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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...

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

Stop the circulation
The first priority is to immediately halt the sharing or viewing of images. This includes ensuring images are deleted, not redistributed, and not requested to be shown during the intervention.

Protect the students involved
The intervention aims to reduce harm, stigma, and re-victimization, especially for the student whose image was shared.

Assess the situation
The adult gathers factual information: who is involved, how the image was shared, whether consent was present, and the scope of dissemination. Without viewing the images.

Educate rather than criminalize
Students are guided to understand the legal, emotional, and relational consequences of sexting, with an emphasis on responsibility and digital ethics.

Restore and prevent
The final step focuses on repairing harm, supporting affected students, and putting preventive measures in place to reduce the risk of recurrence.

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

First, I learned that each situation requires a tailored response, even though the same intervention framework is used. The emotional impact, level of intent, and power dynamics differ greatly depending on whether a student shared an image voluntarily, forwarded it thoughtlessly, or acted maliciously.

Second, the cases highlighted the importance of not viewing the images. This reinforces ethical boundaries and protects both the student and the intervening adult, while keeping the focus on behaviors and consequences rather than sensational details.

Finally, the scenarios emphasized how easily a situation can escalate if handled incorrectly. A punitive or moralizing response risks silencing students, increasing shame, and discouraging disclosure. The Sexto method instead creates space for dialogue, accountability, and learning.

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

This phase requires asking precise questions without appearing accusatory, avoiding curiosity-driven probing, and ensuring that the student does not feel interrogated or judged. There is a fine balance between collecting enough information to act responsibly and not retraumatizing the student, particularly when they are already experiencing shame, fear, or anxiety.

This step also demands strong emotional regulation on the part of the intervening adult. It requires resisting the urge to react quickly, impose consequences prematurely, or seek “proof” through inappropriate means. Instead, it calls for professional judgment, calm presence, and strict adherence to the method’s ethical limits.