

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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Badge attribué à :

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

The steps of the Sexto method prioritize the psychological and physical safety of the student(s) involved. It is important at every step to protect this for the students. In most cases, completing an incident evaluation grid is an important step; however, this is not the case if the intervener has determined that the "young instigator" is malicious in their intent. At all times, it is crucial not to view or have the images in question sent to your device/computer. If you believe there is a reasonable ground that child pornography exists on a device, you must confiscate the device and turn it over to the police. Another important factor is that we cannot act as agents for the police, so if they ask us to intervene with a student who has not come forward on their own, we must decline. In all cases, making sure that the victim is a part of the solution is incredibly important.

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

It is really important to get all of the facts straight before intervening. It is important to involve the police when it is clear that child pornography has been shared by one young person with another. In most cases, the instigator and victim will benefit from an educational approach. For example, in the one case in which the student had sent a bare breasted photo to the other student, there was no malicious attempt to share these photos, so both parties benefited from an educational approach that involved both the school, the families and the police. However, in the case in which the student was asking for money from the other student, involving the police right away to deal with the instigator allows them to ensure the privacy and psychological/physical safety of the victim is protected.

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

The good thing about this method is that it provides us with clear steps on how to proceed once a young person comes to us with a problem of this nature. I think determining whether the "instigator" is malicious or not might be difficult to ascertain, and when we have to intervene with multiple students, knowing how to interview them and figure out what they know/might have in their possession without compromising the privacy of the victim could be tough.