



## Guideline: Anti-Sex Trafficking School Board Protocol

Process / Function: **Student Safety and Wellbeing**

Primary Responsibility: **Administrators**

Frequency: **On-Going**

Guideline Owner: **Superintendent of Education**

Date: **January 13, 2022**

### PURPOSE

The *Policy/Program Memorandum 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<sup>1</sup>.

Welcoming and engaging school environments lead to positive student experiences, especially when families and communities are intentionally involved in the students' learning<sup>2</sup>. 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. SCCDSB will train staff to recognize the signs of sex trafficking so they can be better equipped to identify the cues and safely intervene if they suspect a student is being trafficked or involved in trafficking. Education will 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.

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

<sup>2</sup> Ministry of Education. (2021). [Parent Engagement: Encouraging Parent Involvement in Schools](#).

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## DEFINITION OF SEX TRAFFICKING

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, racialized and students from lower socio-economic status 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.

## STATEMENT OF VALUES AND PRINCIPLES

### Values

This protocol is informed by our values of partnership, Catholic faith, inclusive education, and evidence-based practice stated in the St. Clair Catholic District School Board Mental Health Strategic Plan. These values are reflective of our overall Board values.

- We incorporate our faith-based practices which honour the life and dignity of each person created in God's image. By practising faith and wellness in the classroom daily by employing words and deeds that each person has inherent dignity as a child of God, we believe we will build supportive relationships that will have a positive impact on our school community members' well-being.
- Partnerships include schools, families and communities working together. Some of our organizational conditions will focus on how we enhance our partnerships with children/youth, families and communities.
- Inclusive education means focusing on the whole student and how the interaction with our staff is key to everyone's success. Assisting staff and families gain a greater awareness of mental wellbeing with a goal of focusing on people's strengths.
- Evidence-based practices and evidence-informed work includes the methods by which we implement the Strategy, continuing the work that has begun, building on successes/strengths and focusing on the gaps.

It will be crucial to develop psychological safety and trust between educators, administrative staff and students and their families for schools to effectively address the risk factors of youth sex trafficking to support feelings of isolation, and provide social supports.

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## Involving parents and guardians/caregivers

Parents, guardians, and caregivers will be key partners in this protocol. The St. Clair Catholic District School board will work to identify best strategies to build awareness of human trafficking with parents, guardians and caregivers. It is essential to recognize parents and caregivers have different levels of knowledge and comfort regarding the topic of human trafficking. Involvement should be engaged via their peer groups such as Catholic parent involvement committees. If there is a suspicion that a student is being trafficked, school board personnel will reach out to the student's guardian. Outreach to support and notify those most vulnerable families, parents and caregivers will be led by trauma informed practices and strategies to recognize systemic barriers in order to support the student. Ensuring parents are aware of preventative online safety tips and tools will be crucial in building their capacity to support their children and youth in forming healthy relationships.

## Student involvement

Student groups, particularly wellness, faith, social justice, and Indigenous student leadership groups will be provided opportunities to offer feedback. Feedback will be sought to further enhance the protocol to ensure youth can also support one another if they believe a peer is being exploited or trafficked. While some students may not feel like they have a safe adult to speak to in the school community, they likely will share with a friend, who can in turn offer support and encourage disclosure.

Anti-bullying, mental health, gender, and inclusivity initiatives developed and led by students in their classes and schools can help to redress the risk factors previously identified which place vulnerable students at risk. Students may be directly involved in this work by using evidence-based education strategies from a curriculum perspective and by taking a trauma-informed approach to help build awareness and empower students to act against human trafficking.

## Build multi-sectoral relationships with community organizations

St. Clair Catholic District School Board will lean on its existing relationships with local and regional community organizations, including mental health agencies, United Way, child welfare agencies, women's centres, Indigenous and social justice organizations. With increasing disclosures from students, community agencies will face an increased demand for services and support so a pathway to care will need to be designed and monitored. Building relationships with gender-based violence, community colleges, sexual assault centres and anti-human trafficking local organizations will be crucial to support schools in implementing the protocol using trauma-informed and culturally sensitive approaches.

## Role of women's Centres, anti-human trafficking, and local violence prevention groups

- Provide ongoing technical expertise in protocol implementation opportunities and challenges

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- Feedback on culturally sensitive and survivor centered approaches
- To provide direct support with students who have been victimized

*These organizations can be accessed for referrals and support services: Women's Interval Home Sarnia Lambton; Sexual Assault Centre Sarnia-Lambton; Sarnia Lambton Coordinated Committee on Violence Against Women; Family Counseling Centre of Sarnia Lambton; Chatham- Kent Women's Centre; Chatham Coordinating Committee to end violence against women; Family Service Kent; Chatham Kent Sexual Assault Centre; Sexual Assault/Domestic Violence Treatment Centre.*

## Role of Indigenous groups and Elders

- Ongoing collaboration to ensure Indigenous students are supported
- Provide direct support with students who have been victimized
- Provide feedback on protocol implementation from a diversity of Indigenous perspectives
- Partner with schools to offer programming which builds a culture of inclusivity, and belonging, supporting the school to decolonize approaches
- Indigenous Child and Family Well-Being Supports can be accessed

## Role of Child, Youth and Family Services

- Collaborate to provide additional supports with vulnerable students
- Engage as appropriate with any investigation with police
- Educate foster parents and families about risks and signs of sex trafficking
- *Chatham Kent Children's Services, Sarnia Lambton Children's Aid, and St. Clair Child and Youth Services can be accessed*

## Role of Police

- In the case of a formal disclosures, the police will be engaged to investigate
- Ongoing trust and relationship-building with students to help to encourage disclosures with support of school social worker
- Reaffirm to students who have been victimized that he/she will not face repercussions, and are not in the wrong
- To liaise as appropriate with the school and parents/guardians to respond to the disclosure
- Information sharing with school boards
- Engage First Nations Community Policing when responding to a disclosure involving an Indigenous student

## 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

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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. Training needs to ensure that adults understand the term “do no harm” when they receive training.

## Further develop 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 in our curriculum. It is important for school staff to understand the historical and social context of sex trafficking before implementing any curricular activities. Contextualizing these issues in root causes, including; colonialism and patriarchy are important for students to deepen their understanding. Additional gender transformative programming which directly engages male-identified youth to unpack male gender stereotypes and harmful gender norms which informs much of the mentality of sex trafficking perpetrators and groomers can help to lessen the risk of young men trafficking others. Empowerment programming should be explored to redress the risk factors of sexual exploitation and trafficking so as to foster confidence and self-esteem. Student groups should be engaged to develop a peer-to-peer digital safety and healthy relationships program through experiential learning opportunities. Partnerships should continue to be explored for educational programming within our board.

The following recommendations<sup>3</sup> will support youth engagement in response and prevention of sex trafficking;

- Provoke critical thought when discussing child sexual exploitation and sex trafficking;
- Unpack child sexual exploitation and sex trafficking by exploring supporting concepts;
- Distinguish between an abusive and healthy relationships;
- Critically examine masculine culture and promote non-violence;
- Encourage action;
- Discuss online safety;
- Youth-led conversations, activities and initiatives

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<sup>3</sup>White Ribbon Canada (2014). Youth Engagement in Preventing Sexual Exploitation and Human Trafficking: An exploration of promising practices. White Ribbon Canada, Toronto. April 2014

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## 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 developing referral relationships with community service organizations while adhering to applicable legal requirements, including those under the *Personal Health Information and Protection Act, 2004*; *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

Youth need to be supported through a human rights-based, non-judgemental, culturally responsive, survivor-centered and trauma-informed approach to raising awareness, preventing, identifying and responding to sex trafficking. The imperative for this work is “do no harm”..

## STRATEGIES TO RAISE AWARENESS AND PREVENT SEX TRAFFICKING

A universal approach, which engages youth, parents, educators, senior administration, and support staff will help to build awareness regarding the root causes and forms of sex trafficking, as well as cultural and trauma-informed response procedures. The following strategies are recommended:

- Align all awareness strategies through our Pastoral Plan, our Faith, Wellbeing and Indigenous strategic plans
- Utilize existing internal and external communications (ie. e-newsletters) to share information supporting the prevention of sex trafficking related content, including; root causes, red flags of sexual exploitation and sex trafficking, and SCCDSB pathway to care for support services
- Include physical posters at the school with local sex trafficking support services contact information
- Communicate the Board and school's commitment to robust response and prevention of sex trafficking on social media channels
- Organize, in partnership with community agencies, the annual training of all staff, educators, senior administration and support staff regarding sex trafficking response, prevention and pathway to care for support
- Engage local sex trafficking organizations and work with community experts to share lived experiences and resilience in moving forward
- Share the anti-sex trafficking protocol and training materials on the school board website, and offer a contact to reach out for additional information
- Host virtual or in-person training with parents, guardians and caregivers regarding digital safety, healthy and consensual relationships, and sex trafficking response and prevention strategies
- Engage student groups to work with community partners to explore feasibility in developing peer-to-peer digital safety and healthy relationships health promotion campaigns

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- Implement social media curriculum lesson plans developed by the Student Support and Wellbeing Team to support critical thinking and learn about gender equity

All activities and interventions will be evaluated both using a triangulation method and the findings will support the review of this work on an annual basis.

## RESPONSE PROCEDURES

### Response and Prevention of Sex Trafficking Among Vulnerable Students

If a person suspects a student has been a victim of sexual exploitation/trafficking, or has made a disclosure, a trauma informed approach will be applied, to support children/youth. All students, parents, educators, staff, and Board members should be aware of the response procedures.

If someone suspects a student is at risk, we will:

- Listen
- Let the student know that you are there to support them
- Let the student know that additional support might be needed
- Inform the principal and principal will notify parents
- For younger students under age 12 and if parents agree, principal will refer this student to a member of the Student Support and Wellbeing Team (SSWT)
- SSWT will meet with student to determine if they require supports and co-create wellbeing plan that focuses on safety and wellbeing
- Student monitoring will be done weekly and staff will be encouraged to be the eyes in the skies
- If a student discloses or has red flags, follow the next steps.

If a student discloses that they are being trafficked or if warning signs of being groomed are evident, we will:

- Listen with non-judgment and openness (see Appendix 1)
- Thank the student for sharing with you and remind them you have a duty to report.
- Reiterate it's not their fault, and they are not in trouble, and you are here for support
- Discuss concerns with your principal
- The school principal along with the support of the SSWT and school Superintendent will raise any concerns with parents/guardian regarding suspected luring/grooming their child may be engaged in; notify them you will be calling police as the responsibility of duty to report
- Contact Police Services - local, OPP, First Nations Police
- Contact parents and document disclosure using CAS child abuse form
- In collaboration with system support team, check-in and provide support as needed (or make community referral) with support from SSWT

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If a student returns to school after being trafficked, we will:

- Host a school-based team to identify ways to support the student before they come back to school; flexibility of learning goals and outcomes must be taken into consideration
- SSWT will work with student to develop a “Return to School Plan” which is trauma-informed and culturally sensitive - meeting the students' unique needs
- Provide on-site supports and/or community referrals made to support the student in their healing journey
- Monitor the plan weekly until needed and support their mental health needs as identified by the student

Trauma informed and culturally sensitive considerations when supporting students:

- Plans should be developed with consideration of the unique strengths and needs of the student ie: with Indigenous students, connecting them with local Indigenous organizations to participate in ceremony and cultural traditions [refer to Indigenous resources as listed on the SCCDSB website]
- In the case of Indigenous child/youth victims, it is recommended that Indigenous policing be engaged to promote culturally sensitive responses.
- Liaise with translators based on parents or guardians' language to ensure understanding
- It should be noted that a person can have significant trauma so it is important to come from a perspective that does not lay blame on the victim. Instead, we must demonstrate empathy for what has happened to that person.

**NOTE:** For those indirectly affected, it is recommended the school's Student Support and Wellbeing team members conduct well-being check ins, and reiterate available school and community support. Documentation of each reported disclosure will be kept by the SSWT in their files and the school principal in a confidential file with a copy to the school Superintendent. A detailed report of the response taken will be provided. If school staff have any questions regarding the protocol and its use, they should contact their school principal or vice-principal. The person responding to a suspected or confirmed instance of sex trafficking should ensure confidentiality and should follow the steps outlined above according to the situation type. No other individual should be informed regarding the incident to protect the child/youth's identity and lived experience. In responding to possible sex trafficking recruitment by a student within the school, procedures from the Safe Schools Policy can be applied. For students with special education needs, information in the student's Individual Education Plan must be considered.

## TRAINING FOR SCHOOL BOARD EMPLOYEES

The St. Clair Catholic District School Board will build on lessons learned from the anti-human trafficking internal training provided to all educators and staff in November 2021. The training will be updated to reflect emerging issues relating to trafficking and changes in local and regional community services and response. The training will be provided on an annual basis, with opportunities for shared learning on the use of the protocol, and benefits of playing supportive and active roles in supporting

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student well-being and safety. There are opportunities to strengthen content regarding the colonial and gendered nature of trafficking, which will deepen educators and staff understanding of the broader social and economic inequities which exacerbate exploitation and trafficking. Local survivor groups and students with lived experiences of exploitation can shed crucial insights within training programs. Training will include the elements below, per Ministry guidance:

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

## MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION

During the first year of implementation, SCCDSB will consult with local agencies and the Ministry of Education to review the school board's anti-sex trafficking protocol and offer advice and suggestions, as requested by individual boards. The PPM 166 recommends a five-year review period, or as part of the regular policy review cycle.

The Ministry of Education will collaborate with school boards, as well as anti-human trafficking partners, to develop a performance measurement framework. This framework will monitor the effectiveness of training (for example, whether staff feel they are more aware and more able to safely identify and intervene in situations where a student is suspected of being trafficked or trafficking) and whether the protocols respond to the needs of students.

SCCDSB has leadership to ensuring culturally and trauma-informed responses with students who come forward as victims of sex trafficking. Fostering a culture of trust, belonging and inclusivity with all students, and providing additional supports with vulnerable students will help to reduce the risk of victimization of sex trafficking. The oversight of the protocol implementation will fall under the primary responsibility of the Superintendent of Education who oversees the Mental Health portfolio.



## APPENDIX A: Tips for Supporting a Youth That Discloses

- Listen to the student and allow them to speak
- Stay calm and use a neutral tone with no urgency and where possible use the student's language and vocabulary (you do not want to frighten the student)
- Be gentle, patient, and non-judgmental throughout
- Highlight to the student it was important for them to tell you about what has happened, assure them that they are not to blame for what has occurred
- Do not ask leading questions, for example gently ask, 'What happened next?' rather than 'Why?'
- Be patient and allow the student to talk at their own pace and in their own words
- Do not pressure the student into telling you more than they want to, they will be asked a lot of questions by other professionals and it is important not to force them to retell what has occurred multiple times
- Reassure the student that you believe them and that disclosing the matter was important for them to do
- Use verbal facilitators such as, 'I see', restate the student's previous statement, and use non-suggestive words of encouragement designed to keep the student talking in an open-ended way ('what happened next?')
- Tell the student in age-appropriate language you are required to report to the relevant authority to help stop the abuse, and explain the role of these authorities, if appropriate (for a young student this may be as simple as saying 'I will need to talk to people to work out what to do next to help you').



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## APPENDIX B: Human Trafficking Supports: Community Resources List

### Sarnia-Lambton

Organization Name	Contact
Victim Services of Sarnia Lambton	Phone: 519-344-8861 ext. 5238 Email: <a href="mailto:office@victimservices.on.ca">office@victimservices.on.ca</a> Address: 555 Christina Street North Sarnia, ON N7T 7J7
Coalition Against Human Trafficking; Sarnia-Lambton	Phone: 519-337-3154 Facebook: <a href="https://www.facebook.com/cahtsl/">https://www.facebook.com/cahtsl/</a> Email: <a href="mailto:cahtsarnialambton@gmail.com">cahtsarnialambton@gmail.com</a>
Sexual Assault Survivors' Centre Sarnia Lambton	Phone: 519-337-3154 Address: 420 East Street North #11 Sarnia, ON N7T 6Y5
Family Counselling Centre - Sexual Assault Outreach Program OR - Violence Against Women Program	Phone: 519-336-0120 Address: 1086 Modeland Road, Bldg. 1030 Sarnia, ON N7S 6L2
Women's Interval Home of Sarnia-Lambton (The)	Phone: 519-336-5200 Address: 681 Oxford Street, PO Box 652 Sarnia, ON N7T 7J7
Sarnia Police Service	Phone: Emergency: 911 General Inquiries: 519-344-8861 Address: 555 Christina Street North, PO Box 2776 Sarnia, ON N7T 7W1 Website: <a href="https://www.sarniapolice.com/">https://www.sarniapolice.com/</a>
National Sexual Assault Hotline (Available 24 hours)	Phone: 1-800-656-4673
Human Trafficking Hotline	Call: 1-833-900-1010 or visit <a href="http://canadianhumantraffickinghotline.ca">canadianhumantraffickinghotline.ca</a>

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## Chatham-Kent

Organization Name	Contact
Chatham-Kent Victim Services	Phone: 519-436-6630 Email: <a href="mailto:info@ckvictimservices.com">info@ckvictimservices.com</a> Address: 24 3rd Street Chatham, ON N7M 5K5
Chatham-Kent Sexual Assault Crisis Centre	Phone: 24 Hour Crisis Line: 519-354-8688 Business Line: 519-354-8908 or visit: <a href="https://cksacc.org/information-about-human-trafficking/">https://cksacc.org/information-about-human-trafficking/</a> Facebook: <a href="https://www.facebook.com/CKSACC/">https://www.facebook.com/CKSACC/</a> Email: <a href="mailto:cksacc@cksacc.org">cksacc@cksacc.org</a> Address: 405 Riverview Drive, Unit 101 Chatham, ON N7M ON3
Human Trafficking - Chatham-Kent Police Service	Front Desk: 519-436-6600. Non-Emergency: 519-352-1234. Emergency: Dial 911 or visit: <a href="https://ckpolice.com/human-trafficking/">https://ckpolice.com/human-trafficking/</a> Address: 24 Third Street, P.O. Box 366 Chatham ON N7M 5K5
Chatham-Kent Women's Centre	Crisis Line: 519-354-6360 (available 24 hours/day – 7 days/week) or 1-800-265-0598 General information: 519-351-9144 Address: 20 Sandys Street Chatham, ON N7L 4Y5
National Sexual Assault Hotline (Available 24 hours)	Phone: 1-800-656-4673
Human Trafficking Hotline	Call: 1-833-900-1010 or visit <a href="https://www.canadianhumantraffickinghotline.ca/">https://www.canadianhumantraffickinghotline.ca/</a>



## APPENDIX C: Human Trafficking Prevention and Protection Programs and Initiatives

[Cybertip.ca](https://www.cybertip.ca) - As Canada's tipline for reporting online child sexual abuse and exploitation, Cybertip.ca is dedicated to reducing child victimization through technology, education, public awareness, along with supporting survivors and their families. (Canadian Centre for Child Protection)

[Commit to Kids: An Introduction to Safeguarding Children from Sexual Abuse](#) - For individuals who work with children looking for introductory level information on child sexual abuse, or those looking to refresh their knowledge on the topic.

[Kids in the Know](#) - The Kids in the Know (KIK) online training assists educators with successful implementation of the KIK program, our interactive safety education program for children from kindergarten to high school.

[Canadian Centre for Child Protection – Free Training](#) - This online training helps individuals working with children increase their awareness about child sexual abuse and learn how they can help safeguard children. These modules will help individuals recognize and respond to signs of child sexual abuse, reduce the risk of it occurring, and to help build capacity within communities to protect children from sexual victimization.

[NeedHelpNow.ca](https://www.needhelpnow.ca) - Helps teens stop the spread of sexual pictures or videos and provides support along the way. If you or someone you know has been negatively impacted by a self/peer exploitation incident, we are here to help offer guidance on the steps you can take to get through it.

[DontGetSextorted.ca](https://www.dontgetsextorted.ca) - The DontGetSextorted.ca initiative uses humour to engage teens in a difficult conversation about how to prevent being sextorted and keep themselves safe.

[Self / Peer Exploitation](#) - The Self/Peer Exploitation Guide helps educators and parents respond to incidents of self/peer exploitation, better known as sexting. Other:  
<https://protectchildren.ca/en/programs-and-initiatives/self-peer-exploitation/>

[Other programs and initiatives](#) by the Canadian Centre for Child Protection



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## APPENDIX D: 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 the [school’s] doors<sup>4</sup>.”

**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 together<sup>5</sup>.”

**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 policy<sup>6</sup>.”

**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 progress<sup>7</sup>.”

**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 trafficked. 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.

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

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

<sup>6</sup> Douglas, 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

<sup>7</sup> UNICEF. (2016, January 23). [A Human Rights-based Approach to Programming: What is HRBAP?](#)

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**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.

**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 violence<sup>8</sup>.”

**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 student 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.

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