



ANTI-SEX TRAFFICKING PROTOCOL

JANUARY 2022- AUGUST 2026



Table of Contents:

Purpose and Context Setting	2
Guiding Principles	5
TVDSB’s Prevention Framework: Essential Conditions for Learning	6
Strategies to Raise Awareness and Prevent Sex Trafficking	7
Response Procedures	9
Training for School Board Employees	14
Measuring Success: Accountability and Evaluation	15
References	17
Appendix A: Glossary of Additional Terms	19
Appendix B: Community Partners Consulted.....	20
Appendix C: Summary of the Literature and Resources Reviewed	21



Purpose and Context Setting

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 will support coordinated action by school staff, along with 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 (Government of Ontario, 2021). Safe schools, both physically and psychologically, are a critical element to successfully nurturing positive student experiences.

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

As outlined in the Ministry of Education's PPM-166 (Government of Ontario, 2021), many school-aged children and youth are a target for sex trafficking as the average age for recruitment is 13 years. A lack of understanding about the warning signs and tactics of traffickers is one of the contributing factors. Educating students about these, along with how to access help are ways to help prevent involvement in sex trafficking. Students are not only a target for being trafficked but may be involved in the trafficking of their peers. Youth under the age of 18 were accused of human trafficking in three percent of the incidents in 2019 (Ibrahim, 2021).

The Impact of Colonialism on Indigenous People and Communities

Beginning with an acknowledgement and understanding that colonization laid the foundation for gender-based violence in this country (National Inquiry into Murdered and Missing Indigenous Women and Girls, 2019). Through the process of colonization extensive violence was enacted to the land, resources, and the communities, of Indigenous people, with these acts of exploitation continuing today (Graham, 2021). As indicated by Roxburgh and Shaw (2021) "colonialism is at the core of human trafficking in Canada" (Foreword section, para. 3) and continues to normalize the exploitation of Indigenous women, girls, and boys along with gender diverse people. As a result, these victims are not seen as such and are thereby denied the necessary assistance, support, and justice which they are entitled to (Roxburgh & Shaw, 2021).

The *Final Report of the [National Inquiry into Missing and Murdered Indigenous Women and Girls](#)* (2019) highlighted that in 2016 almost 50% of women being trafficked in Canada were



Indigenous, even though they represented only 4% of the Canadian population. Historical and ongoing trauma with the education system needs to be recognized as a possible barrier to engagement from Indigenous parents, caregivers, and communities.

TVDSB recognizes that human trafficking has disproportionality impacted individuals who are Indigenous and that addressing this issue requires critically reflecting on our practices across the system through anti-colonial and anti-racism lenses. As indicated in the [Draft Equity Action Plan](#) (2020), “TVDSB recognizes the inherent rights of Indigenous Peoples and the need to create and foster a culturally safe environment for Indigenous students and staff. The TVDSB acknowledges its longstanding relationships through Education Service Agreements with the Oneida Nation of the Thames, the Chippewas of the Thames First Nation, and the Munsee-Delaware Nation, as well as with urban Indigenous communities. In continuing to develop this Draft Plan, TVDSB recognizes the need for ongoing collaboration with the TVDSB Indigenous Education Team and Indigenous communities, families, and students” (Introduction section, para. 4).

Increased risks and use of digital tools

“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 media platforms to lure, groom and recruit young people into sexual acts or services. Social media can provide an easy point of access into conversation and relationships with unsuspecting students” (Government of Ontario, 2021, Increased risks and use of digital tools section). The COVID-19 pandemic has resulted in students using digital tools more frequently, hence increasing this risk further.

Why some students are at increased risk?

While any student can be sex trafficked, some groups are at increased risk:

- Systemic racism and discrimination have led to a disproportionate number of Indigenous and Black children and youth in care, which can lead to a lack of consistent relationships with caring adults and peers in schools.
- Indigenous peoples are especially vulnerable to sex trafficking due to historic and ongoing systemic discrimination, including intergenerational trauma and colonialism.
- Language barriers, isolation, economic disadvantage or a lack of community and social support may leave newcomer youth with increased vulnerability to being trafficked.
- Students with disabilities may experience bullying and isolation in addition to having difficulty understanding the intentions of others.
- Students who are 2SLGBTQQIA experience high rates of bullying, assaults, and sexual abuse, and they may face isolation or displacement if they experience rejection from their family or the community. (Government of Ontario, 2021)

Key Definitions

Sex Trafficking: As outlined in the Ministry of Education’s PPM-166, “sex trafficking is a form of sexual exploitation and is a crime under the Criminal Code of Canada. It can include recruitment, harboring, transporting, obtaining, or providing a person for the purpose of sex. It involves force, physical or psychological coercion or deception. Most individuals who are trafficked for the purpose of sexual exploration are woman and girls, but all people may be targeted” (Government of Ontario, 2021, Definition of Sex Trafficking section).

Human Trafficking: The Criminal Code of Canada defines human trafficking as recruiting, transporting, transferring, receiving, holding, concealing, or harbouring a person, or exercising control, direction, or influence over the movements of a person, to facilitate their exploitation.

Within the communities served by TVDSB, most service providers use the term “Human Trafficking” in this area of work. For this protocol, and in our work with community partners, we will be using sex trafficking and human trafficking interchangeably.

Gender-Based Violence (GBV) is violence committed against someone based on their gender identity, gender expression or perceived gender. GBV can take many forms: cyber, physical, sexual, psychological, emotional, and economic, as well as neglect and harassment. These can include physical acts, as well as words, actions and attempts to control to degrade, control, humiliate, intimidate, coerce, deprive, threaten, or harm another person (Manitoba Government Inquiry, n.d.).

Colonialism: “the attempted or actual imposition of policies, laws, mores, economies, cultures, or systems and institutions put in place by settler governments to support and continue the occupation of Indigenous territories, the subjugation of Indigenous individuals, communities, and Nations, and the resulting internalized and externalize ways of thinking and knowing that support this occupation and subjugation. These impositions are race and gender based” (National Inquiry into Missing and Murdered Indigenous Women and Girls, 2019, p.77).

Trauma-Sensitive Approach: Acknowledges that stress and adversity have an impact on learning, and centers the values of safety, relationships, and a strength-based approach in all learning environments.

Healing Centered Engagement: Is a holistic approach “involving culture, spirituality, civic action, and collective healing. A healing centered approach views trauma not simply as an individual isolated experience, but rather highlights the ways in which trauma and healing are experienced collectively. The term healing centered engagement expands how we think about responses to trauma and offers a more holistic approach to fostering well-being” (Ginwright, 2018).

Please see Appendix A for a glossary of additional terms.



Protocol development and implementation: an ongoing process

In September 2021, TVDSB established an internal working group with members from various portfolios to take the lead in developing this anti-sex trafficking protocol. As part of the process, consultation with 20 community partners was undertaken to gain an understanding of the work being done in this sector in TVDSB communities (Appendix B). In addition to the community consultations, a comprehensive review of relevant literature, reports and electronic resources was completed (please see Appendix C for a summary of these findings). A scan of existing practices, community partnerships, available resources and a review of curriculum expectations also occurred. Given the current pandemic limiting in-person contact and the protocol development timeline, engagement activities with students, families and some communities have been limited. We believe that this should occur on an ongoing basis as part of the protocol implementation plan. Given this limitation, this protocol will be reviewed and updated annually for the next three years, and then every two years thereafter, to ensure student, family and community feedback is embedded in this ongoing work. Aspects of this protocol will also be included in TVDSB's Draft Equity Plan, Mental Health and Addiction Strategic Plan, Board Improvement and Equity Plan, and the Operational Plan.

Guiding Principles

We are committed to the following guiding principles in the development and implementation of this protocol:

1. We recognize that colonization is the root cause of the disproportionate number of Indigenous girls, women, boys, and young men being sex trafficked. We seek to further understand and learn about the impact colonization has had on the Indigenous communities and how we can address systemic oppression within TVDSB.
2. The lived experiences of individuals who have been sex trafficked must be at the centre of this work and inform the language we use.
3. We recognize and understand that sex trafficking is a form of gender-based violence.
4. Ensuring that the identity of the child / youth who is trafficked is at the forefront of how we respond is imperative. We will collaborate with community agencies to support the youth as needed using a culturally relevant and responsive approach.
5. Ensuring that our practices do no harm to our students and families will be at the forefront of decision making. We will use healing-centered and trauma-informed strategies in implementing initiatives and interventions.
6. In partnering with Indigenous and Black parents and caregivers, we recognize the historic and systemic barriers that may impact their engagement.
7. Our practices will respect confidentiality, and the limits to it, and ensure that the student fully understands how their information may be used or with whom it may be shared. We are committed to enhancing our 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

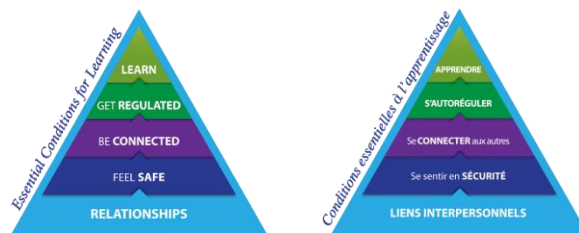
Rights Code; the Accessibility for Ontarians with Disabilities Act, 2005; the Education Act; and the Child, Youth and Family Services Act, 2017.

8. We are committed to delivering developmentally appropriate school-based prevention and awareness activities that will complement existing prevention efforts in schools (i.e.: consent, healthy relationships, healthy sexuality).
9. We are committed to ensuring employees receive comprehensive anti-sex trafficking professional learning, so they are equipped to identify the signs of sex trafficking, safely respond to disclosures.
10. Parents and caregivers are key partners in the development, implementation, and review of anti-sex trafficking initiatives and resources on an ongoing basis. Every effort will be made to reduce cultural and/or linguistic barriers when reaching out to parents, guardians, and caregivers about this work.
11. Accessing the knowledge and expertise of community partners in supporting professional learning for staff, parent/caregiver awareness initiatives, and supporting child and youth transitions out of sex trafficking is critical. We are committed to being aware and engaged in the cross-sector work that is occurring within our communities in human trafficking.
12. We recognize that the COVID-19 global pandemic has increased the vulnerability of some children and youth, and we are aware of the ongoing uncertainty.

TVDSB’s Prevention Framework: Essential Conditions for Learning

The “Essential Conditions for Learning” framework is currently being implemented across the system as part of TVDSB’s Annual Mental Health and Addictions Action Plan. This framework aligns with evidence-informed practices relating to the prevention of students being involved in sex trafficking. It focuses on well-being and mental health in a trauma-sensitive and culturally safe manner. As illustrated in Figure 1 below, it centers the values of safety, relationships, compassion, and a strength-based approach in all learning environments. Caring and consistent relationships between students and staff act as the foundation when creating a classroom where students feel safe, connected, regulated, and can participate in their learning. This is done by knowing the students, responding to cues, and adjusting supports and interventions. When tier-one classroom strategies and practices are informed by, and align with, the Essential Conditions for Learning, we support overall mental health and well-being.

Figure 1: The “Essential Conditions for Learning” Prevention Framework





Within the “safety” condition, a focus on cultural safety is required. A culturally safe learning environment is one in which all students feel comfortable about expressing their ideas, opinions, and needs and about responding authentically to topics that may be culturally sensitive. Educators should be aware that some students may experience emotional reactions when learning about issues that have affected their own lives, their family, and/or their communities. Before addressing such topics in the classroom, teachers need to consider how to prepare and debrief with students and ensure that resources are available to support students. Applying cultural safety principles will require ongoing learning and reflection from staff. This includes examining their own lived experiences and positions and seeking information to learn more about the lived experiences and identities of the students in their classroom.

Appendix B summarizes the alignment of the Essential Conditions for Learning with evidence-informed practices related to prevention of sex trafficking for student.

Strategies to Raise Awareness and Prevent Trafficking

TVDSB is committed to raising awareness about human trafficking with students and caregivers/families in partnership with community service providers. The following activities will be implemented between January 2022 and August 2026.

Table 1: Awareness Raising Initiatives for Students

Activity	Method
Enhance existing curriculum for grades K-12 related to healthy relationships, human/sex trafficking (signs a student is being targeted, lured, groomed, trafficked, or is trafficking another student), cyber safety, and culturally relevant social and emotional learning.	<ul style="list-style-type: none"> • Provide educators additional classroom lesson plan resources which align to the grade 6-12 physical and health education curriculum. • Educators to implement the TVDSB grade 6 lesson plans related to human trafficking (formerly part of the Values, Influences and Peers Program- VIP) across the system (2022-2023). • Provide educators of grades K-5 classroom resources which focus on developing social and emotional skills, healthy relationships, positive self-image, understanding personal space, fairness, and equity (January 2023). • Develop supplemental secondary lesson plans which will be integrated into additional courses (September 2023). • Implement SMHO’s “MH-LIT for Secondary Students” program, which focuses on student mental health, well-being and how to reach out for help (January 2022).
Share developmentally appropriate information and resources related to human trafficking, cyber safety, and healthy relationships with students on social media, TVDSB website and through information sessions.	<ul style="list-style-type: none"> • Partner with student leaders to disseminate information, including the Student Equity, Inclusion & Advisory Committee. • Provide resources for student support in “Together in the Valley” (student mental health and well-being newsletter). • Utilize twitter, Facebook, and Instagram platforms to share information. • Promote the London Police Services Human Trafficking social media campaign (February 2022). • Partner with community services to offer student information sessions / classroom presentations. • Promote community partners information on social media. • Post the <i>Anti-Sex Trafficking Protocol</i> on TVDSB website.

Develop and implement student prevention and awareness initiatives for Indigenous children and youth.	<ul style="list-style-type: none"> • In partnership with Atlohsa Family Healing Services, offer ongoing Indigenous focused prevention sessions. • Co-create a plan with Indigenous communities and service providers.
Develop and implement student prevention and awareness initiatives for newcomer children and youth.	<ul style="list-style-type: none"> • Enhance mental health and well-being. supports for ELD secondary students by developing a pilot for a class-based prevention and intervention program (2022-2023). • Enhance mental health and well-being. supports for all English language learners (2023-2026). • Develop culturally relevant student resources related to sex trafficking prevention and supports with community partners. • Provide students with resources and information in their preferred language.
Raise awareness with students about how they can bring concerns that they, or another student, are involved in trafficking without fear of reprisal.	<ul style="list-style-type: none"> • As part of the anti-human trafficking lesson plans, students will be provided with information about available supports at school and in the community. This will include how students can anonymously share concerns using the TVDSBcares electronic reporting process available on every school’s website page. • Such information will also be shared on social media and TVDSB’s website.
Complete a review of existing technology and tools to identify and deter potential situations involving students who could be at risk of sex trafficking and other online threats, while using school board-provided technology.	<ul style="list-style-type: none"> • Identify all relevant technology and tools administered by TVDSB that can support student cyber safety. • Implement appropriate changes in the technology and tools to mitigate sex trafficking and other online cyber threat risks among students. • Promote age appropriate, cyber hygiene practices among students to enhance cyber privacy and safety in the use of school board-provided technology.

Table 2: Awareness Raising Initiatives for Parents/Caregivers

Activity	Method
Provide parent/caregiver workshops on topics such as: <ul style="list-style-type: none"> • Signs that their child is being targeted, lured, groomed, trafficked, or is trafficking another student. • Hear from survivors about their lived experiences. • How to get help safely and how they can report concerns to TVDSB (including anonymous reporting). • TVDSB’s process for responding to concerns. • Online privacy and safety best practices to enhance awareness of cyber risks and threats 	<ul style="list-style-type: none"> • Virtual information sessions co-facilitated with community partners at minimal once per year. • Record information sessions and make them available on TVDSB website.
Engage parent/caregiver leaders to co-create awareness building initiatives.	<ul style="list-style-type: none"> • Consult and partner with TVPIC and Home and School Councils to identify needs and implement prevention initiatives.
Develop and distribute a parent/caregiver “conversation starters” resource.	<ul style="list-style-type: none"> • Include the resource in “Together in the Valley” (Mental Health and Well-Being newsletter for families). • Promote the resource on social media. • Post the resource on TVDSB website.

Develop and implement parent/caregiver and community prevention and awareness initiatives for Indigenous families.	<ul style="list-style-type: none"> • Co-create a plan with Indigenous communities and service providers.
Develop and implement parent/caregiver and community prevention and awareness initiatives for newcomer families.	<ul style="list-style-type: none"> • Collaborate with community partners, including the Settlement Workers in Schools programs, to offer workshops in various languages. • Develop culturally relevant resources related to sex trafficking prevention and supports with community partners. • Provide parents/caregivers with resources and information in their preferred language.
Share information and resources related to human trafficking and cyber safety on social media, TVDSB website, family newsletters and information letters from educators.	<ul style="list-style-type: none"> • Promote videos / resources (for example: London Police Service campaign videos, https://www.youtube.com/watch?v=nh1emIVHy8g) • Share facts, tips and where to access support on scheduled social media posts. • Re-Share cyber safety information. • Post the <i>Anti-Sex Trafficking Protocol</i> on TVDSB website. • Create an anti-sex trafficking resource page on Safe Schools section of the TVDSB website.

Response Procedures

The following procedures support and provide guidance to school board employees in relation to responding to different phases of students involved with sex trafficking:

- There are warning signs, or information has been shared that a student being targeted, lured, or groomed into sex trafficking.
- There are warning signs, or information has been shared that a student is being sex trafficked.
- There is concern, or information has been shared that a student may be targeting, luring, grooming, or recruiting children and youth for the purpose of sex trafficking.
- A student is returning to school after they have been trafficked or involved in the trafficking of others.

The school team referenced below can include administrators, educators, educational assistants, early childhood educators, special education staff, professional student services, learning support teachers, guidance teachers, and student support teachers.

When staff identifies warning signs, or has information that a student is being targeted, lured, or groomed into sex trafficking

Consult with the school team, including administrators and professional student services staff, to develop a plan that includes who will reach out to the student and their family. The following should be considered in developing this plan:

- The school staff with the most supportive relationship with the student should be involved in contacting them.
- The school team always maintains confidentiality of the student information. Information will only be shared with whom the student and/or family consent to (unless it is a duty to report under the CYSFSA).



- Ideally, sharing the concerns with parents/caregivers would occur to develop a support plan. However, if there are concerns that a family member is potentially a perpetrator, this can pose a safety risk. In these situations, staff are obligated to follow the Reporting Suspect Child Abuse or Neglect Procedures.
- The school team partners with the student and family to develop a support plan which may include a referral to community resources and/or a referral to TVDSB professional student services staff if the student is needing support while in school.
- School administrators can consult with the Manager of Student Mental Health as needed.

When staff becomes aware that a student is being trafficked

When responding to any students who have been trafficked it is important to not use the terms sex trafficking, human trafficking or exploitation when talking with the student. Most individuals who have been trafficked do not view their situation, or the person(s) who exploited them as perpetrators or traffickers. It is imperative that TVDSB staff responding in these situations use the same language that the young person does to describe their situation and their trafficker (Children of the Street Society, n.d.; Task Force on Trafficking of Women and Girls in Canada, 2014). Consult with the school team, including administrators and professional student services staff, to develop an appropriate plan.

Students under 16 years of age:

Effective October 1, 2021, amendments to the Child and Youth Family Services Act (CYFSA) were implemented related to the authority Children's Aid Societies have in intervening in situations where children are being trafficked. As such, there is now a "duty to report" when a child under 16 years old is being trafficked. This duty applies to all situations, including when the family is protective and trying to keep their child safe. Therefore, school staff are required to follow the Reporting Suspect Child Abuse or Neglect Procedure.

- The staff member should inform the school administrator. The school administrator and staff can consult with professional student services staff or the Manager of Student Mental Health.
- The school team partners with the student and family to develop a support plan. The school team should consider referring the student and family to community human trafficking programs.
- The Children's Aid Societies have agreed to utilize the "situation tables" in high-risk situations to develop a collaborative and trauma-sensitive plan. TVDSB have professional service staff representation on each of the 4 situation tables in our region (Oxford, Elgin, Middlesex, and London). The TVDSB representative will act as a liaison between the situation table and the student's school to share information and facilitate school staff being involved in the situation table's intervention plan as appropriate.
- With consent, a representative from the school team should participate in service coordination and planning meetings with community partners throughout the process.

Students who are aged 16 or 17:

The recent CYFSA legislative amendments provide child protection workers with the authority to remove a 16- or 17-year-old from a sex trafficking situation for a limited period to offer



voluntary supports and services in situations where there is high risk that if not removed immediately, the youth will not be accessible again. This approach recognizes that a voluntary approach may not be adequately responsive to the unique situation of trafficked youth, while also recognizing the potential unintended consequences of an apprehension for 16- and 17-year-olds. The intent is to interrupt a high-risk situation to offer the youth voluntary services and to provide information that may assist the youth in extricating themselves from the trafficker, whether at the time of the removal, or later.

- Under the CYFSA, a person may, but is not required to, make a report to a Children's Aid Society if they suspect that a 16- or 17-year-old has been, or is at risk of being trafficked. Staff to consult with administration and professional services as part of the process in making this decision.
- The school team partners with the student and family to develop a support plan. The school team should consider referring the student and family to community human trafficking programs.
- With consent, a representative from the school team should participate in service coordination and planning meetings with community partners throughout the process.

Students aged 18 and up:

- The school team partners with the student and family to develop a support plan. The school team should consider referring the student and family to community human trafficking programs and the police as appropriate.
- Consent is required to share information with the student's family.
- With consent, a representative from the school team should participate in service coordination and planning meetings with community partners throughout the process.

Supporting a student's immediate physical and emotional safety needs

When supporting a student who is being trafficked, it is imperative that trauma-informed and healing centered approaches be used by providers who are connected to and supporting the student. As part of developing the support plan, the school and community team members involved are encouraged to:

- Establish if the student is safe from their trafficker for the time being as traffickers keep tabs on their victims.
- Ensure their basic needs are met.
- Be clear about the role of each partner, goals in supporting the student and the limits to confidentiality.
- Ask the child/youth what they need and offer to connect them with the appropriate person/agency who can support them with that (ex. housing, counselling, legal, etc.).
- Prioritize building a relationship with the student by staying in regular contact with them.
- Provide them with all the necessary information so they are informed to make decisions for themselves (where there is the opportunity to do).
- Be patient with them as decision making may be difficult for them as all power has been stripped of them during the trafficking process.
- Recognize that many victims do not view themselves as victims.



- Be sensitive to any fears the student may have about retribution by the trafficker toward them or their family.
- Ensure the student understands they are not responsible for the exploitation or for not leaving the situation.
- Be aware that children/youth who are victims of trafficking are often provided with a false story to tell authorities and are conditioned not to trust them.
- Not speak negatively about the exploiter/trafficker, with whom the student has a complex relationship with and may consider them a romantic partner.
(Child Welfare Information Gateway, 2017; Children of the Street, n.d.)

Supporting Students returning to school after they have been trafficked

When a child/youth who has been trafficked returns to school, the same principles outlined in the other phases are still applicable. The use of trauma-informed and healing-centered approaches will continue to be at the forefront of working with the student.

- Continue to maintain and respect the confidentiality of the student and their situation.
- Ensure there is a safety plan in place for the student in all instances even if the individual who trafficked them is not at the school.
- With the student and parent/caregiver's consent, consider a case-conferencing approach which includes inviting community agencies supporting the student as part of the return to school process. In partnership with the student, parent/caregiver, and community support(s) to develop a support plan for the student.
- A support plan should include a process for the student to leave class, where they will go within the school and who will support them if they need a break from or are unavailable for learning.
- Set check-in points as part of the support plan with the student, and with the larger school and community team so that ongoing support for the student is maintained, and additions to the plan can be made.
- Continue to or start to provide opportunities for decision making for the child/youth when possible. But remember to be patient with them as decision making may be difficult for them as all power has been stripped of them during the trafficking process.
- Remember that the child/youth is more than this one experience, and this should not define who they are.
- Also, it is important to note that a child/youth may return to being trafficked. It is imperative that if this happens there is no judgement placed upon the young person, and that the process of supporting the student will continue (Child Welfare Information Gateway, 2017; Children of the Street, n.d.).

Students who may be targeting, luring, grooming, or recruiting children and youth for the purpose of sex trafficking

- Students/community may report concerns or disclose concerns via several means, including but not limited to anonymous school reporting websites or by connecting with administrators, guidance, or professional student services staff.
- If a sex trafficking concern is received or generated by staff, a Safe School Incident form should be completed after reporting the concern to school administration.



- Administration connects with guidance or professional student services staff. The school team determines which caring adult will contact and connect with the student victim(s) to assure immediate safety. The administration is kept apprised of this outcome and responds as necessary. Student safety and well-being are prioritized.
- Administrators take the lead on the investigation into the report that a student is engaged in alleged sex trafficking activities.
- If there is reasonable and credible evidence that a student is engaged in sex trafficking other students, their parents/caregivers would be notified, and police would be called, and a Violent Incident Reporting form would also need to be completed.
- A parallel police investigation may take place alongside what the school conducts.
- When a student who has allegedly been engaged in sex trafficking, returns to school, the re-entry plan should include clear expectations for this student, particularly in relation to anyone in the school who was vulnerable. Any student who was a target or victim of the alleged sex trafficking should be offered a safety planning meeting with school and community partners to provide sufficient socio-emotional supports and a plan to mitigate risk of further sex trafficking.

Culturally Responsive Considerations

When working with any child or youth who is involved in sex trafficking, staff are to respond in a manner that is culturally responsive for the student. Indigenous, Black, 2SLGBTQIA+ and other communities have experienced racism, discrimination, and oppression from the educational, child welfare, health care and criminal systems. Being mindful of this as we engage with police and child welfare partners in response to concerns that a student is being trafficked is imperative. The following are practices which support students and families:

- Provide as much choice as possible about how support can be offered.
- Invite the student and parent/caregiver to involve a support person from their community in the process and meetings. Be mindful that in some instances connecting with someone from their community may not be welcomed due to concerns about confidentiality or cultural beliefs.
- Listen to the concerns of the student and parent/caregiver and validate their lived experiences.
- Be transparent about who you are sharing information with, what information is being shared and for what purpose.
- Ensure that communication with the student and family is offered in their language of choice. Utilize professional interpretation services as needed. Family members and other school staff should not be used as interpreters.
- For Indigenous families, the CYFSA requires involvement and consultation with Indigenous communities as part of the CAS response process.

Educators are encouraged to use the School Mental Health Ontario (SMHO) [ONE-CALL desk reference](#) (School Mental Health Ontario, n.d.) strategies when they are concerned for a student's mental health or well-being:

- **Observe:** Know your students' typical behaviours and responses. When educators know their students, they are well positioned to observe changes in thoughts, feeling, or actions.



- Notice: Notice changes in behaviour or mood of the student.
- Explore: Seek out information about the things you are observing.
- Connect: Make a connection with the student to see if they are open to a conversation. Consider connecting to others in the circle of support.
- Ask: Ask the student how you can help.
- Listen: Actively listen to the student to validate their experience.
- Link: Link students to other support (school or community).

It is imperative that the identified school staff follow-up with the student and family as included in the support plan to build trust and strengthen the caring relationship. In some situations, other students may be impacted by the situations (i.e., peer who disclosed to staff concern about a friend, siblings). School staff should check-in with any student who may be impacted and develop a support plan as needed.

Training for School Board Employees

Professional learning for employees is an on-going process. The following content will be covered in the various professional learning initiatives:

- A review of the impact of colonization in Canada on Indigenous people and communities.
- 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 combat sex trafficking, including the application of anti-colonial, equity, anti-racism, gender-based violence, trauma-informed, and healing-centered approaches.
- Information on protective factors and prevention focused supports and resources.
- Information on risk factors and signs that a student is at risk of, or is being lured, groomed, or trafficked.
- Signs that a student is involved in luring, grooming or trafficking others.
- Response procedures, including the duty to report, handling disclosures, supporting students' safety, supporting students impacted by sex trafficking, and issues of privacy and confidentiality.
- Resources available to students and affected staff, including culturally responsive support.
- 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.

TVDSB will deliver professional learning using a variety of approaches as outlined in Table 3. TVDSB is committed to ensuring that the content of training remains current and reflects community trends and leading practices.

Table 3: Employee Professional Learning Initiatives

Activity	Method
Protocol review as part of mandatory self-directed learning that is completed annually and as part of the on-boarding process for new employees.	<ul style="list-style-type: none"> • Employees to sign off that they have reviewed protocol, and related video, as part of the annual / orientation. process tracked by Human Resources (September 2022). • Video to be produced that outlines the content of protocol.
Comprehensive professional learning workshop for guidance, student success teacher and professional student services team.	<ul style="list-style-type: none"> • Partner with community service providers and include voices of individuals with lived experiences to deliver training (2022-2026).
Anti-sex trafficking awareness workshop for all staff.	<ul style="list-style-type: none"> • Delivered during a PA Day during the 2022-2023 school year. • Develop the workshop content in collaboration with community partners.
Develop and release anti sex trafficking resources to all employees.	<ul style="list-style-type: none"> • Develop anti-sex trafficking page on the SSWB SharePoint page as a centralized and accessible location for resources (August 2022).
Workshop on Human Trafficking delivered to new teachers and administrators as part of the SSWB NTIP and new admin presentations.	<ul style="list-style-type: none"> • SSWB portfolio has opportunities to provide ongoing professional learning to new teachers and administrators. • An introductory session, which includes a review of the protocol and available resources will be delivered to these groups of employees starting in the 2022-2023 school year.

Measuring Success: Accountability and Evaluation

To support our continuous quality improvement approach, this protocol will be reviewed annually for the first three years, and then every other year thereafter. During the first year of implementation, the Ministry of Education will provide support for the review and offer advice and suggestions. TVDSB leaders will participate in the Ministry’s community of practice to further build capacity in this area of work.

TVDSB, the Ministry of Education and community partners will collaborate to develop a performance measurement framework. This framework will monitor the impact and effectiveness of training, and whether the protocol effectively responds to the needs of students and families. TVDSB and community partners will be invited to participate in the reporting process to the Ministry of Education to determine how the protocol has helped children and youth in care stay out of, or exit, human trafficking.

TVDSB is committed to being an engaged partner at various community planning tables such as:

- Regional Coordinating Committees to End Woman Abuse (Elgin, London, Middlesex, and Oxford)
- London Safe Cities (committees and working groups)
- Situation Tables (Elgin, London, Middlesex and Oxford)



- Community of Practices (i.e., Atlohsa’s Human Trafficking professional network)
- TVDSB Equity and Inclusion Advisory Committee

TVDSB has identified several accountability and evaluation practices to monitor the impact of this protocol such as:

- Collaboration & feedback from community partners/agencies
- Tracking the following process indicators:
 - Number of staff participating in professional learning opportunities and their feedback
 - Number of participants in family workshops and their feedback
 - Number of students participating in student awareness initiatives and their feedback
 - Frequency of employees viewing anti-sex trafficking SharePoint page
- Safe and Inclusive School Plan data
- Program data from professional services staff
- School Climate survey data related to the Essential Conditions for Learning
- Situation Tables statistics
- CAS data on referrals received related to concerns about human tracking received from school employees

References

- Canadian Center to End Human Trafficking. (2021, October 14). *Human trafficking trends in Canada (2019-2020)*. <https://www.canadiancentretoendhumantrafficking.ca/human-trafficking-trends-in-canada-2019-2020/>
- Child Welfare Information Gateway. (2017, July). *Human trafficking and child welfare: A guide for caseworkers*. https://www.childwelfare.gov/pubPDFs/trafficking_caseworkers.pdf
- Children of the Street Society. (n.d.). *Addressing the trafficking of children & youth for exploitation in BC: A toolkit for service providers*. https://a21df1e8-146f-4268-85fd-40f5b23760f2.filesusr.com/ugd/cb3288_6342b783291242fb9b8e21d4f6da9784.pdf
- Ginwright, S. (2018, May 31). *The future of healing: Shifting from trauma informed care to healing centred engagement*. <https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c>
- Government of Ontario. (2021, July 6). *Policy/Program memorandum 166*. <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-166>
- Graham, C. (2021, November 2). *Indigenous anti-human trafficking* [Presenter]. Human trafficking: Innovative responses created by and for youth and Indigenous communities, London, CA. https://www.vawlearningnetwork.ca/webinars/recorded_resource_spotlights/RS_9.html
- Ibrahim, D. (2021, May 4). *Juristat bulletin – Quick fact: Trafficking in persons in Canada, 2019*. Statistics Canada. <https://www150.statcan.gc.ca/n1/pub/85-005-x/2021001/article/00001-eng.htm#r5>
- National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, Volume 1a*. https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf
- Manitoba Government Inquiry. (n.d.). *Gender-based violence definitions and terminology*. Engage Manitoba. <https://engagemb.ca/gbv-definitions>
- School Mental Health Ontario. (n.d.). *ONE-CALL desk reference*. <https://smho-smsso.ca/wp-content/uploads/2020/01/One-Call.pdf>
- Task Force on Trafficking of Women and Girls in Canada. (2014, October). *“No more”: Ending sex-trafficking in Canada: Report of the national task force on trafficking women and girls in Canada*. <https://www.canadiancentretoendhumantrafficking.ca/wp-content/uploads/2016/10/No-More-Ending-Sex-Trafficking-in-Canada.pdf>



Thames Valley District School Board. (2020). *Draft equity action plan: 2020-2022*. <https://www.tvdsb.ca/en/parents/equity-action-plan.aspx>



APPENDIX A

Glossary of Additional of Additional 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.

Culturally responsive: “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'] doors!”

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 policy².”

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 is not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

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

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 is not intended to label or define an individual's experience.

(Adapted from CODE, electronic communication, 2022, January 6).



Appendix B

Community Partners & Agencies Consulted

Anova
Youth Opportunities Unlimited (Y.O.U.)
London Coordinated Committee to Eliminate Women Abuse (LCCEWA)
London Anti-Human Trafficking Committee (LAHT)/Salvation Army
London Abused Women's Centre (LAWC)
Domestic Abuse Services Oxford (DASO)
Atlohsa Family Healing Services
Children's Aid Society of London & Middlesex (CAS)
Family & Children's Services of St. Thomas and Elgin (FACS)
Children's Aid Society of Oxford County (CAS)
Wellkin Child & Youth Mental Wellness
Ontario Provincial Police (OPP)- Oxford County
Strathroy-Caradoc Police Service
Woodstock Police Service
St. Thomas Police Service
London Police Service
Big Brothers Big Sisters of London and Area (BBBS)
Muslim Resource Centre for Social Support & Integration (MRCSSI)
Courage for Freedom
Dr. Katrina Fenicky



Appendix C

Summary of Literature Review & Resources Reviewed

Condition	Summary of Evidence
Relationships Between educator and student. Supportive, accepting, empathetic	<ul style="list-style-type: none"> · Important to ensure the development of healthy, supportive, and positive relationships. Those who have a caring adult are less likely to fall victim of trafficking. · Those who have caring adult or have a positive relationship with a teacher, may be more comfortable in approaching or disclosing victimization. · Relationship with the parents to communicate information. · Relationship with Community members/partners and service providers to develop responses and supports. · Relationship with TVDSB community to increase awareness. · A consistent approach to build trusting relationships
Safety To feel safe to express, take risks. Safe from discrimination, aggression.	<ul style="list-style-type: none"> · Safety for students. Ensuring comfort and safety when discussed. Ensuring equity and language is appropriate in content and delivery. · Ensuring supports are in place if a student is activated. · Non-judgemental approach – just the facts · Unconditional support · Consider the audience – information may be harder for higher risk students or student populations. · Most comfortable format (vignettes, stories). Deflects internalization. · Have personnel/support service ready to intervene. · Context of vulnerable populations (put into the context of oppression).
Connection Through specific intentional acts. Greeted and appreciated.	<ul style="list-style-type: none"> · Presenter and teacher – build connection, co-facilitate, co-delivery. · Connections with community partners and agencies. · Connection between in-school personnel with the service provider. · Bridging between service providers (responses). Response protocol policy.
Regulation Successfully recognize and address stress. Use of coping strategies.	<ul style="list-style-type: none"> · Within the context of child trafficking, life skills refer to the cognitive, emotional, interpersonal, and social skills that children can learn regarding social development and independent living. · Development of positive relationships, instilling positive self-esteem/self-image. Learning about coping skills and strategies to mitigate negative thoughts.

	<ul style="list-style-type: none"> · Embed in the curriculum (positive self-image, stress reduction, alternative strategies, avoiding social media). · Prevention is part of regulation. It can start early. · A resilience and strengths-based approach. · Enhancing resilience and protective factors
<p>Learn Positivity, engagement, trauma-sensitive approach, culturally relevant and responsive pedagogy.</p>	<ul style="list-style-type: none"> · Trauma-informed, trauma-sensitive approach · Consider messages and content vis à vis specific population (Indigenous, LGBT2, new immigrant). · Looping back – continuous cycle that allows for improvements. · Engaging with communities when a response is required. · Alternative and cultural teachings and healing practices inform response and approach. · There is no blanket response or approach. A response has to be tailored to each individual and their specific needs. · Ensuring content is developmentally appropriate. · Deciding where in the curriculum to incorporate this material – scaffolding across grades (protective factors, healthy living curriculum)

Prevention

- Start young, not a one-time deal.
- Collaborative approach with partners, use what is already out there. Use community partners and leverage resources and supports.
- Primary prevention should be implemented at multiple levels, by a variety of professionals.

Content:

- Sex trafficking and its risks
- common recruitment strategies used by traffickers
- harmful cultural and social norms that help drive sexual exploitation
- prevalence and incidence
- cost burden
- risk and protective factors
- screening and response
- prevention strategies
- universal initiatives with targeted work with groups of particularly vulnerable people
- Risks to children (online and offline)
- how to access supports if they have concerns
- challenge myths and misconceptions
- promote the rights of all victims to protection and support
- be inclusive and accessible to the intended audience

Messages around child sexual exploitation should be delivered within a safe non-judgemental environment, by individuals who are confident discussing the issues and able to gently challenge



unhelpful perceptions. They should be relevant and accessible to all children and young people, irrespective of gender, cultural background, cognitive functioning, or sexuality. Enhancing children and young people's resilience and strengthening the protective factors around them are critical strands of prevention. Resilience is about being able to overcome adversities and avoid negative consequences. It is not a character trait; it involves both internal capabilities and external resources. Resilience is therefore never a substitute for support.

Response

- Trauma-sensitive practices in schools. School-wide factors include school safety, engagement of students and families, and trauma-sensitive professional development for teachers and staff.
- The need for school personnel training on sex trafficking.
- Providing school personnel with the necessary skills and/or information for adequately responding to sex trafficking concerns, identifications, and disclosures.
- Specific staff groups receive training on response.
- Availability of services, accessible services.
- Intentional connections, trauma-sensitive, clear guidelines – regarding required response (general awareness around responding appropriately and sensitive way).
- Need to be clear on what the response will be.
- Balance responding with as opposed to power over.

Professional Development

- General awareness that this issue exists, and how to respond.
- Adjust training for to meet the needs of different staff groups.
- Training specific to specialized groups (on how to respond).
- Partner with before and after school program staff.

Awareness

- Raise children and young people's awareness of what constitutes healthy and unhealthy relationships and increase their understanding of issues such as consent and grooming, and exploitation.
- Understanding needs and tailoring awareness initiatives to specific contexts and target groups.
- Applying sensitivity to a gendered approach.
- Some young people take mixed messages from awareness programmes and have difficulties in recognising issues around power and control.
- Utilize non-sensational and relatable language and images.
- Facilitate discussions of gendered violence.
- Highlight types of sex trafficking and diversity in survivor experiences.
- Use an intersectional lens, focused on race, class, gender and LGBTQ2.
- Importance of language – using the terms that victim uses (situation vs. lifestyle)
- Careful to use non-judgemental language.
- Include experiential voices – be aware of how it's used in awareness and training.
- Have experiential voices to review the protocol (vetting).
- Lived experience – accept and hear the feedback and act on it.

Parents and families

- Parents can reinforce or undermine what their children learn at school.
- Information may facilitate discussion on sensitive subjects at home.
- Instill confidence in parents/caregivers to talk about these topics with their children, increase their knowledge (e.g., about the risks of on-line abuse), increase relationships with the school.
- Prevention and awareness (healthy relationships)
- Awareness of what their children will be learning.
- Awareness and education around the topic.

Framework

- A community approach, underpinned by effective multi-agency working, can enhance conditions and contribute to a school's 'readiness' to introduce interventions.
- Practically, partnership working can help get prevention work into schools and help reach those who are outside of mainstream education. Partnerships can provide important strategic knowledge and support understanding of the local context.

Evaluation/Outcomes

- Track incidences.
- Track number of participants who undertook training.
- Track number of participants of workshops, information sessions (broken out by staff group).
- Evaluation and feedback forms from the participants of this training.
- Evaluation and feedback forms from parents who participate in presentations delivered in partnership with our community agencies.
- Evaluation and feedback forms from students who participate in a community partner presentation.
- Evaluation and feedback forms from students who participate in specific lessons connected to anti-sex trafficking.