



Niagara Catholic District School Board

**ANTI-SEX
TRAFFICKING
PROTOCOL**

(Working document) - February 15, 2022



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

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Niagara Catholic Anti-Sex Trafficking Protocol

(Working Document)-February 15, 2022

PURPOSE

The *Policy/Program Memorandum 166 Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols* (PPM 166) sets a strong foundation for Ontario school boards to build local anti-sex trafficking protocols. It also includes clearly articulated roles, responsibilities, and accountability measures, along with addressing threats associated with digital technology and the internet.

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.

The Niagara Catholic District School Board supports safe, accepting, inclusive and welcoming schools, where all students experience a sense of belonging, with families and communities involved in their achievement and well-being.

The Catholic Church is fundamentally opposed to human trafficking in all of its forms. According to Pope Francis, human trafficking is an open wound on the body of contemporary society, a scourge upon the body of Christ, and is a crime against humanity.

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

¹ In response to: [Legislative Assembly of Ontario, Private members' motions](#), 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](#).

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.

Schools in the Niagara Region are uniquely positioned to identify and support survivors of trafficking and students who are at risk for sex trafficking and sexual exploitation. Due to the proximity of the border and the link to the 401 Corridor³, Niagara Region is a well-known hub for sex trafficking.

In addition, black youth, youth of colour, 2SLGBTQQA+ community, youth living with disabilities, those living in poverty and those with a history of being in child protective services are more likely to be targeted for human trafficking and sexual exploitation and less likely to be identified or report.

The Niagara Catholic District School Board is committed to building safer schools and supporting students, parents/guardians/caregivers, and the school community to end sex trafficking and sexual exploitation of all.

SCOPE

This protocol applies to in-person and online learning. The protocol includes all schools and school board activities, including field trips, overnight excursions, board-sponsored sporting events and board-operated before and after school programs.

DEFINITION OF SEX TRAFFICKING

In accordance with the Policy/Program Memorandum 166⁴ the definition of 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, girls, and gender diverse individuals, but all people may be a target of sex trafficking.

Note: 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 Canada⁴.

³ Canadian Centre to End Human Trafficking. (2021) [Human Trafficking Corridors in Canada Report](#)

⁴ Ontario Ministry of Education (2021) [Policy/ Program Memorandum 166](#)

STATEMENT OF PRINCIPLES

ROLE OF PARENTS/GUARDIANS AND 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/guardians and caregivers, and families to ensure they are safe adults prior to engaging with them on matters regarding the student/s. Outreach to Indigenous parents/guardians and caregivers, as well as outreach to Black and racialized parents/guardians and caregivers, 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. Student groups will be invited to participate and inform the design, development, delivery and implementation of anti-sex trafficking protocols. Niagara Catholic recognizes 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.

The Niagara Catholic District School Board values the input and expertise of the community agencies involved with anti-trafficking work. Partnered agencies who reviewed, provided input and will continue to support this protocol include:

District School Board Of Niagara	Centre De Santé	Sexual Assault Domestic Violence Treatment Centre- Niagara Health
Niagara Chapter of Native Women	YWCA Niagara Region	Bethesda/DSO
Family and Children’s Services Niagara	YMCA of Hamilton	Ontario Native Women’s Association
Pathstone Mental Health	Kristin French Child Advocacy Centre Niagara	The RAFT
Niagara Regional Police Service	Niagara Sexual Assault Centre	Night Light Youth Services
TOES Niagara	Niagara Regional Native Centre	Gillian’s Place
	Victim Services Niagara	

Women's Place of South
Niagara

Niagara Folk Arts
Multicultural Centre

John Howard Society
CMHA Niagara

Niagara Region Public
Health

Local Health Integration
Network

McMaster Children's
Hospital

Youth Wellness Hub
Niagara

Contact Niagara

CASON

Quest Community Health
Centre

Niagara Falls Community
Health Centre

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.

Niagara Catholic employees will receive comprehensive anti-sex trafficking training, school staff will enable them 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.

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. Niagara Catholic staff will develop an understanding of the historical and social context of sex trafficking and will implement prevention strategies that are responsive to the needs of students and members of the local school community.

RESPECT CONFIDENTIALITY, PRIVACY, AND INFORMED CONSENT

In adherence to the Niagara Catholic Board's privacy policy⁵, Niagara Catholic will ensure that the student fully understands how their information may be used or with whom it may be shared, providing 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

Niagara Catholic demonstrates a human rights-based, non-judgemental, culturally responsive, survivor-centered, and trauma-informed approach to raising awareness, preventing, identifying and responding to sex trafficking. These protocols and interventions are rooted in upholding

student/ human rights under the *Ontario Human Rights Code*, and *Ontario Education Act*. All aspects of the protocols prioritize the safety, autonomy and choice of the student(s) impacted by trafficking.

STRATEGIES TO RAISE AWARENESS AND PREVENT SEX TRAFFICKING

This protocol provides culturally responsive safe strategies to raise awareness about sex trafficking with students, staff, parents/guardians and caregivers, and the broader school community. It applies to in-person and online learning and includes all school and school board activities, including field trips, overnight excursions, board-sponsored sporting events and board-operated before- and after-school programs.

RAISING AWARENESS OF HUMAN TRAFFICKING FOR PARENTS/GUARDIANS AND CAREGIVERS

In collaboration with the identified partners, Niagara Catholic will further develop awareness activities to support building knowledge related to cyber-safety, signs of sex trafficking, stages and impacts, as well as, the school procedures and where to get help.

Partners include:

- *Administrators*
- *Staff*
- *Students*
- *Survivors*
- *Board Equity Committee*
- *Indigenous Education Lead*
- *Indigenous Education Advisory Council (IEAC)*
- *Mental Health Lead and Mental Health Team*
- *Catholic School Councils*
- *Student Councils*

These activities will include, but are not limited to:

- Providing an online series for parents/guardians and caregivers and caregivers that includes, cyber safety, signs of trafficking and luring, how to get help, and the information on how to access the Anti-Sex Trafficking Protocol and how and where to report
- Sharing information on Board approved social media platforms
- Distributing emails to school communities containing links to community partners, relevant information on signs and stages of trafficking, and protocols on how to report/ what to do if your child has experienced grooming, luring, or trafficking
- Hosting information sessions or supporting and/or promoting events hosted by community members

- Sharing the Anti-Sex Trafficking Protocol with Catholic School Councils
- Presentations with select staff groups on the impacts of sex trafficking within the school community

RAISING AWARENESS FOR STUDENTS

In collaboration with the identified partners, Niagara Catholic will further develop awareness activities to support building knowledge related to cyber-safety, signs of sex trafficking, stages and impacts as well as, the school procedures and where to get help.

Partners include:

- *Administrators*
- *Staff*
- *Students*
- *Survivors*
- *Board Equity Committee,*
- *Indigenous Education Lead*
- *Indigenous Education Advisory Council (IEAC)*
- *Mental Health Lead and Mental Health Team*
- *Catholic School Councils*
- *Student Councils*

Niagara Catholic is committed to supporting students and the school community's safety and wellness. Prevention and education efforts are already taking place to reduce the risk of human trafficking and sexual exploitation. These items are located in the Mental Health and Well-Being Strategy⁶ 2021-2024.

Key partnerships and initiatives include:

- *Big Brothers Big Sisters Niagara- Mentorship Programs "Go Girls" and "Game on"*
- *Niagara Sexual Assault Centre- Presentations for Grades 1-12 on sexual violence, healthy relationships, and sex trafficking*
- *Kristen French Child Advocacy Centre Niagara-Teen Connect and Human Trafficking*
- *YWCA-Teen Talk and S.T.E.P.S*

Student awareness activities include, but are not limited to:

- Building capacity with educators to help students learn skills to identify, develop and maintain healthy relationships to identify and respond to exploitive and coercive behaviour and how to seek help as needed as these skills help protect against human/sex trafficking as found in the Health and Physical Education curriculum Grades 1-8 (2019)
- In class/virtual presentations facilitated by community partners

- Student led initiatives
- Inviting student participation and voice at a community led table to support awareness
- Information available online on the board website (under development)
- Student groups (student senate, student council) sharing information on signs and stages of sex trafficking, how to report concerns related to sex trafficking including how to report anonymously to the board

Niagara Catholic students will be provided with the following information from school staff and administrators

What to do if you or someone you know needs help?

You can speak with an adult you trust, or call Canada’s confidential Human Trafficking Hotline at 1-833-900-1010 for information and support, visit canadianhumantraffickinghotline.ca, If the individual is Indigenous, call, chat or text 1-855-554-4325

If there is immediate danger or if you suspect a child under 18 is being trafficked, call 911 or Niagara Regional Police Service.

A LIST OF DEDICATED SERVICES AND SUPPORT ACROSS ONTARIO THAT HELP VICTIMS, SURVIVORS AND PERSONS AT RISK OF HUMAN TRAFFICKING CAN BE ACESSED HERE:

<https://www.ontario.ca/page/human-trafficking-services-and-supports>.

This includes community and Indigenous-led organizations who provide specialized services and supports to victims of sex trafficking across the province.

RESPONSE PROCEDURES SECTION I

Student discloses to a staff member that they have been/are being sex trafficked or are being lured for sex trafficking.

Overall Points to remember:

1. Do not leave the student alone
2. Do not disclose to **ANYONE** who does not need to be involved (doing so could increase safety concerns of student and/or put others safety at risk)
3. Ensure all people who are aware and/or need to be involved are not breaching confidentiality of the student (i.e. talking to each other about the situation in hallways, classrooms, lunchrooms etc.)
4. Does the student have any individual/cultural needs to consider?

- With student's consent specific support for indigenous students, black students, students of colour, students from the 2SLGBTQQIA+ community, students living with disabilities and students in the care of Family and Children's Services Niagara should be included in the planning with this student.

STAFF PROCEDURES AND RESPONSES

When a staff member receives a disclosure from a student

Steps and Considerations	Procedure	Responsibility/ references
<p>Physical Safety</p> <p>Are there immediate safety concerns? i.e. Is the trafficker onsite? Address those first. Ask the student if they would like to move to another/ private space</p>	<ul style="list-style-type: none"> • If the Trafficker is onsite and there is an immediate safety risk to the student call 911 Niagara Regional Police Service (NRPS) • Move to an area with privacy to avoid any breaches of confidentiality • Do not leave student alone • Remind student of your obligation and duty to report 	<p>Staff</p>
<p>Does the student have any physical/emotional needs? Food, water, comfort, fidget toy, items for colouring</p> <p>Are their needs related to culture, language or accessibility that should be considered and included to build safety?</p>	<ul style="list-style-type: none"> • Check in if the student has any physical needs that you can accommodate • inquire/ assess if there are any needs related to culture, language accessibility etc. 	<p>Staff</p>
<p>Take in student disclosure</p> <p>*Disclosures/ declarations are incredible difficult experiences, students can be terrified and very emotionally vulnerable*</p>	<ul style="list-style-type: none"> • Listen without judgement • Regulate your own emotions • Acknowledge the bravery that it took for the student to disclose • Respond from a place of 	<p>Staff</p>

	<p>concern not judgement</p> <ul style="list-style-type: none"> Assure student that their safety is a priority 	
<p>Explain your role and what you will do next</p> <p>Be aware of the trauma associated with the various systems and structures that you must involve i.e., police/Family and Children's Services Niagara</p> <p>Is there someone who can be present to assist with safety and advocacy if necessary?</p>	<ul style="list-style-type: none"> Be open and honest with student about next steps If a duty to report exists then report. Ask student if they would like to be present when you report <p>Let the student know you will advise: Administrator Family and Children's Services Niagara Parents/guardians and caregivers (if deemed safe)</p>	<p>Staff Police Protocol FACS Protocol Community/agency Mental Health Lead</p>
Final Step	<ul style="list-style-type: none"> Contact the administrator Administrator will contact Mental Health Lead for coordination of services 	Staff

WHEN AN ADMINISTRATOR RECEIVES A DISCLOSURE OR SUSPECTS SEX TRAFFICKING

Steps and Considerations	Procedure	Responsibility/ references
If needed before proceeding revisit Anti- Sex Trafficking Protocol	<ul style="list-style-type: none"> Review protocol and attached supporting documents before proceeding 	PPM 166
Ensure safety of staff and student(s)	<ul style="list-style-type: none"> Ensure that the student remains supported by staff If there is a duty for the staff member to report, confirm that the staff have made the report 	Administrator

<p>Contact parents/guardians and caregivers if you do not suspect parents/guardians and caregivers are the trafficker or FACS has not advised to wait on contacting parents.</p> <p>Do the parents/guardians and caregivers have any needs related to cultural safety, language, or accessibility? If so please connect with supports listed on support page*</p>	<ul style="list-style-type: none"> ● If identified there is a duty to report, call FACS ● If FACS is called, await instructions from FACS before notifying parents ● If FACS is NOT called and there are no FACS concerns, contact the parents/ guardians ● If the student is 16 or 17 years of age, administrators can contact Family and Children's Services Niagara to conduct an assessment 	<p>Administrator</p>
<p>Complete safety plan with youth until support can be connected (24-72 hours)</p>	<ul style="list-style-type: none"> ● Complete with student/parents/ guardians/ caregivers a safety plan until student can be connected with community supports ● If there is immediate concern for safety, contact FACS, NRPS as they can provide resources and connection to services and supports 	<p>Administrator View Support page</p>
<p>With the consent of the student/parents/guardians/ caregivers offer community supports</p>	<ul style="list-style-type: none"> ● Advise parents/ guardians/caregivers and student that the Mental Health Lead will be contacted to make them aware of the disclosure and obtain community support information. ● Connect student/ parents/guardians and caregivers with community support information 	<p>Administrator View support page Mental Health Lead</p>
<p>Debrief with staff</p>	<ul style="list-style-type: none"> ● Follow existing debrief practices for receiving 	<p>Administrator View existing debrief</p>

Receiving disclosures of sex trafficking and sexual violence can be challenging and supporting staff is a necessary step	<p>disclosures</p> <ul style="list-style-type: none"> • Offer support numbers for staff (EAP etc) • Offer to check in with staff 	policies
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MENTAL HEALTH TEAM RECEIVES A DISCLOSURE OR SUSPECTS SEX TRAFFICKING

Steps and Considerations	Procedure	Responsibility/ references
Once a report is received, ensure that safety protocols and procedures were followed	<ul style="list-style-type: none"> • Follow up to ensure all procedures were followed • Duty to report • Contacting parents/guardians and caregivers • Safety planning • Ensure any necessary documentation has been completed 	Mental Health Team
Mental Health Team contact to follow up with student/ parents/guardians and caregivers and community partner to initiate collective case conference if student and parent are agreeable	<ul style="list-style-type: none"> • Follow up with student, and parents/guardians and caregivers to offer additional supports • Answer questions and check in on safety plan • If parents/guardians/caregivers and student are agreeable schedule a case conference with supports and involved parties • Have any necessary consent forms completed/signed 	Mental Health Team Community partners parents/guardians and caregivers Student
Are there other students/ families/ staff that may be impacted by this disclosure or that have been witness to the	<ul style="list-style-type: none"> • Assess if there are other people in the school community who may need support or have been 	Mental Health Team Administrators Chaplaincy Leaders Community Partners

luring/trafficking?	<p>impacted by the trafficking/ luring of this student.</p> <ul style="list-style-type: none"> In collaboration with administrators, Chaplaincy Leaders and community partners, provide support/ resources for those who are impacted in the community 	
Reporting to Ministry of Education/ tracking data	<ul style="list-style-type: none"> Report data related to identifying and supporting survivors of trafficking as developed by the Ministry of Education 	Mental Health Team

RESPONSE PROCEDURES SECTION II

Student is targeting, luring, grooming or recruiting another child/youth for the purpose of sex trafficking

Overall Points to remember:

1. Many youth who recruit/traffic other youths were initially trafficked themselves and lure others as a response to their trauma or a direction from their trafficker (Bird K, 2021).
2. When receiving disclosures or observing youth recruiting, consider that this student may be trafficked or have been trafficked in the past whether they disclose this to you or not.
3. If a student does disclose they are being trafficked, refer to the Disclosure Procedure
4. Do not leave the student alone
5. Do not disclose to **ANYONE** who does not need to be involved (doing so could increase safety concerns of student and/or put others safety at risk)
6. Ensure all people who are aware and need to be involved are not breaching confidentiality of the student (ie talking to each other about the situation in hallways, classrooms, lunchrooms etc.
7. Does the student have any individual/cultural needs to consider?
8. With student's consent specific support for indigenous students, black students, students of colour, students from the 2SLGBTQQIA+ community, students living with disabilities and students in the care of Family and Children's Services should be included in the planning with this student.

STAFF PROCEDURES AND RESPONSES IF STUDENT IS TARGETING OR LURING OTHER STUDENTS

Steps and Considerations	Procedure	Responsibility/ references
<p>Get help if both the student recruiting and the student being recruited are at elevated risk and need to be addressed immediately</p> <p>Address any immediate safety concerns for those who are or you suspect are being lured, groomed, recruited or have come forward with information about luring taking place.</p>	<ul style="list-style-type: none"> Address the safety concerns of the student(s) being lured 	<p>Staff-See above procedure for staff when suspected cases of luring or trafficking</p>
<p>Address any immediate safety concerns of the student who is recruiting other students as they are likely trafficked themselves</p>	<ul style="list-style-type: none"> Address immediate safety need of student who is luring other students 	<p>Staff</p>
<p>Is there a teacher or support staff this student has a positive relationship with that can assist right now?</p> <p>Do they have any physical needs? Food, water, comfort, fidget toy, items for colouring.</p> <p>Are their needs related to culture, language or accessibility that should be considered and included to build safety?</p>	<ul style="list-style-type: none"> Check in if the student has any physical needs that you can accommodate Inquire/ assess if there are any needs related to culture, language accessibility etc. 	<p>Staff</p>
<p>Initial safety assessments</p>	<ul style="list-style-type: none"> Assess the level of recruitment- Are they already trafficking others? 	<p>Staff</p>

	<ul style="list-style-type: none"> • Are they safe from their own trafficker? 	
<p>Duty to report:</p> <p>Youth under the age of 16 is at elevated risk or is experiencing trafficking, you must report</p> <p>If the youth is 16 or 17 you may report to Family and Children's Services Niagara to conduct an assessment and offer support.</p>	<ul style="list-style-type: none"> • Follow current practices on duty to report • You may also need to report for the other student who is being lured 	<p>Staff Duty to Report FACS Protocol Police Protocol</p>
<p>Make an administrator aware/ consult with administrator</p>	<ul style="list-style-type: none"> • Advise administrator of your concerns and steps thus far • Administrator to contact Mental Health Lead 	<p>Staff who observed/received disclosure</p>

ADMINISTRATOR PROCEDURES AND RESPONSES

<p>Notify parents/guardians and caregivers if we are sure that the parents/guardians and caregivers are not the trafficker</p>	<ul style="list-style-type: none"> • Notify the youth and the caregivers of your concerns and why • Discuss safety measures and progressive discipline options • Explain that you are worried that this student is also potentially trafficked • Contact Mental Health Lead for consultation • Offer community supports 	<p>Administrator Student Parents/guardians and caregivers</p>
<p>Notify adults/ caregivers of the student being targeted/ lured if we are sure that the caregiver is not the trafficker</p>	<ul style="list-style-type: none"> • Connect with the parents/guardians/caregivers and student being recruited to provide referrals supports and next steps 	<p>Administrator</p>
<p>Report to Superintendent who will consult with Mental Health Lead</p>	<ul style="list-style-type: none"> • Report to Superintendent / Mental Health Lead • A plan will be made to follow up 	<p>Administrator Superintendent Mental Health Lead</p>

	with the students and continue to offer support and monitor situation	
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MENTAL HEALTH TEAM/ SUPERINTENDENT RESPONSE AND PROCEDURES

Gather information from administrator and ensure all safety and duty to report protocols have been followed	<ul style="list-style-type: none"> • Ensure all existing protocols around duty to report have been completed • Gather information and create a plan of action for follow up • Consult on options related to progressive discipline • Follow procedures for the youth who is being lured or trafficked by another student 	Superintendent Mental Health Lead Possible Attachments: Safety planning document Student rights and responsibilities
Notify parents/guardians/caregiver and student of potential plan of action	<ul style="list-style-type: none"> • Notify administrator, Mental Health Lead, parents/guardians/caregivers and student of options for support, next steps for returning to school, and activate a plan of care, potential disciplinary action and reintegration to safe learning. 	Superintendent Mental Health Team Parents/guardians/caregivers Student Community Partners: Police and Family and Children Services
Document and report to Ministry of Education as required	<ul style="list-style-type: none"> • Report to the Ministry of Education as required. • Document data for statistics/tracking 	Superintendent Mental Health Team

RESPONSE PROCEDURES SECTION III

Student is returning/re-engaging with education after experiencing trafficking or trafficking others

Overall Points to remember:

1. Students who have experienced sex trafficking have endured significant ongoing trauma. Reintegrating back to school can be difficult as many symptoms of trauma may be activated or surface and be ongoing for a long time.
2. Students may also return to traffickers or be trafficked again while they are working to heal.
3. Reintegration processes need to be led by students and be ongoing in the evaluation and adjustments.
4. Do not disclose to **ANYONE** who does not need to be involved (doing so could increase safety concerns of student and/or put others safety at risk)
5. Ensure all people who are aware and need to be involved are not breaching confidentiality of the student (ie talking to each other about the situation in hallways, classrooms, lunchrooms etc).
6. Does the student have any individual/ Cultural needs to consider?
7. With students' consent specific support for indigenous students, black students, students of colour, students from the 2SLGBTQQIA+ community, students living with disabilities and students in the care of Family and Children’s Services Niagara should be included in the planning with this student.

MENTAL HEALTH TEAM/ADMINISTRATORS RESPONSE AND PROCEDURES

Steps and Considerations	Procedure	Responsibility/ references
Meet with all parties involved to plan for returning to school	<ul style="list-style-type: none"> ● With the consent of the student, and parents/guardians/ caregivers, book a meeting to plan for returning to school. This may include community wrap around, administrators and others invested in the student’s success ● Supports to access ● Safety planning 	Mental Health Lead Student Parents/guardians and caregivers Community partners IEP/ILP all supports that are available to support with learning outcomes

<p>Once the plan is established, communicate the plan</p>	<ul style="list-style-type: none"> ● After the plan is established with the student, consider if there is anyone who needs to be communicated with about the plan ● If the student has lured other students, expectations and discipline will be part of the plan. 	
<p>Re-evaluate with student</p>	<ul style="list-style-type: none"> ● Set dates to re-evaluate student success and plan. ● Ongoing evaluation of student's engagement, challenges and successes with the student and their support team ● include supports and roles for parents/guardians/ caregivers 	
<p>Report data</p>	<ul style="list-style-type: none"> ● Report data on the long term and short term success as determined by the Ministry of Education 	

TRAINING FOR SCHOOL BOARD EMPLOYEES

As per PPM 166, Keeping Students Safe Policy Framework for School Board Anti-Sex Trafficking Protocols, training will be provided to all Board employees on P.A. days and staff meetings. Training will be updated to stay current with emerging issues related to trafficking and changes in community services and response.

Niagara Catholic is committed to the ongoing training of all staff. We recognize that training will assist staff in the identification and intervention of sex trafficking and support staff in knowing the policies and procedures on how to best respond.

Currently, the Niagara Catholic District School Board has scheduled virtual presentations February 18, 2022, P.A. day with Timea Nagy from "Timea's Cause", and Krystal Snider "Collaborative Community Solutions", who will present on Sex-Trafficking in schools.

In addition an update on the protocol and strategy and what staff can expect as next steps will accompany the presentation.

Niagara Catholic will be developing virtual modules to be added to the Health and Safety portion of training provided to all staff. New staff will receive training on;

- Key definitions and myths about sex trafficking
- Tactics used by traffickers and signs and stages of sex trafficking
- Information supporting prevention and protective factors, access to resources in the Niagara community as well as Ontario
- Signs that a student may be luring or grooming another student

In addition, Niagara Catholic will provide ongoing training to further develop the skills and knowledge of staff to respond to incidents or suspected trafficking using trauma informed, culturally safe and student centred approaches.

Niagara Catholic understands that survivors of trafficking are experts in the anti-trafficking field and will further provide survivor led training to address:

- Applying an equity lens to combating sex trafficking including training from community agencies such as Niagara Chapter of Native Women, Tools of Empowerment for Success (TOES) Niagara
- Culturally safe supports and interventions
- Response procedures
- Duty to report: Family and Children's Services
- Police reporting procedures
- Roles of the school board employees
- Who to connect with to consult and ask questions
- How staff can care for themselves after receiving disclosures of sex trafficking

MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION

Following the first year of implementation, school boards may be required to report to the Ministry of Education, their activities to achieve the expectations outlined in this policy framework.

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.

Community anti-human trafficking partners and local agencies, such as Niagara and Indigenous Child and Family Well-Being Agencies, will be invited to participate in the reporting process to the Ministry of Education, in collaboration with school boards, to determine how the protocols have helped children and youth in care stay out of, or exit, human trafficking. This should be measured carefully with performance indicators on how the protocols are preventing trafficking in Ontario communities.

APPENDIX A: GLOSSARY OF TERMS

2SLGBTQIA: 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'] doors³.”

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 together⁴.”

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 policy⁵.”

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 progress⁶.”

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

³ Indigenous Primary Health Care Council. (2018, June). [Cultural Competency Guideline for Ontario Public Health Units to Engage Successfully with Aboriginal Communities](#).

⁴ 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.

⁵ 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

⁶ UNICEF. (2016, January 23). [A Human Rights-based Approach to Programming: What is HRBAP?](#)

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.

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 violence⁷.”

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

Appendix B: References

1. [Ontario's Anti-Sex Trafficking Plan for School Boards](#)
2. [Ontario Passes Bill to Strengthen the Fight Against Human Trafficking](#)
3. [Keeping Students Safe – Policy Framework for School Board Anti-Sex Trafficking Protocols](#)
4. [White Ribbon's digital resource](#) (funded by the Ministry of Education)
5. [Ontario's Human Trafficking Digital Education Tool: The Trap](#)
6. [Speak Out: Stop Sex Trafficking](#) (Indigenous-focused awareness campaign)
7. [Ontario's Anti-Human Trafficking Strategy](#)
8. [Ontario's Health and Physical Education Curriculum](#)
9. [Niagara Catholic Privacy Policy \(600.6\)](#)
10. Niagara Catholic Mental Health and Well-Being Strategy 2021-2024
11. Niagara Catholic Compassionate Care Response Guide
12. Protocol Between Niagara Catholic Family and Children's Services
13. Protocol Between Niagara Catholic and Niagara Region Police Services