography, consider confiscating the electronic devices involved to prevent further sharing. The devices must be turned off by the students' and placed in sealed bags in front of them.

4-Reporting the information is the next step. The police must be notified and provided with the information and confiscated materials.

The parent of the victim, instigator and witnesses should be contacted, and the situation explained to them. It is also important to inform them of the response protocol.

The incident must be brought to the attention of the Director of Youth Protection.

5_Education is an essential component of the SEXTO method. The officers and personnel involved in the criminal system will educate all individuals implicated about the possible consequences of sexting. If no criminal offence has occurred, managing the situation according to the school's policies is necessary. The physical and psychological wellbeing of the students involved must be established, therefore, follow-ups/check-ins with the students are needed.

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

During the first situation involving Meghan and Cassandra and using the SEXTO kit, information was obtained and it was discovered that no malice was involved. It was a perfect opportunity for creating bonds of confidence between the students and the intervenor. The police educated the students and parents about the consequences of sexting.

The second situation was interesting because Meghan initially didn't want to share all of the details with the intervenor because she was fearful of reprisals and being judged. It was partly because of the SEXTO protocol that Meghan felt comfortable enough to return and to speak with the intervenor. I learned that even though the victim insists on showing evidence in order to be believed, the intervenor must never look at the pictures. Not judging the victim and reassuring the person that he/she is believed is important. Once it was learned that a 19-year-old was implicated in the situation, I learned that as an intervenor my

responsibility would be to inform the police as soon as possible so that they could continue the intervention with the victim (educating her) and to pursue the legal ramifications with the 19-year-old.

In the third situation, it was interesting that the father of a student was the reporter. As there wasn't any evidence that the actions affected the school community, I learned that I would have to inform the father that he should contact the police. I also learned that as Nicolas is a student at the school, and according to the school's policies, I must support the student. When Nicolas approached the intervenor, an evaluation grid could be completed. The fact that other students were in possession of the pictures because Kevin was sharing them, made me recognize that as an intervenor I must speak with all individuals involved to get a complete overview of the situation. After the information is collected using the evaluation grids, and it is determined that there is malice, I learned that it is important to immediately contact the police. I also learned that it is important to meet with the instigator, get his/her version and to confiscate the electronic devices in order to protect the victim and to ensure that the sharing is stopped. It is not necessary to complete the evaluation grid.

Other aspects that I learned were that I cannot speak to reporters, as that is the responsibility of the school communication's officer. I also can't work as a representative of the police department even if an officer requests my assistance in questioning a student.

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

When applying the SEXTO method, there are a few steps that are delicate. I think that reassuring the victim and supporting them is important because if it is not done correctly, the victim might refuse to cooperate or withhold vital information. A strong working relationship is necessary for this method to be successful.

Retrieving electronic devices is delicate because I know that my students never part with their technology. Again, establishing a trusting rapport, and helping them to understand the reasoning behind collecting the evidence is delicate.

Maintaining the privacy and integrity of the victim and other individuals involved is sensitive. Without creating a spectacle, I would need to conduct my meetings, and do the evaluations so that no one is judged and drama does not ensue in the school.