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Subject	ANTI-SEX TRAFFICKING PROTOCOL
References	Policy 3005 – Student and Staff Well-being APM A7620 – Children in Need of Protection: Child Abuse and Neglect Reporting Procedures Ministry of Education Policy/Program No. 166 Keeping Students Safe Policy Framework Anti-Sex Trafficking Handbook
Contact	School Services

1. Purpose

In order to comply with *Policy/Program Memorandum (PPM) 166 Keeping Students Safe: Policy Framework*, the Simcoe County District School Board (SCDSB) has developed the following Administrative Procedures Memorandum (APM) to ensure there is a protocol in place with core components to protect students and empower school communities to play a key role in fighting sex trafficking and keeping children and youth safe from sexual exploitation.

The *Policy/Program Memorandum (PPM) 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols (PPM166)* sets a strong foundation for Ontario school boards to build local anti-sex trafficking protocols.

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

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

School staff are well placed to educate on prevention, promote healthy relationships, notice troubling changes in behaviour, and connect with students as caring adults. Training staff to recognize the signs of sex trafficking will make them better equipped to identify the cues and safely intervene if they suspect a student is being trafficked or is involved in sex trafficking. Education can also serve as a key factor in helping survivors of sex trafficking heal and rebuild their lives, help prevent re-victimization and reset students on a healing trajectory towards positive outcomes.

2. Statement of Principles**2.1 Parent(s)/Guardian(s)**

Parent(s)/guardian(s) are key partners in the implementation, and review of school board anti-sex trafficking protocols. Care must be given when reaching out to parent(s)/guardian(s) to ensure they are safe adults prior to engaging with them on matters regarding the student(s). Outreach to Indigenous parent(s)/guardian(s), as well as outreach to Black and racialized parent(s)/guardian(s), 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 parent(s)/guardian(s) about this work.

2.2 Fostering Student Voices

Students are at the centre of this work and should be involved in efforts to develop actions against sex trafficking. Student trustees were consulted on this project, both on the protocol and the student learning materials. Ongoing consultation and engagement with community groups/agencies that support members of the school community were essential to supporting our anti-sex trafficking approaches so that they are responsive to diverse students and the needs of our local communities.

2.3 Community Organizations and Resources Consulted:

2.3.1 Barrie Police Services, Human Trafficking Unit

2.3.2 Dnaagdawenmag Binnoojiiyag Child and Family Services (DBCFS)

2.3.3 Huronia Transition Homes (Women's Shelter)

2.3.4 Mental Health Leads, Simcoe Muskoka Catholic District School Board and SCDSB

2.3.5 Ontario Native Women's Association (ONWA)

2.3.6 Rama First Nation

2.3.7 Resources from Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls as well as Their Voices will Guide Us

2.3.8 Simcoe Muskoka Family Connexions (SMFC)

2.3.9 South Simcoe Police Services

2.3.10 Women and Children's Shelter of Barrie

2.4 Interventions Must be Safe

Caring adults and students should 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.

Staff will continue to receive comprehensive anti-sex trafficking training, so that 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 will emphasize how to respond to immediate dangers and the need to avoid actions that will make an individual's situation worse or more unsafe.

- 2.5 **School Based Prevention**
The protocol complements existing prevention efforts in schools, including the teaching of consent, healthy relationships, and healthy sexuality. It is important for 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.
- 2.6 **Confidentiality, Privacy, and Informed Consent**
The response requirements for administrators and educators, found in the Anti-sex Trafficking Handbook, 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 for us to continue to build 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 *Accessibility for Ontarians with Disabilities Act, 2005*; the *Education Act*; and the *Child, Youth and Family Services Act, 2017*.
- 2.7 **Promote Equitable and Culturally Safe Responses**
The protocol demonstrate a human rights-based, non-judgmental, culturally responsive, survivor-centered, and trauma-informed approach to raising awareness, preventing, identifying, and responding to sex trafficking.

3 Strategies to Raise Awareness and Prevent Sex Trafficking

- 3.1 The Anti-sex Trafficking protocol will be available on the SCDSB public website and the staffweb.
- 3.2 The parent/guardian learning section on the SCDSB public website will include a video that will comprise of:
- 3.2.1 cyber-safety;
 - 3.2.2 the signs that a student is being targeted, lured, groomed, trafficked, or is trafficking another student;
 - 3.2.3 how to get help safely (through the school board and/or support hotline); and,
 - 3.2.4 what parents/guardians can do.
- 3.3 Resources from the Canadian Centre for Child Protection will also be linked to provide parents/guardians with tips on how to keep their child(ren) safer online and how to report suspicious activities.
- 3.4 Teaching staff will have resources specifically developed for learning about anti-sex trafficking to raise awareness among students on the signs a student is being targeted, lured, groomed, trafficked, or is trafficking another student. These resources will also address how to bring concerns about luring, grooming, recruitment or exiting sex trafficking to the school without fear of reprisal, as well as how to report anonymously using the Canadian Human Trafficking hotline.

- 3.5 Staff resources will include curriculum-based learning about healthy relationships, consent, mental health and well-being, coping skills, personal safety, and online safety.
- 3.6 Response procedures can be referenced in the [Anti-Sex Trafficking Handbook](#).

4 Training for Staff

- 4.1 All new and current school based staff will complete the training created on anti-sex trafficking.

Training of new and current employees will be tracked, and training will be available throughout the year to all new and existing staff. Training will be updated to stay current with emerging issues related to sex trafficking and changes in community services and response.

- 4.2 Staff training resources will be available for all staff to support them in safely responding to any disclosures of sex trafficking and the roles and responsibilities of staff in raising awareness, identifying, and responding to sex trafficking.
- 4.3 Training includes a clear definition of sex trafficking, common misconceptions, and myths about sex trafficking, including tactics used for online luring, grooming and recruitment, as well as information on protective factors and prevention-focused supports and resources.

Initial training will also include response procedures, including the duty to report, how to handle disclosures to support students' safety, how to support students impacted by sex trafficking, how to share information to ensure privacy and confidentiality, communication requirements (refer to the [Anti-Sex Trafficking Handbook](#)), and supports available to students and affected staff, including culturally responsive supports. All social workers/administrators will be provided with a list of organizations to contact for culturally relevant support.

5 Measuring Success, Accountability, and Evaluation

The Ministry of Education will collaborate with school boards, as well as anti-sex trafficking partners, to develop a performance measurement framework and this will be used to monitor the effectiveness of the protocol and staff training.

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Revised

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