

Keeping Students Safe: Anti-Sex Trafficking Protocol

Table of Contents

Introduction	2
Purpose	3
Definition	3
Statement of Principles	3
Anti-Sex Trafficking Prevention	5
Intervention	8
Step 1 – Identification	9
Step 2 – Initial Response to a Concern of a Student Being a Victim of Sex-Trafficking or Trafficking Others	10
Step 3 – Intervention Planning and Service Mobilization	12
Step 4 – Follow-Up and Supporting Ongoing Physical and Emotional Safety of Students	13
Special Considerations for Vulnerable Students	14
Training Plan for All School Board Employees	15
Additional Resources for Educators	17
Additional Resources for Parents	17
Measurement of Success and Accountability	17
Appendix A: Glossary of Terms	18
Appendix B: Roles and Responsibilities	20

Introduction

Human trafficking is one of the fastest-growing crimes worldwide, and Ontario is a hub. In Ontario, the vast majority of police-reported cases involve sexual exploitation, but there are also cases of labour trafficking. Human trafficking incidents are most often reported by police in urban centres, but traffickers are known to target individuals from and trafficking in northern or remote communities. Indigenous women and girls comprise a disproportionate number of trafficked persons for the purposes of sexual exploitation in Canada.

The Keeping Students Safe: Anti-Sex Trafficking Protocol for both Elementary and Secondary students for the Nipissing-Parry Sound Catholic District School Board has been developed to ensure that all students entrusted in our care understand that their mental health, well-being and safety are critical components of their ability to reach their full potential.

This protocol will support coordinated action by all community partners to prevent, identify and recognize sex trafficking and develop responses to facilitate early and appropriate intervention¹.

Welcoming and engaging school environments lead to positive student experiences, especially when families and communities are intentionally involved in the students' learning². Safe Schools, both physically and psychologically, are a critical element to successfully nurturing positive student experiences.

Due to almost daily contact with students, teachers and other education staff are well placed to educate on prevention and promote healthy relationships, notice troubling changes in behaviour, and connect with students as caring adults. By training staff to recognize the signs of sex trafficking, they will be better equipped to identify the cues and safely intervene if they suspect a student is being trafficked or involved in trafficking. Education can also serve as a key factor in helping survivors of trafficking heal and rebuild their lives, helping to prevent re-victimization and resetting students on a healing trajectory towards positive outcomes." (Ministry of Education)

¹ In response to: <u>Legislative Assembly of Ontario, Private members' motions</u>, 42nd Parliament, 1st Session, Motion 122 voted and carried on December 3, 2020.

² Ministry of Education. (2021). Parent Engagement: Encouraging Parent Involvement in Schools.

Purpose

The Keeping Students Safe: Anti-Sex Trafficking Protocol for the Nipissing-Parry Sound Catholic District School Board, will act to clarify roles and responsibilities of school personnel, other professionals, parents and caregivers in relation to supporting students around the prevention, intervention and follow-up related to sex -trafficking. This protocol outlines our Board approved plan on Prevention, Intervention and Follow-Up strategies.

Definition

Sex trafficking is a form of sexual exploitation and is a crime under the Criminal Code of Canada. It can include recruiting, harbouring, transporting, obtaining or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception. Most individuals who are trafficked for the purpose of sexual exploitation are women and girls, but all people may be targeted.

Indigenous and racialized individuals are especially vulnerable to experiencing sex trafficking. The intersections of colonization, intergenerational trauma, systemic discrimination and barriers to accessing service compound, which increases the vulnerability of being targeted by traffickers for Indigenous women and girls – of whom comprise a disproportionate number of trafficked persons for the purpose of sexual exploitation, in Canada.

Statement of Principles

Role for Parents/Guardians/Caregivers

Parents, guardians and caregivers are key partners in the development, implementation and review of school board anti-sex trafficking protocols. Care must be given when reaching out to parents, families and caregivers to ensure they are safe adults prior to engaging with them on matters regarding the student/s. Outreach to Indigenous parents and guardians, as well as outreach to Black and racialized parents and guardians, should be trauma-informed and recognize historic and systemic barriers that may impact their participation. Every effort should also be made to reduce cultural and/or linguistic barriers when reaching out to parents, guardians and caregivers about this work.

Foster Student Voices

Students are at the centre of this work and should be involved in efforts to develop actions against sex trafficking. Invite student groups to participate and inform the design, development, delivery and implementation of anti-sex trafficking protocols. Recognize that students with lived experience are experts and, if willing and appropriately supported through trauma-informed approaches, could share their story and insights as part of efforts to build awareness and empower students.

Build Multi-Sectoral Relationships with Community Organizations

Ongoing consultation and engagement with community groups/agencies that support members of the school community are essential to supporting anti-sex trafficking approaches that are responsive to diverse students and the needs of local school communities.

The Nipissing-Parry Sound Catholic District School Board has connected with a number of agencies, either directly or indirectly, for example through community partner multi-sectoral meetings such as the Gateway Hub Steering Committee table or Victim Services Table. The NPSC agrees to continue to seek the guidance, input, and support of our community partners, organizations, and agencies while the protocol is being implemented and during continual reviews.

Multi-Sectoral Approach: Collaborating Agencies

Nipissing First Nation

Nipissing-Parry Sound Muskoka Children's Aid Society

The Gateway Mobilization Hub Table

Hands The Family Help Network

North Bay Indigenous Friendship Centre

North Bay Police Services, Ontario Provincial Police and Anishinabek Police Services

Nipissing Human Trafficking Knowledge Network

Interventions Must be Safe

Caring adults and students within schools can promote a sense of student belonging, increase protective factors, help to reduce risk factors associated with sex trafficking, and support early intervention through identification and appropriate response, including connecting impacted persons to supportive services.

School board employees require comprehensive anti-sex trafficking training, so they are equipped to identify the signs of sex trafficking, safely respond to disclosures, be culturally relevant and responsive to diverse student populations, and support the immediate physical and emotional safety needs of students. Training must emphasize how to respond to immediate dangers and the need to avoid actions that will make an individual's situation worse or more unsafe.

Build Up School-Based Prevention

This protocol will complement existing prevention efforts in schools, including the teaching of consent, healthy relationships and healthy sexuality. It is important for school staff to understand the historical and social context of sex trafficking and implement prevention strategies that are responsive to the needs of students and members of the local school community. This is an area of concern for our Indigenous students and families,

who continue to experience the effect of colonization, resulting in a disproportionate number of Indigenous women and children being trafficked even to this day. With the support of Nipissing First Nation community supports and services and local Indigenous organizations and partners, the NPSC will continue to collaborate in order to sustain culturally responsive interventions and prevention programming.

Respect Confidentiality, Privacy and Informed Consent

Confidentiality must be respected and students must fully understand how their information may be used or with whom it may be shared. It is key to develop referral relationships with community service organizations while adhering to applicable legal requirements, including those under the *Municipal Freedom of Information and Protection of Privacy Act*; the Ontario *Human Rights Code*; the *Accessibility for Ontarians with Disabilities Act*, 2005; the *Education Act*; and the *Child*, *Youth and Family Services Act*, 2017.

Promote Equitable and Culturally Safe Responses

The Nipissing-Parry Sound Catholic District School Board supports a human rights-based, non-judgmental, culturally responsive, survivor-centered and trauma-informed approach to raising awareness, preventing, identifying and responding to sex trafficking.

Anti-Sex Trafficking Prevention

The Nipissing-Parry Sound Catholic District School Board is committed to a comprehensive anti-sex trafficking prevention and training plan. In addition to this protocol, our board approved Mental Health and Addiction Strategy outlines specific goals and deliverables related to what are known to be key elements of a comprehensive approach to raising awareness about anti-sex trafficking so that we may recognize the warning signs and intervene early. This protocol includes culturally safe strategies to raise awareness with students, school board employees, parents, care-givers and the broader school community. This protocol also applies to both on-line and in-person learners and includes experiential learning activities such as field trips, overnight excursions, board sponsored sporting events and after-school programs.

Key Elements of Prevention

The following are components of that plan that contribute to primary prevention in the school setting:

- Social/emotional learning programs in schools that are relationship focused and trauma informed
- Focus on mental health awareness for all and mental health literacy or mental health expertise for targeted groups
- Cyber-safety

- Distribution of online resources and helpful information
- Community collaboration
- Training for identified caring adults who may be equipped to intervene early
- Mental health promotion programming that focuses on resiliency and flourishing with an emphasis on help seeking without fear of reprisal and a pathway for anonymous reporting.
- Delivery of essential, developmentally appropriate teachings on healthy relationships.
- Consent, personal safety and online safety with attention to a culturally sensitive approach.

Strategies to Raise Awareness

Specifically, the Nipissing-Parry Sound Catholic District School Board's Mental Health and Addiction Strategy, sets out the organizational conditions which have been identified as the foundation for a clear focus on positive mental health and well-being at school.

A key feature of this focus is a committed leadership team whom guide the implementation of the following:

- Evidence based social-emotional learning programs from K-8;
- Intentional professional development for all staff on creating mentally healthy schools and classrooms K-12;
- Mental health awareness and stigma reduction K-12;
- Parent education and engagement;
- The distribution of quality resources;
- Dedicated collaboration with relevant community stakeholders in identifying service gaps and building clear pathways to mental health services.

Additionally, our leadership team continues to support professional development and intentional training for all in our response procedures for students who may be at risk of or is being sex-trafficked, may be targeting, luring, grooming or recruiting children and youth or is returning to school after they have been trafficked or have trafficked others.

Nipissing-Parry Sound Catholic District School Board is committed to continued community collaboration around capacity building through a shared training model that reaches beyond our board community to enhance regional efforts to reduce the risk of anti-sex trafficking for our children and youth.

Availability, Accessibility and Implementation of the Protocol

This protocol and related documents will be made available on the main website for the Nipissing-Parry Sound Catholic District School Board, which can be found at www.npsc.ca. Additionally, the NPSC will include the protocol and the annual mandatory training for all staff on its *Vector Solutions* training platform.

The Nipissing-Parry Sound Catholic District School Board acknowledges that the online safety and security of its students and employees is a key consideration and a potential factor in human and sex trafficking. Various board policies are related to the awareness and prevention of sex trafficking, and may include:

AS 21.0 Educational Field Trips

AS 29.0 Safe Schools

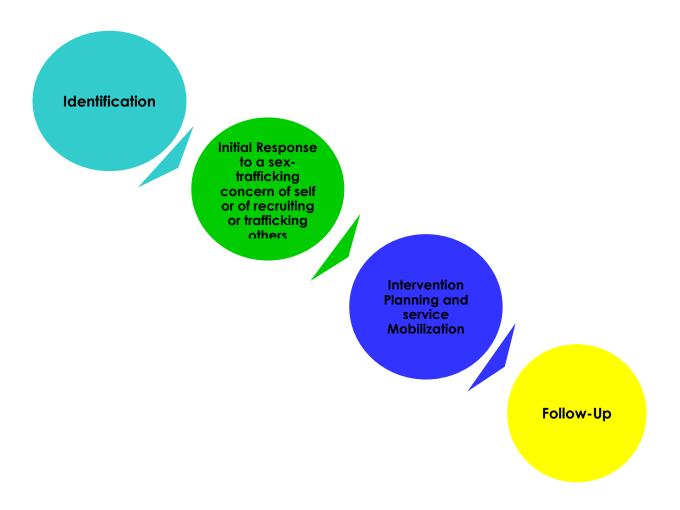
As 29.0 Section B Bullying Prevention and Intervention

S 10.0 Prevention of Abuse and Protection of Students from Potential Abuse

S 12.0 Reporting Child Protection Concerns

Intervention

While early identification and prevention are a vital component of risk reduction, this protocol is also designed to ensure a coordinated and evidence-based intervention response to children/youth who become at risk for sex-trafficking themselves or grooming and recruiting other students. The following provides a trauma informed and culturally responsive guide for school staff when responding to a student at risk for sex-trafficking, sex-trafficking others, grooming and luring or recruiting children for the purpose of sex-trafficking.



Step 1 - Identification



Responder Identifies a Concern for a Student

School staff members often have strong connections with students and we recognize that any caring adult in the building may become aware of concerning disclosures or behaviours that may indicate a risk of sex-trafficking of self or others. Warning signs may appear in a number of places including student behaviour in class at recess, during other school based activities, in pieces of writing, artwork and/or via comments or postings on social media.

Warning Signs

Possible signs that someone is being groomed for sex trafficking include changes such as:

- Withdrawing from family and friends
- Being secretive about their activities
- Having a new boyfriend, girlfriend or friend who they won't introduce to friends and family
- Suddenly spending time with an older person or people frequently missing
- Absences from school or a decline in school performance
- Wearing more sexualized clothing
- Having new material items such as clothing, jewelry, or technology . that they
 can't afford to buy
- Suddenly having a new or second cell phone with a secret number
- Shows signs of physical abuse such as bruising, cigarette burns, fractures etc.

**Please note this list is not exhaustive and represents only a selection of possible indicators. Each individual sign should be taken in context, should not be considered in isolation, and should not be taken as "proof" that human trafficking is occurring.

Step 2 – Initial Response to a Concern of a Student Being a Victim of Sex- Trafficking or Trafficking Others

Initial Response to a Concern of a Student Being a Victim of Sex-Trafficking or Trafficking Others

Tips for Responding to Students

- Be sensitive to the unique experiences of children and youth victims of human trafficking is critical to being able to support this population.
- Ensure the immediate safety of the student and any others who may be affected.
- Use non-judgmental language that focuses on the importance of them coming forward and that they will be supported through the process by a caring adult
- Avoid making promises to the youth on how the next steps might unfold
- Remember that it is the quality of your relationship with the student that prompted the
 disclosure, it is important to validate their concerns and assure them that you will take
 the necessary steps to get help
- Avoid offering support that is not within your ability to provide, specifically, keeping their disclosure confidential
- Do NOT promise to keep their disclosure confidential or secret

Response Procedure

- Notify the Principal/Designate immediately
- The Principal/designate will consult with the identified person at the board deemed to be responsible for the safe response to students who are at risk of sex-trafficking, victims of sex trafficking or engaged in the trafficking of others. In the case of this protocol, that person is the Mental Health Lead and the Superintendent of Education responsible for this portfolio
- Through the consultation process and discussion with the student, the intervention plan will be developed for the initial response prior to the student leaving school at the end of the day
- If the student identifies that they are residing with a safe parent or guardian, that parent/guardian will be notified
- If not, the Principal/Designate will begin the process by informing the Children's Aid Society and the appropriate police service

For complete information on the Duty To Report specific to new regulations pertaining to child sex-trafficking:

http://www.children.gov.on.ca/htdocs/English/professionals/childwelfare/cyfsa/policy_directive_CW004-21.aspx

Parent Notification/Participation

Parents can be an important part of the identification, response and follow-up for students who are at-risk, deemed to be involved in sex-trafficking or are engaged in grooming, luring or sex trafficking of others. However, it is also important to know that in some cases the home environment may be a contributing factor to the student's lack of safety. It is important to gauge with the student at the point of disclosure if involving parents/guardians will contribute to their immediate and ongoing safety before involving them in the response procedure.

Special Considerations for Responding to Students

Students Learning From Home: Students who are learning from home and accessing their academic program and/or other school supports virtually present a unique safety risk. The adult who is concerned for the safety of the student is unaware of who else may be in the room with the student and party to the disclosure. Additionally, the student may end the connection prematurely, leaving the safety of the situation unknown. While it is ideal if the process outlined above be followed in all situations, safety of the student is paramount. As such, a call to 911 for immediate safety concerns and/or a call to The Children's Aid Society to report a child protection concern may be the necessary first step.

Safe Reporting, Confidentiality and Anonymity: Every disclosure will be treated with confidentiality and the safety of the student and those directly and indirectly affected will be at the centre of the response. If a student wishes to remain anonymous, this will be reported to the Principal and the Principal will consult the Canadian Human Trafficking Hotline list below for further direction.

Field Trips and Other After School Programs: The process above will remain the same for students attending all school sanctioned events. In the event that the students are on an overnight trip, the supervising adult will consult the Principal and the Principal will advise the Superintendent of education to activate the appropriate intervention plan.

International Students: If the student is registered to a NPSC school the above process will be followed. However, the Principal/designate will also consult with the human trafficking hotline and/or the Ontario Provincial Police.

Safe Schools and Progressive Discipline: In the event the disclosure is about a student who is engaged in trafficking of other students the Principal/designate will follow the Safe Schools guidelines and Education Act for reporting and progressive disciplinary action should it apply.

**Individuals are strongly encouraged to use the Canadian Human Trafficking Hotline, where applicable at 1-833-900-1010. The hotline is for victims seeking help; people with a tip to report a potential case; members of the public wanting to learn more about the subject.

Step 3 – Intervention Planning and Service Mobilization



Collaborative Intervention Planning

Survivors of sex-trafficking require specialized, traumainformed, community-based supports to help them heal and rebuild their lives, and to reduce the risk of re-exploitation. While schools are well positioned to notice when there is risk, the primary goal is to engage in raising awareness to enhance prevention and early-identification. However, there may be times when school teams are called to intervene in a case where a student is a victim of sex-trafficking or engaging in trafficking others. Effective intervention requires

community collaboration to provide wrap-around support.

Mobilizing Internal and External Supports

As part of the safe response procedures, the Principal/designate in collaboration with the identified lead (Mental Health Lead and Superintendent(s) of Education) will engage in intentional planning of mobilizing both internal resources, such as Social Workers and external resources and community supports. The mobilization team will initially include representatives from The Children's Aid Society and Police Service (school Liaison officer). Depending on the nature of the risk factors and associated physical, psychological and emotional needs of the victim, external referrals will be organized through the established partnerships and pathways already identified to, from and through service. This may include presentation of the individual to the Gateway Community Mobilization Table to ensure a wrap-around approach. The mobilization of internal and external service will be culturally responsive, respectful of confidentiality and take into account the unique risk factors associated with the individual's needs.

Support for Those Indirectly Affected

It is well established that sex-trafficking has a broad impact for those involved and also those who are concerned or are supporting those involved. When the response process is initiated, it is important to pay attention to other students who may be experiencing negative effects from somehow being privy to what their classmate or peer may be experiencing or have experienced. After the immediate safety has been supported for the student the school is responding to, the Principal/Designate will themselves or assign an appropriate caring adult to, follow-up with the students indirectly involved to determine their needs for support. At this time, internal referrals to the Student Support Services team and/or external referrals to community resources will be considered.

Step 4 – Follow-Up and Supporting Ongoing Physical and Emotional Safety of Students

Follow-Up and
Supporting
Ongoing
Physical and
Emotional Safety
of a Student

Transition Back To School

It is imperative that the process of referral, intervention and ongoing support continue to be a collaborative one. With the consent of the individual, the initial intervention team will maintain contact with the associated community partners to maintain relevant communication regarding the supports needed in the school setting upon their return to school. The initiation of a school based case conference will be done by the school Principal or designate and may also include the Mental Health Lead or lead community partner. This should take place prior to the student

attending regular classes to ensure that the student's social-emotional and academic needs are considered. Additionally, this must include a safety plan for the student in terms of their participation in school activities and use of school based technology (in the event that the threat has been associated with cyber activity). A follow up meeting will be called as needed to support ongoing support and safety.

In the event that the student being welcomed back to school has been identified as engaging in sex-trafficking, grooming or luring, the procedure will be the same with the exception of direction by the local Police service in terms of the judicial considerations that should be included. Adherence to the Youth Justice Act privacy requirements will be paramount to the planning process.

Tips for Educators to Support a Safe Return to School

- Be aware that the student who has been a victim of sex trafficking has experienced trauma and so our approach is one that is based in relationship as the priority
- The student also needs a sense of security and safety while they are in our building so it is important to be aware of any safety plan that has been drafted with this in mind
- The details of the student's experience is confidential and may in fact still be under police investigation or before the courts. It is important not to engage in questioning or further investigation
- Students who are returning to school may still be at risk of re-traumatization and or could still be vulnerable. Refer to Step 1 to keep the warning signs in mind.
- Welcoming the student back to the routine of school is an important part of their ongoing recovery. Treating them with a sense of normalcy is also important.
- Remember that none of us are expected to be experts in supporting students who are
 at risk for sex-trafficking, are a victim of sex-trafficking or have been engaged in the
 grooming, luring or sex-trafficking of others. Consult with others like the school student
 support services team to support our ongoing efforts to provide a wrap-around
 approach.

Supporting Ongoing Safety/Follow-Up and Monitoring/ Well-Being Checks

Following the initial support plan for immediate response and safety, the team that has been assembled to respond will map out a follow up plan for ongoing safety and well-being checks. Prior to returning to school, the individual who has been identified as at risk or has identified being involved in sex trafficking as well individual students who have been identified as grooming, luring or trafficking others will be called to a case conference at the school to develop a safety plan. The meeting will also involve the support team at school, parent/guardian as appropriate and any community supports that are currently involved. Special attention will be given to the following factors:

- A trauma informed and culturally responsive approach to planning
- The student at the centre of the plan with an agreed upon process for revisiting the plan as required
- Any unstructured parts of the day where the student may feel at risk to leave school property or engage in unsafe cyber activities.
- The supervised use of school board technology
- Specified time for check-ins at the office for attendance monitoring
- Well-being checks as required by the identified caring adult and/or mental health support person
- Any recommendations from community service providers, Children's Aid Society,
 Police or Judicial order, especially as it relates to the safety of the individual student and the safety of others
- Any changes of guardianship, safe arrival and pick up arrangements pertaining to the student that should be documented in the student information system
- Finally, the communication strategy between school, home and community that will promote the multi sectoral approach to student safety and well-being

Special Considerations for Vulnerable Students

While any student can be sex trafficked, some groups are at increased risk of being trafficked. It is important to highlight these groups in an effort to have increased awareness around their unique risk factors:

- Systemic racism and discrimination have led to a disproportionate number of Indigenous and Black children and youth in care, which can lead to a lack of consistent relationships with caring adults and peers in schools.
- Indigenous peoples are especially vulnerable to sex trafficking due to historic and ongoing systemic discrimination, including intergenerational trauma resulting from residential schools and the "Sixties Scoop".
- [8] First Nation youth transitioning from remote Northern communities to schools in urban centres can also face increased safety risks.

- Language barriers, isolation, economic disadvantage or a lack of community and social supports may leave newcomer youth with increased vulnerability to trafficking.³
- Students with disabilities may experience bullying and isolation in addition to having difficulty understanding the intentions of others.
- Students who are 2SLGBTQQIA experience high rates of bullying, assaults and sexual abuse, and they may face isolation or displacement if they experience rejection from their family or the community. Traffickers use tactics to identify and groom vulnerable children and youth by fulfilling their unmet needs such as love, affection, a sense of belonging and other basic needs like housing or food security and/or by using threats, physical violence and control. An unstable home life and past trauma, as well as other factors such as a history of childhood abuse or involvement with the child welfare system, can leave students more susceptible to being trafficked.
- Traffickers can use tactics such as befriending students on online platforms and pretending to be a love interest or encouraging the student to leave their rural/remote community to come to the city for work. Isolating the victim from family and friends is the ultimate goal, followed by normalization of abuse through a gradual grooming process.

Training Plan for All School Board Employees

Initial Training Plan

We will use a designated Professional Activity Day to engage NPSC staff that will focus on the following elements:

- Key definitions, common misconceptions and myths about sex trafficking, including tactics used for online luring, grooming and recruitment
- Learning about human rights-based approaches to combatting sex trafficking, including the application of an equity lens, anti-racism, a gender-based lens, trauma-informed approaches and indigenous cultural competencies
- Information on protective factors and prevention-focused supports and resources
- Information on risk factors and signs that a student is at risk, being lured, groomed or trafficked
- Signs that a student is or involved in luring, grooming or trafficking others
- Response procedures, including the duty to report, how to handle disclosures to support students' safety, how to support students impacted by sex trafficking and how to share information to ensure privacy and confidentiality
- Supports available to students and affected staff, including culturally responsive supports
- Additional training resources to support staff to understand and safely respond to sex trafficking

_

³https://www.ontario.ca/#foot-8

 Roles and responsibilities of school board employees in raising awareness, identifying and responding to sex trafficking

Ongoing Training Plan

Using the resources available to use in the Virtual Learning eCommunity (VLE), we will create an "Anti-Sex Trafficking Training Module" in Vector Solutions. Beginning in the 2022-2023 school year, this training will be mandatory for all NPSC staff. Completion will be tracked directly through that platform.

Schools will be encouraged to create a bulletin board with support services and contact information that is accessible and visible to students, parents, and visitors. Schools can also post anonymous support hotline numbers in places such as bathroom stalls.

Capacity Building through Community Partnerships and Fostering Student Voice

Our approach to the initial training and ongoing training will include a multi-sectoral approach that incorporates involving community partners with knowledge and expertise in the area of sex-trafficking. Additionally, we will engage our community partners with ongoing dialogue about our protocol and our experience with implementation to ensure that the processes and responses within are evidence based and evolving to the needs. We will also commit to fostering student voice in the prevention, education, intervention and follow up identified in this document as part of our commitment to keeping the student at the centre of our work.

Cyber-safety

- Virtual or in-person presentations about this topic may be offered at the school or school board level. Presentation material may be locally developed or include presentations/guest speakers from outside agencies.
- Digital resources may be shared through email, social media, and other means
- Print resources, such as brochures or newsletters, may also be shared across the board
- Individual schools may also share information via monthly newsletters

Signs that a student is being targeted, lured, groomed, trafficked or is trafficking another student

- Virtual or in-person presentations about this topic may be offered at the school or school board level. Presentation material may be locally developed or include presentations/guest speakers from outside agencies.
- Videos from former sex trafficked persons may be shared. Examples of such videos are "Bridget's Story" and "Karly's Story".
- Digital resources may be shared through email, social media, and other means. Print resources, such as brochures or newsletters, may also be shared across the board.
- Individual schools may also share information via monthly newsletters.

Additional Resources for Educators

"The Trap" a human trafficking digital education tool, and facilitated by an adult, teaches children and youth what human trafficking is and equip them with the skills to stay safe.

Speak Out: Stop Sex Trafficking, an educational campaign focused on raising awareness about sexual exploitation among Indigenous women and youth Educational resources and lesson plans for secondary school educators on child sexual exploitation.

For dedicated services in supports across Ontario that help victims, survivors and persons at risk of human trafficking, visit: www.ontario.ca/page/human-traffickings

Additional Resources for Parents

Parents will be provided with a list of organizations/agencies, including anonymous reporting hotlines such as Kids Help Phone and www.canadianhumantraffickinghotline.ca/submit-a-tip

Parents will be referred to and/or provided with the contact information for the board's Mental Health Lead, who will then follow the steps established by the board to help the person being trafficked.

Anonymous concerns can be brought forward directly to the school, school board, or Mental Health Lead by phone. Parents can block caller-id information when calling in, to ensure anonymity.

Measurement of Success and Accountability

This protocol will be reviewed every five years. As part of our review, we will monitor the effectiveness of the training by gathering data from NPSC staff, to determine if the protocol better-equips them to help children and youth avoid being trafficked or respond to a situation that involves trafficking. To assist us in the monitoring process we will engage our community partners to evaluate.

Appendix A: Glossary of Terms

2SLGBTQQIA: Refers to two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual.

Anti-racism: Anti-racism is a process, a systematic method of analysis, and a proactive course of action rooted in the recognition of the existence of racism, including systemic racism. Anti-racism actively seeks to identify, remove, prevent and mitigate racially inequitable outcomes and power imbalances between groups and change the structures that sustain inequities.

Cultural responsiveness: "Extends beyond language to include a much larger set of professional attitudes, knowledge, behaviours and practices, and organizational policies, standards and performance management mechanisms to ensure responsiveness to the diversity of [students] who walk through [schools'] doors⁴."

Cultural safety: Refers to "an environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together⁵."

Equity lens: Involves "strategically, intentionally and holistically examining the impact of an issue, policy or proposed solution on underserved and historically marginalized communities and population subgroups, with the goal of leveraging research findings to inform policy⁶."

Human rights-based approach: A "conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. It seeks to analyze inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress⁷."

Survivor: Used to refer to an individual who has escaped a trafficking situation, whereas *victim* is used to refer to an individual who is in the process of being recruited or is being trafficked. The term survivor may also be used to refer to an adult with lived experience of being trafficking. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should

18

⁴Indigenous Primary Health Care Council. (2018, June). <u>Cultural Competency Guideline for Ontario Public Health Units to Engage Successfully with Aboriginal Communities</u>.

⁵Williams, R. (1999). Cultural safety—what does it mean for our work practice?. Australian and New Zealand journal of public health, 23(2), 213-214

⁶Douglas, M. D., Willock, R. J., Respress, E., Rollins, L., Tabor, D., Heiman, H. J., & Holden, K. B. (2019). Applying a health equity lens to evaluate and inform policy. Ethnicity & disease, 29 (Supplement 2), 329

⁷UNICEF. (2016, January 23). A Human Rights-based Approach to Programming: What is HRBAP?

confirm how an individual impacted by trafficking prefers to be reference victim to have sex, to take images of child sexual abuse). Often, a victim may not be aware that exploitation is happening, and victims may be forced to recruit other victims.

Trauma-informed approaches: Are "policies and practices that recognize the connections between violence, trauma, negative health outcomes and behaviours. These approaches increase safety, control and resilience for people who are seeking services in relation to experiences of violence and/or have a history of experiencing violence⁸."

Victim: Used to refer to an individual who is in the process of being recruited or is being trafficked, whereas *survivor* is used to refer to an individual who has escaped a trafficking situation. The term victim is often used to refer to a child who has experienced sexual exploitation. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

Tactics: Traffickers may use a range of tactics to target, recruit, manipulate and coerce victims. This can often involve a process of targeting an individual's vulnerabilities then luring, grooming, isolating, manipulating, controlling and exploiting a victim to then conduct sexual acts (for example, forcing a victim to have sex, to take images of child sexual abuse). Often, a victim may not be aware that exploitation is happening, and victims may be forced to recruit other victims.

⁸Government of Canada. (2018, February 2). <u>Trauma and Violence-informed Approaches to Policy and Practice</u>.

19

Appendix B: Roles and Responsibilities

Person/Position	Role and Responsibility
Student reporting a concern for self or others	 Tell a trusted person in the school and request help (Responder)
Responder (first person to learn of student report)	 Listens to student and reassures student Makes sure student is not left unattended Informs Principal/VP/Designate
Principal/Leader in Charge	 Manages overall process and develops a communication plan Follows reporting procedure including the guidelines for the Duty to Report
Parent/Caregiver (When appropriate)	 Responsible to direct the care of their child To inform the school about the needs of their child
Identified Contact Person	 Talks to student to determine next steps and ensures immediate physical and emotional safety of student Liaises with community partners applicable to the disclosure ensures a safety plan is developed if the student continues to attend school or is in place upon their return Ensures that well-being follow up check-ins are prioritized for all affected both directly and indirectly

The Ministry of Education's <u>PPM 166: Keeping Kids Safe Policy</u> is the foundation for the creation of this protocol and is cited throughout.

This protocol is aligned to the template that was provided by The Council of Ontario Directors of Education (CODE) and with resources made available to Ontario school boards on the Ontario Virtual Learning Environment (VLE) on the Anti-Sex Trafficking eCommunity.