



Anti-Human Exploitation and Trafficking School Board Protocol

Revised September 2022

PURPOSE

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

This protocol will support coordinated action by all community partners to prevent, identify and recognize sex trafficking and human trafficking and develop responses to facilitate early and appropriate intervention¹.

In ALCDSB (Algonquin and Lakeshore Catholic District School Board), we are committed to ensuring that every student feels safe, loved and supported to meet their God given potential. We believe that each person is made in the image and likeness of God, and we understand that every student deserves a safe, welcoming, and engaging school environment that nurtures the whole child. We know that in order to best serve our students and families we must work collaboratively with families and community partners in intentional ways to ensure that the awareness raising, prevention, intervention, and emergency responses we employ are consistent, timely and culturally relevant and responsive in order to be effective in supporting all learners. Safe and Caring Catholic Schools are critical to nurturing positive student experiences both in school and in the community.

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

Due to almost daily contact with students, all ALCDSB staff in schools are well positioned to,

- model and educate on prevention and promote healthy relationships,
- notice troubling changes in student behaviour.
- connect with students as caring adults.
- create classroom and school cultures that create a support network for students and families.

By training all ALCDSB staff to recognize the risk factors, we can help staff understand the urgency of wrapping around students and families to support and create protective factors beginning at kindergarten registration. Our Catholic Social Teaching helps us to understand that the underlying inequities in our communities make some people more vulnerable than others and that we have a calling to continually work for justice in all areas of inequity. We understand that this issue is complex and multilayered and there is no one root cause or profile of student and so we commit to ensuring that ALL students and families understand that they are loved and supported with dignity as a part of our Catholic school communities.

By training all ALCDSB staff to recognize the signs of human and sex trafficking and providing a protocol to support a warm hand off to trained professionals, staff will be better equipped to identify the cues and safely intervene if they suspect a student is being trafficked or is involved in trafficking or exploitation in any way.

We are also committed to providing ongoing education to students and families about human trafficking and other related topics such as, cyber-safety, addiction and mental health, health relationships, and culturally responsive approaches. Education can also serve as a key factor in prevention, in helping survivors of trafficking heal and rebuild their lives, in helping to prevent re-victimization and resetting students on a healing trajectory towards positive outcomes.

Responding to sex trafficking effectively requires a coordinated community response. However, **our duty is not to investigate** situations involving sex trafficking or suspicions of sex trafficking. It is simply to report the concerns or suspicions so that the job of investigating and intervening can be assumed by our community partners who have the expertise. Fulfilling our duty to report to a Children's Aid Society/Family and Children's Services/Indigenous Child Welfare Agency and the police services when we are aware of or suspect a child may be at risk or is being trafficked could alter the trajectory of a young person's life.

WHAT IS HUMAN TRAFFICKING, EXPLOITATION AND SEX TRAFFICKING?

Human trafficking and exploitation involves recruiting, moving, holding victims, or depriving them of freedom in order to exploit them or parts of their bodies for profit. This can include forcing victims to engage in commercial sex acts, sharing pictures, forced labour, selling or transporting drugs or other criminal activities. Traffickers use an imbalance of power to control

and pressure victims by force or through threats to the victim themselves or to their loved ones. This physical, mental, and emotional abuse and manipulation means that a victim can never truly give consent. Traffickers also alienate existing support systems and control income, identification, travel documents and cell phones to ensure that victims are completely dependant on them for survival.

Sexual exploitation means any actual or attempted abuse of a position of vulnerability, differential power, or trust for sexual purposes. It includes profiting monetarily, socially, or politically from sexual exploitation of another.

Sex trafficking is a form of sexual exploitation and is a crime under the Criminal Code of Canada. It can include recruiting, harbouring, transporting, obtaining, or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception. Most individuals who are trafficked for the purpose of sexual exploitation are women and girls, but all people may be targeted.

Indigenous 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 Canada.

ALCDSB SEX TRAFFICKING STATEMENT OF PRINCIPLES

1. A role for parents/guardians/caregivers

Parents, guardians, and caregivers are key partners in the development, implementation, and review of school board anti-human trafficking protocols. Care must be given when reaching out to parents, families, and caregivers to ensure they are safe adults prior to engaging with them on matters regarding the student. Outreach to Indigenous parents and guardians, as well as outreach to Black and racialized parents and guardians, 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 in all situations including this work.

2. Foster student voices

Students are at the centre of this work and should be involved in efforts to develop awareness, education and to take meaningful action against human trafficking and exploitation. Invite student groups to participate and inform the design, development, delivery, and implementation of anti-human trafficking protocols. Recognize 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.

3. 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-human trafficking approaches that are responsive to diverse students and the needs of local school communities.

| Mental Health and Addictions | Board Supports | Victim Services | Police Services | Children's Aid Services | Housing | Education |
|---|---|----------------------------------|---------------------------|--|----------------|--|
| Children's Mental Health | Caring & Safe Schools Superintendent | Sexual Assault Center | OPP | Highland Shores CAS | Youth Hab | United Way |
| Kairos | Child in Need of Protection Board level Care Team | Victim Services | Belleville Police Service | Family & Children's Service of Frontenac, Lennox & Addington | One Roof | Victim Services |
| Maltby | Child in Need of Protection School level Team | Public Health Unit-Sexual Health | Kingston Police Service | Dnaagdawenmag Binnoojiiyag Child & Family Services | Three Oaks | Public Health – School Nurses and Health Promoters |
| Tyendinaga Wellness Center | ALCDSB Indigenous Grad Coach | MBQ-Indigenous Victim Services | MBQ OPP | | Interval House | Child and Youth Workers |
| School Based Public Health Nurses and Promoters | | | | | | |

4. 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 human trafficking, and support early intervention through identification and appropriate response, including connecting impacted persons to supportive services.

School board employees require comprehensive anti-human trafficking training, so they are equipped to identify the signs of human and sex trafficking, safely respond to disclosures, be culturally relevant and responsive to diverse student populations, and support the immediate physical and emotional safety needs of students. Training must emphasize how to respond to immediate dangers and the need to avoid actions that will make an individual's situation worse or more unsafe. It will also be made clear to all staff that they are not profiling students of concern or who may be at a higher risk of being trafficked.

5. Build up school-based prevention

The development of the protocol will complement existing prevention efforts in schools, including the teaching of consent, healthy relationships and healthy sexuality. It is important for school staff to understand the historical and social context of human and sex trafficking and implement prevention strategies that are responsive to the needs of students and members of the local school community. Caring, authentic relationships in classrooms and schools are the greatest protective factor we have for students. It is also critical to continue to invest in professional development in trauma informed care, mental health and addictions, and cyber safety.

6. Respect confidentiality, privacy and informed consent

The development of procedures must respect confidentiality and ensure that the student fully understands how their information may be used or with whom it may be shared. It is key to develop referral relationships with community service organizations while adhering to applicable legal requirements, including those under the *Freedom of Information and Privacy Act*; *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*.

Additionally, please note: Youth Criminal Justice Act 125.

(1) Disclosure by peace officer during investigation

- **125 (1)** A peace officer may disclose to any person any information in a record kept under section 114 (court records) or 115 (police records) that it is necessary to disclose in the conduct of the investigation of an offence.

(6) Schools and others

- **125(6)** The provincial director, a youth worker, the Attorney General, a peace officer or any other person engaged in the provision of services to young persons may disclose to any professional or other person engaged in the supervision or care of a young person — including a representative of any school board or school or any other educational or training institution — any information contained in a record kept under sections 114 to 116 if the disclosure is necessary
 - **(a)** to ensure compliance by the young person with an authorization under section 91 or an order of the youth justice court;
 - **(b)** to ensure the safety of staff, students or other persons; or
 - **(c)** to facilitate the rehabilitation of the young person.

This allows for community agencies and schools to share information in emergency situations and ensures that the safety and protection of a young person takes higher priority than confidentiality or privacy laws.

7. Promote equitable and culturally safe responses

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

8. Commitment to relevant and up to date information

The information in the area of human and sex trafficking is ever changing. The development of the protocol will include a required annual review of the protocol for all staff at the beginning of each year. This annual review will include sharing up to date local contact information for supporting agencies and up to date materials for awareness and prevention to support this ongoing work.

STRATEGIES TO RAISE AWARENESS AND PREVENT HUMAN AND SEX TRAFFICKING

General Public Awareness:

- ALCDSB will make the board Anti-Human Trafficking Protocol and related procedures and resources publicly available and accessible on the school board website.
- ALCDSB will share resources and information on all ALCDSB social media accounts on National Human Trafficking Awareness Day – February 22nd each year.
- Sharing community communication.

Family Awareness and Education:

- As a part of ALCDSB's Parent Engagement strategy embedded in the ALCDSB Equity Plan, ALCDSB will be raising awareness about Anti Human Trafficking education opportunities through social media, school messenger, Catholic School Council and Parent Engagement groups. Suggested funding and/or grants will support (virtual or in person) presentations that could include but are not limited to,
 - cyber-safety
 - mental health and addictions
 - signs that a student is being targeted, lured, groomed, trafficked or is trafficking another student;
 - how to report and get help safely
 - Indigenous pathways of support.
 - promotion of 211 to connect families to community supports which include immediate language translation services

Student Awareness and Education:

- ALCDSB will identify a **Child in Need of Protection Care Team** in each school. This team may include but is not limited to school administrators, child and youth workers, social workers, mental health staff, addictions counselors, chaplaincy leaders, Superintendents, board staff, school response officers and other community agencies. One of the roles of this team will be to support and promote ongoing educational opportunities for students in consultation with community partners to;
 - raise awareness among students on the signs a student is being targeted, lured, groomed, trafficked or is trafficking another student,
 - how to bring concerns about luring, grooming, recruitment or exiting human or sex trafficking to the school anonymously, without fear of reprisal.
- ALCDSB will ensure curriculum in Religious and Family Life Education and Physical Education and Health Curriculum integrates age-appropriate lesson plans on the prevention for recruitment of students for human and sex trafficking as a part of the classroom teaching. These lessons may include but are not limited to
 - learning about healthy relationships,
 - consent,
 - mental health and well-being,
 - coping skills,
 - personal safety
 - online safety, and tools to protect students
 - presentations from local community-based organizations and survivors.
- Staff who support and supervise GSA's, Social Justice Committees, Indigenous Circles and Mental Health and Well Being clubs will add learning about Human and Sex trafficking as an option in setting goals for the year.

Staff Awareness and Education:

- ALCDSB will provide board wide staff training opportunities that may include but are not limited to;
 - understanding risk factors and protective factors for human and sex trafficking
 - signs a student is being targeted, lured, groomed, trafficked or is trafficking another student,
 - how to safely support a student who you suspect or know is involved in trafficking
 - victim/survivor/victor experiences
 - annual review of the protocol as a part of a professional development day
 - ongoing sharing of up-to-date lesson plans and resources,
- ALCDSB will identify a **Child in Need of Protection Care Team** in each school. This team may include but is not limited to school administrators, child and youth workers, social workers, mental health staff, addictions counselors, chaplaincy leaders, Superintendents, board staff, school response officers and other community agencies. One of the roles of this team is to receive the warm hand off from other staff, to collect and record any information, to enact the anti-human and sex trafficking protocols and to support next

steps for aftercare for staff and students. All staff who are a part of this team will receive additional training in Anti Human and Sex Trafficking, Mental Health and Addictions, Trauma Informed Care, and Culturally Responsive and Relevant approaches. Each Child in Need of Protection Care Team will be responsible for developing a school education and awareness plan annually.

RESPONSE PROCEDURES

Duty to Report a Child in Need of Protection

Under the Child, Youth, and Family Services Act, every person who has reasonable grounds to suspect a child may be in need of protection, is obligated to report the suspicion and the information upon which it is based to a child protection authority. (Children's Aid Society/Family and Children's Services etc.)

As of January 1, 2018, the age of protection includes all children under the age of 18 years. This provides a better opportunity for students 16 and 17 years of age who are in need of protection, to access the comprehensive support services they need in order to have improved outcomes as they transition to adulthood (MCYS, April 2018).

On October 1, 2021, amendments to the Child, Youth, and Family Services Act (CYFSA) came into effect to assist the child welfare sector in responding to youth who may be involved in child sex trafficking. According to the CYFSA 74(2) grounds for protection, now include:

- d.1 the child has been sexually exploited as a result of being subjected to child sex trafficking;
- d.2 there is a risk that the child is likely to be sexually exploited as a result of being subjected to child sex trafficking.

The sections below outline the procedures for school board employees to respond in situations where a student may be in need of protection because they have reason to believe the student:

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

Proactive response plan

Each school will establish a **Child in Need of Protection Care Team**. We are aware of the complex nature of human and sex trafficking and as such the Child in Need of Protection Care team serves

as a way to support students with any concern that would place them at an increased risk for human trafficking. This team will also be the warm hand off for any staff member who has reported suspicion of or has reported having received information about a student being or is at risk of being trafficked.

Any situation involving suspicion or receipt of information about a student being or at risk of being trafficked must be regarded as an emergency of the utmost priority and such concerns must be acted upon immediately. The following response procedure is designed to ensure compliance with the Child, Youth and Family Services Act, and aligns with the ALCDSB's CHILD IN NEED FOR PROTECTION Policy Statement.

NOTE: This protocol is designed to streamline and implement a quick and efficient response to disclosures of or suspicions of child sex trafficking. However, in any instance where a school board staff member is in receipt of information indicating that a student is in imminent danger, CALL 911 IMMEDIATELY then subsequently follow the response procedures contained within this section.

Immediate Action Response Plan:

The following response procedures are to be implemented in cases in circumstances where a staff member:

- a) has received a disclosure that a student is being trafficked;
- b) has reason to suspect a student is being trafficked;
- c) has reason to suspect a student is at risk of being trafficked;
- d) has reason to suspect a student is targeting, luring, grooming or recruiting children and youth for the purpose of human or sex trafficking

Step 1: Assure Safety

- **If a student is in imminent danger, call 911 immediately.**
- Whether it is a student or staff who discloses information, assure them that their safety is your priority.
- Get students to a safe and confidential place with caring adults they have relationship with if possible and a member of the school Child in Need of Protection Care team and/or school administration.
- Explain that your role is to keep them safe and to connect them with persons/professionals who can help respond to the concern they have shared. Explain the procedures to keep them safe.
- [Administrator Supporting Disclosures Sample Script FINAL-AODA.pdf](#)
- [Educator Supporting Disclosures Sample Script FINAL-AODA.pdf](#)
- [Sample Important Things to Remember re Disclosures FINAL-AODA.pdf](#)

Step 2: Record and organize the information you have.

- Let students or staff who disclose know you or other members of the Child in Need of Protection Team will be taking notes, so you have all the information you need to help.
- Listen carefully and record all relevant details. Use the [Child in Need of Protection Information Gathering form](#) but don't worry if you don't have all the answers.

Step 3: Report to Child Protection Agencies and Police

For any situation involving suspicion or receipt of information about a student being or at risk of being trafficked, you MUST, report the information to Child Protection and Police. CAS/Family and Children's Services/Indigenous Child and Family Well-Being Agency and police services work closely according to an established community protocol and employ joint investigation response. Therefore, **it doesn't matter which agency you call first; however, it is important to share the contact person you have spoken to at the first agency with the contact person at the second agency.**

- **For students under the age of 17** report to:
 - Local CAS/Family and Children's Services/Indigenous Child and Family Well-Being Agency Contact. (Please note that a student who is 16 or 17 does not have to be involved with Child Protection Services but may chose to.)
 - Local Police Services Contact
- **For students who are 18 years or older** report to
 - Local Police Services Contact
- Ensure that you document the conversation, date and time of the conversation, and name/title of the person you reported to at each agency.
- Ask the contact at each agency what the best way to follow up is if you receive additional information about this situation and if there is any additional information or action items that the schools need to ensure the safety of all students and staff.

Step 4: Inform the Senior Team

Administrators will:

- complete the [required form](#) and send to Director's office
- contact their Superintendent and the Superintendent responsible for Safe Schools for information sharing and further consultation.

Step 5: Contact Parent/ Guardian if applicable and/or safe

Note: For the purposes of this protocol, parent/guardian includes those responsible for the care and students who are in care, receiving care, or are in customary care arrangements.

The administrator has a responsibility to make every effort to communicate to parent/guardian, the information surrounding the incident of concern and which authorities the information has been reported to, prior to the police meeting with the student. This includes any parent/guardian

for whom language, geographical distance, physical impairment, or other circumstances may complicate the efforts to share the information.

Prior to the police meeting with the student, administrator should call a parent/guardian to inform them that the incident has been reported to the police and where appropriate, to CAS/Family and Children's Services/Indigenous Child and Family Well-Being Agency, unless:

- Directed not to contact parent/guardian by Police Services or CAS/Family and Children's Services/Indigenous Child and Family Well-Being Agency or have legal documentation restricting school board staff from sharing information with them
- Student is 18 years or older;
- Student is 16 or 17 and has withdrawn from parental control.

Administrators should always communicate care and concern without judgement, offer support and invite parents or guardians to be part of the planning for any safety planning if deemed appropriate.

Step 6: Ongoing Consultation with the Child in Need of Protection School Team

In all cases, consult the school **Child in Need of Protection Care Team** to:

- collaborate with student and or family/ caregiver to develop safety plans, consideration of supports or referral for services for students either **directly or indirectly** affected by any situation involving suspected or confirmed sex trafficking.
- plan for supports that appropriately to consider students with special educational needs, mental health needs, social emotional needs, language/cultural barriers, and international students
- consider any other students who may be indirectly affected by this situation and assess safety needs or need for any appropriate school board or community agency support.
- ensure any school board employees responding to sex trafficking situations, including members of the Child in Need of Protection Care Team and the administrator themselves, are aware of information on and have access to culturally responsive and trauma-informed personal supports and facilitate a referral or connection to such supports where appropriate.

Please Note: The progress of any plan shall be monitored and amended if/when deemed appropriate and must include regular check-ins with students and/or families/caregivers regarding ongoing needs and safety issues.

Step 7: Hold a Closed or Confidential Staff Meeting if deemed appropriate

Administrators may wish to hold a closed or confidential staff meeting to ensure that all staff are aware of suspicions or disclosures of human or sex trafficking in the school community. Staff

should be aware that an investigation is underway but that they are not to share information outside the staff community. **It should also be made clear to all staff that they are not profiling students of concern or who may be at a higher risk of being trafficked.**

The purpose of this closed staff meeting is to:

- remind staff of the signs that human or sex trafficking are happening.
- remind staff of the process for reporting any concerns to the Child in Need of Protection Care team.
- inform staff of any safety plan measures.
- share any information that Police Services would like shared with staff to support safety and/or the investigation.

Supporting Victim/Survivor Access to Education Response

In cases where the school team/administrator has implemented the response procedures to support a student who has been involved in sex trafficking; or is made aware of a student is returning to school after absences related to being involved in sex trafficking, or is receiving a new student who has been impacted by sex trafficking, the administrator will:

- Assure the student that their safety and supporting their sense of belonging in the school environment is priority.
- Support the development of a safe and supportive connection with staff member(s) at school.
- Employ a trauma informed and culturally responsive approach to receiving the student and collaborate with the student on developing plans to meet their safety needs and learning profile.
- Engage the Student Support Team to collaborate with student/and or parent/guardian on a safety plan and referral to appropriate school board and/or community supports, including culturally responsive supports.
- Monitor and amend the safety plan if/when deemed appropriate
- Establish regular check-ins with the student regarding ongoing and changing needs and safety issues.

TRAINING FOR SCHOOL BOARD EMPLOYEES

- As part of the Multi Year Strategic Plan, the Algonquin & Lakeshore Catholic District School Board strives to ensure build faith filled learning communities that address equity, mental health and addiction, trauma informed care, intergenerational trauma and build capacity

provide ongoing training on all employees including teachers, administrators and other school staff regarding sex trafficking in areas including but not limited to:

- understanding risk factors and protective factors for human and sex trafficking,
 - signs a student is being targeted, lured, groomed, trafficked or is trafficking another student,
 - how to safely support a student who you suspect or know is involved in trafficking,
 - victim/survivor/victor experiences,
 - annual review of the protocol as a part of a professional development day,
 - ongoing sharing of up-to-date lesson plans and resources.
- ALCDSB will identify a **Child in Need of Protection Care Team** in each school. This team may include, but is not limited to, school administrators, child and youth workers, social workers, mental health staff, addictions counselors, chaplaincy leaders, Superintendents, board staff, school response officers and other community agencies. One of the roles of this team is to receive the warm hand off from other staff, to collect and record any information, to enact the human and sex trafficking protocols and to support next steps for aftercare for staff and students. All staff who are a part of this team will receive additional training in Anti Human and Sex Trafficking, Mental Health and Addictions, Trauma Informed Care, and Culturally Responsive and Relevant approaches.

All training will be tracked through pre and post surveys and be available throughout the year to all new and existing board employees. Training will be updated and delivered regularly to stay current with emerging issues related to trafficking and changes to in community services and response.

MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION

The Algonquin and Lakeshore Catholic District School Board is committed to collaborating with the Ministry of Education and local community partners to monitor the effectiveness of training and to ensure the information presented is accurate and reflective of local student needs.

The protocol will be reviewed, at minimum, every five years in partnership with local anti-human trafficking partners to monitor the effectiveness of training and to determine how the protocols have helped children and youth in care stay out of, or exit, human trafficking. This review will 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’] doors².”

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 together³.”

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 policy⁴.”

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 progress⁵.”

Survivor/Victim: 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 or victim may also be used to refer to an adult with lived experience of being trafficked. This approach is used for clarity and not intended to label or define an individual’s experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

² Indigenous Primary Health Care Council. (2018, June). [Cultural Competency Guideline for Ontario Public Health Units to Engage Successfully with Aboriginal Communities](#).

³ 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.

⁴ 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

⁵ UNICEF. (2016, January 23). [A Human Rights-based Approach to Programming: What is HRBAP?](#)

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 violence⁶."

Victim: Used to refer to an individual who is in the process of being recruited or is being trafficked, whereas *survivor or* 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.

⁶ Government of Canada. (2018, February 2). [Trauma and Violence-informed Approaches to Policy and Practice](#).