

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

worse or more unsafe.

Build up school-based prevention

The development of the 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.

Respect confidentiality, privacy and informed consent

The development of procedures must respect confidentiality and ensure that the student fully understands 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

Protocols should demonstrate a human rights-based, non-judgmental, culturally responsive, survivor-centred and trauma-informed approach to raising awareness, preventing, identifying and responding to sex trafficking.

4. TACTICS USED BY SEX TRAFFICKERS

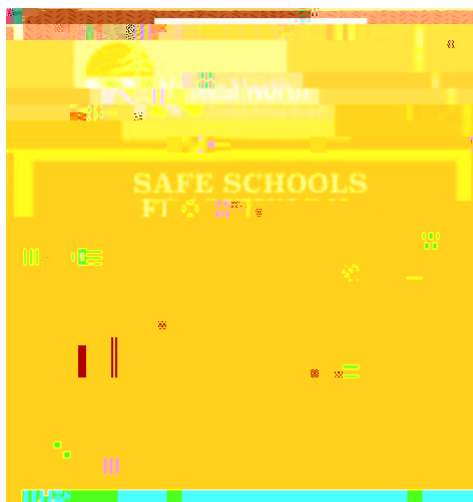
Traffickers use tactics to identify and groom vulnerable children and youth by fulfilling their unmet needs such as love, affection, a sense of belonging and other basic needs like housing or food security and/or by using threats, physical violence and control. An unstable home life and past trauma, 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 be13BDC q0.00000

It is well known that children who are abused or exploited are often victimized by a parent or guardian. But what is not as readily acknowledged is the role that a parent or guardian or person in a position of trust plays in the broader context of sex trafficking. For example, the International Survivors' Survey conducted by the Canadian Centre for Child Protection showed that there are cases where parents and other family members involved in the sexual exploitation and trafficking of their children.

Not all sex traffickers are adults. School-aged children and youth may also be involved in trafficking their peers. According to Statistics Canada, between 2009 and 2018, there were approximately 1400 victims of human trafficking reported to police in Canada, and 6% of the accused persons identified were between the ages of 12 to 17. School-aged children and youth will benefit from early intervention to reduce their vulnerability

5. STRATEGIES TO RAISE AWARENESS AND PREVENT SEX TRAFFICKING

The entire Near North District School Board is committed to creating safe learning spaces for your child. To that end, the Safe Schools Framework was developed to ensure that students participate in learning year-round that fosters an inclusive, welcoming and safe environment. Throughout the year, all schools participate in activities that focus on creating safer schools through Citizenship and Community; Conflict Resolution; and Bullying Awareness. Each of these three domains contain additional subtopics that support and reinforce the main idea. Character education, for example, is a key component of creating future citizens, while understanding cyber safety will help prevent incidents of bullying by keeping students safe online. These three domains work together to create Safe and Accepting schools, which is part of our Well-being Strategy and contains many pieces that will support our anti-sex trafficking education and prevention programs.



Education for Students

Frequent use of mobile phones and computers can make it harder for caring adults to recognize the signs that a student is being groomed and lured. This increases the importance of educating students about both the positive and negative potentials of the internet, including the harmful impacts of violent depictions in sexually explicit imagery. Traffickers and other sexual predators are increasingly using online social medial platforms

to lure, groom and recruit young people into sexual acts or services. Technology can provide an easy point of access into conversation and relationships with unsuspecting students.

The Keeping Students Safe policy builds on the 2019 *Health and Physical Education* (HPE) curriculum for Grades 1 to 8, which supports students in learning how to identify, develop and maintain healthy relationships, to identify and respond to exploitative and coercive behaviour, and how to seek help as needed. These skills help protect students from sex trafficking by teaching them to identify when they are in an unsafe situation. The curriculum is designed to be developmentally-appropriate; as students age, they continue to learn about and practice the skills they need to stay safe (in person and online), and how to best help themselves and others. Students also learn about the impacts of sexually explicit media, including pornography. In every grade, students learn about consent and what constitutes a healthy relationship.

To further support the Ontario curriculum learning expectations, all teachers in NNDSB will teach *Kids in the Know*, an interactive safety education program designed by the Canadian Centre for Child Protection. The purpose of the program, designed for students from kindergarten to high school, is to help educators teach children and youth effective personal safety strategies. This engaging program builds resiliency skills and reduces the likelihood of victimization in an online and offline world. *Kids in the Know* is a research and evidence-based program that balances empowerment with protection using activity-based learning while supporting important discussions about personal safety without the use of fear.

Kids in the Know has received the nationally-recognized Curriculum Services of Canada seal of approval, with lessons matched to the learning outcomes found in the Ontario curriculum. Through this program, students will learn about:

- Healthy relationships
- Safe and responsible use of technology
- Addressing high-risk behaviour
- The public nature of the internet and loss of control of shared content
- Building capacity to handle difficult situations
- Knowing when and how to seek help

Students can also benefit from resources available from PREVNet. This website works to eliminate violence and promote healthy relationships for youth. They are dedicated to addressing the systemic racism and the impacts of colonization that puts marginalized groups at higher risks of violence. Students will access materials on:

- Youth dating violence
- Cyberbullying
- Online and offline targeting, luring, and grooming tactics
- Healthy relationships and consent
- Mental Health and Well-being
- Online and offline personal safety practices

Education for Parents

NNDSB will continue working alongside the

rejection from their family or the community.

6. RESPONSE PROCEDURES

Every school board employee has a duty to respond in situations where a student:

- may be at risk of or is being sex trafficked
- may be targeting, luring, grooming or recruiting children and youth for the purpose of sex trafficking
- is returning to school after they have been trafficked or involved in trafficking others

The responses enacted by the school, internal board supports and outside agencies must take into account the needs of our diverse learners and their families, which may include:

- students with special education needs, mental health needs, social or emotional needs or language/cultural barriers, and international students
- students who are in care, receiving care or in customary care arrangements
- students who are being trafficked and who may be involved in the recruiting of other victims, including students who are returning to school after they have been involved in a trafficking situation
- parents, including those who may live overseas and/or may not speak English or French
- students 18 years or older or who are 16 or 17 years old and have withdrawn from parental control

The following response procedure must be followed when a teacher, principal, vice-principal or staff member knows or suspects that trafficking and/or sex trafficking is occurring, or has previously occurred, involving a student of the board:

Staff member reports concern to school Principal
Principal contacts Pri Supervisory Officer, and
the Superintendent of Safe Schools. Determinations must be made as to whether:

- the student is at risk of being sex trafficked
- the student is being sex trafficked
- the student is engaged in the trafficking of others
- the student was previously sex trafficked and is returning to school

Principal of Safe Schools makes internal referral to NNDSB Mental Health Lead and, in conjunction with the School Principal, determines next steps of action and who will be responsible for completing each action. Next steps may include:

- Creating an internal support services plan
- as per Section 125(1) of the *Child, Youth and Family Services Act, 2017* and under *Policy/Program Memorandum 9: Duty to Report Children in Need of Protection*.
- Reporting to Police services

- Contacting the Parent(s)/Guardian(s) as appropriate
- Obtaining outside victim support services
- Connecting student with outside well-being agencies, such as the Indigenous Friendship Centre
- Consult with Cybertip.ca if there is an online component to the student victimization

Consideration

7. TRAINING FOR SCHOOL BOARD EMPLOYEES

NNDSB has partnered with the Canadian Centre for Child Protection to ensure that all staff receive the training they require to identify the signs of sex-trafficking, safely respond to disclosures, be culturally relevant, respond to diverse student populations and support the immediate physical and emotional safety needs of students. Training will include how to respond to immediate dangers and the need to avoid certain actions that could make an

This training is complimentary to the mandated sexual abuse prevention training required by all Ontario Certified Teachers (OCTs) and all teacher applicants.

Commit to Kids Child Sexual Abuse

Prevention Training. This 2.5 hour certificate level training will empower all adults who work with children and youth to become protective adults. This training aligns with the information found in this policy and PPM 166, and will include:

- 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 in understanding and safely responding to sex trafficking
- roles and responsibilities of school board employees in raising awareness, identifying and responding to sex trafficking

The training will be tracked to ensure that all employees have the knowledge and skills they need to prevent and combat our students from becoming victims of sex-trafficking. Training is available throughout the year, however dedicated time during professional development sessions will be utilized to provide an annual review of the training videl bs0 g0 G[() TJET-6()7(d)-6(e)

8. MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION

Appendix A: glossary of terms

2SLGBTQQIA: Refers to two-

Trauma-informed approaches

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 [footnote 13\[13\]](#)

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.