



OP-6011 Keeping Students Safe: Anti-Sex Trafficking Protocol Procedure

Approval Date: 2022

Review Date: 2027

1. Purpose

The Trillium Lakelands District School Board is committed to promoting student safety by building a culture of caring and taking meaningful, culturally responsive and consistent action to prevent and respond to issues of student safety. We will work to protect students with specific attention and focus on vulnerable, at-risk and marginalized students by empowering school communities to play a key role in fighting sex trafficking and keeping children and youth safe from sexual exploitation.

2. References and Related Documents

TLDSB Procedures and Reference Documents

- [OP-6020/6021 Code of Conduct](#)
- [OP-6505/6506 Duty to Report Children in Need of Protection](#)
- [BD-2020/2021 Privacy Information Management and Access to Information](#)
- [OP-6530/6531 Threat and Risk Assessment](#)
- [HR-4005/4006 Employee Assistance Program](#)
- [TLDSB Child Protection Protocol](#)
- [TLDSB Critical or Tragic Response Protocol](#)
- [TLDSB Police Protocol](#)

External Reference Documents

- [Combating Human Trafficking Act, 2021](#)
- [Policy/Program Memorandum 166, Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Ontario Human Rights Code](#)
- [Accessibility for Ontarians with Disabilities Act](#)
- [Education Act](#)
- [Child, Youth and Family Services Act](#)
- [Criminal Code of Canada](#)
- [Policy/Program Memorandum 9: Duty to Report Children in Need of Protection](#)
- [Policy/Program Memorandum 144: Bullying Prevention and Intervention](#)
- [Muskoka Anti-Human Trafficking Coalition Response Guidelines to Human Trafficking](#)

3. Terms and Definitions

Human Trafficking: The term “human trafficking” is used to refer to the control over and exploitation of an individual. In Ontario, human trafficking is most often for sexual exploitation, also known as “sex trafficking” (though cases of labour exploitation also occur).

Sex Trafficking: Sex trafficking is a form of human trafficking for the purpose of sexual exploitation, which 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.

Survivor: Used to refer to an individual who has escaped a trafficking situation.

Note: This approach is used for clarity and not intended to label or define an individual’s experience. Individuals who have experienced 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. Some individuals will choose not to identify as having experienced “human trafficking”, and may use another term to describe their experiences (e.g., as a “victor” rather than a “victim”). It is important to mirror the language that someone uses (e.g. calling their trafficker their “boyfriend”), and not imposing external perspectives on their lived experiences.

4. Administrative Procedure

Sex trafficking is a form of sexual exploitation that 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 and/or deception. Most individuals who are trafficked for the purpose of sexual exploitation are women and girls, but any person may be targeted.

A number of diverse and intersecting factors result in students being vulnerable to violence and harm. This procedure outlines how to recognize and respond to situations where students are in danger. There are some individuals who may be more vulnerable:

- a) Females, especially young children/youth, 2SLGBTQQIA+;
- b) Children and youth in care, or transitioning out of care;
- c) Indigenous and racialized women and children;
- d) Homeless and marginalized youth;
- e) Individuals with a history of physical or sexual abuse;
- f) Young people with undiscerning/unsupervised Internet access or use; and
- g) Individuals with low self esteem, who are isolated or lack a sense of belonging.

4.1. Statement of principals

a) A role for parents/guardians/caregivers

Parents, guardians and caregivers are key partners in the development, implementation and review of school board anti-sex trafficking protocols. Care must be given when reaching out to parents, families and caregivers to ensure they are safe adults prior to engaging with them on matters regarding the student/s. 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 about this work.

b) Foster student voices

Students are at the centre of this work and should be involved in efforts to develop actions against sex trafficking. Invite student groups to participate and inform the design, development, delivery and implementation of anti-sex 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.

c) Build multi-sectoral relationships with community organizations

Ongoing consultation and engagement with community groups/agencies that support members of the school community are essential to supporting anti-sex trafficking approaches that are responsive to diverse students and the needs of local school communities.

d) Interventions must be safe

Caring adults and students within schools can promote a sense of student belonging, increase protective factors, help to reduce risk factors associated with sex trafficking, and support early intervention through identification and appropriate response, including connecting impacted persons to supportive services.

School board employees require comprehensive anti-sex trafficking training, so they are equipped to identify the signs of sex trafficking, safely respond to disclosures, be culturally relevant and responsive to diverse student populations, and support the immediate physical and emotional safety needs of students. Training must emphasize how to respond to immediate dangers and the need to avoid actions that will make an individual's situation worse or more unsafe.

e) Build up school-based prevention

This procedure complements existing prevention efforts in schools, including the teaching of consent, healthy relationships and healthy sexuality through the Grade 1-8 Health and Physical Education curriculum. It is important for school staff to understand the historical and social context of sex trafficking and implement prevention strategies that are responsive to the needs of students and members of the local school community.

f) 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 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.

g) 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 sex trafficking.

4.2. Build multi-sectoral relationships with community organizations

Ongoing consultation and engagement with community groups/agencies that support members of the school community are essential to supporting anti-sex trafficking approaches that are responsive to diverse students and the needs of local school communities.

4.3. Raising Awareness and Preventing Sex Trafficking

- a) Physical and psychological safety is critical to nurturing positive student experiences. Schools are an important partner 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.
- b) Information will be posted on the board's website. It will include, at a minimum:
 - This procedure
 - Resources on cyber-safety
 - Signs of being targeted, lured, groomed, trafficked or is trafficking another student
 - Information on how to seek help or report concerns
 - Culturally safe supports for vulnerable students and families including those who identify as Indigenous, Black, racialized, 2SLGBTQQIA+ and newcomers
 - How to file a report, including anonymous reports using the Safe @ School Report Site
 - A plan for preventing the sex trafficking of students
- c) In addition to the content contained in the [Health and Physical Education](#) curriculum and the information on the website, educators and administrators will identify opportunities to raise awareness among students and families on the signs of sex trafficking and create a safe environment for those who may be experiencing or aware of such activities to seek help or support. Some examples include sending letters or email, include information in student handbooks, posters, information sessions and social media activities.
- d) Technology will be used, such as internet filters, to monitor for online threats and notify administration of threats or students at risk of sex trafficking.

4.4. Response Procedures

The following processes are to be used by staff using a trauma-informed and culturally responsive approach. Any actions should consider unique individual needs of students, including, but not limited to special education, mental health, social/emotional, cultural and/or language needs. Staff supports, families and community resources may be engaged to ensure a safety/re-entry plan is developed to meet the individual needs of the student.

Students are encouraged to report any concerns of or involvement in sex trafficking to any staff member they trust. Anonymous complaints may be sent to Safe @ School.

- a) When a student discloses or shares suspicion of sex trafficking
 - Listen without judgement and support the student's immediate physical and emotional safety. Making a disclosure is a vulnerable experience.

- Ensure the student remains supervised and is not re-victimized by having to repeat the story.
 - Advise the student you are required to share information about illegal activities with the Police and Child Protection Agency. Where applicable, advise the principal and/or superintendent.
 - Contact the Mental Health Lead, and/or the school SSAC for guidance and to initiate culturally trauma-informed and culturally responsive supports and the plan to prevent further risk for the student(s). The Indigenous Consultant will act as a cultural resource when the student identifies as Indigenous.
 - File a report with a Child Protection Agency in accordance with the Child, Youth and Family Services Act. Youth who are 16 and 17 years old are still eligible to receive protection services.
 - Contact the student's parent(s)/guardian(s).
 - Engage local Police, for advice or to file a report, in accordance with the TLDSB Police Protocol.
 - Develop a plan to prevent further risk for the student in collaboration with relevant staff, the student, family members and community partners, as applicable. The safety plan should include, at a minimum; immediate interventions and trauma-informed and culturally responsive resources, supports and/or accommodations.
 - Maintain confidentiality in accordance with relevant legislation and Board procedures.
 - Regularly monitor and check-in with the student as outlined in their plan.
- b) Supporting student re-entry into school after they have been involved in a trafficking situation
- If not already done, develop a re-entry plan for each student in collaboration with relevant staff, the student(s), family members and community partners, as applicable, to support reintegration into school. The re-entry plan should include, at a minimum; ongoing interventions, trauma-informed and culturally responsive resources, supports and/or accommodations and provisions to protect student privacy and safety.
 - Maintain confidentiality in accordance with relevant legislation and Board procedures.
 - Regularly monitor and check-in with the student(s) as outlined in the safety/re-entry plan(s).
- c) Supporting students who may be indirectly impacted
- While maintaining confidentiality, ensure students who may be indirectly impacted are aware of supports and services to support their personal mental health and wellbeing. This may include engaging community-based service providers, local police services, local Children's Aid Societies and Indigenous Child and Family Well-Being Agencies, as applicable and/or required by law.
- d) Supporting staff who may be impacted
- While maintaining confidentiality, ensure staff who may be indirectly impacted are aware of supports and services to support their personal mental health and wellbeing. This may include employee assistance programs, staff resources and/or community-based service providers.
 - The Safe and Accepting Schools department is available to provide advice and/or support in the application of this protocol.

4.5. Confidentiality, Reporting and Record Keeping

Training will be provided as part of the Board's annual compliance training, early in the school year for school-based staff, including teachers and administrators. This training will also be provided for any staff member who works directly with students or who support anti-sex trafficking initiatives.

- a) Training will include:
- Key definitions, common misconceptions and myths about sex trafficking, including tactics used for online luring, grooming and recruitment
 - Learning about human rights-based approaches to combatting sex trafficking, including the application of an equity lens, anti-racism, a gender-based lens, trauma-informed approaches and Indigenous cultural competencies
 - Information on protective factors and prevention-focused supports and resources
 - Information on risk factors and signs that a student is at risk, being lured, groomed or trafficked
 - Signs that a student is or involved in luring, grooming or trafficking others
 - Response procedures, including the duty to report, how to handle disclosures to support students' safety, how to support students impacted by sex trafficking and how to share information to ensure privacy and confidentiality
 - Supports available to students and affected staff, including culturally responsive supports
 - Additional training resources to support staff to understand and safely respond to sex trafficking
 - Roles and responsibilities of school board employees in raising awareness, identifying and responding to sex trafficking
- b) Training will be updated, as required, to ensure it remains relevant. Completion of training will be tracked as part of the annual compliance training process. New employees who are required to engage in this training will complete it as part of the onboarding process. This training will be tracked and available on e-Base for all new and existing school board employees

4.6. Accountability and Evaluation

Data will be collected, as required by the Ministry of Education, to monitor the effectiveness of training and whether the protocols respond to the needs of students. Community partners will be invited to participate in the reporting process to determine how the protocols have helped children and youth in care.

5. Appendices

- 5.1 [Guidelines for Anti Sex Trafficking Keep Safe Planning \(see below\)](#)
- 5.2 [Pocket Card: Response to Sex Trafficking \(see below\)](#)
- 5.3 Glossary of Terms (see below)

If you require this information in an accessible format, please contact Communications Services at info@tldsbc.on.ca.

OP-6011 Anti-Sex Trafficking Protocol Procedure

Appendix 5.1 Guidelines for Anti Sex Trafficking *Keep Safe* planning conversations

Helping build protection for youth at risk of sex trafficking

See also, Appendix 5.2 Pocket Card: School Response to Sex Trafficking

This tool is intended to help guide teams in thinking through safety planning considerations for youth who are at risk of sex trafficking. Plans will vary based on each student’s needs. Just as no two youth are the same, no two *Keep Safe* Plans will be exactly the same.

Remember that Traffickers identify a person’s vulnerabilities and then target those vulnerabilities to gain trust and form a bond. Since everyone has vulnerabilities, anyone can be at risk of being trafficked. However, there are some specific risk factors that may make an individual more vulnerable:

- Females, especially young children/youth, 2SLGBTQQA+;
- Children and youth in care, or transitioning out of care;
- Indigenous and racialized women and children;
- Homeless and marginalized youth;
- Individuals with a history of physical or sexual abuse; and
- Individuals with low self esteem, who are isolated or lack a sense of belonging.

When an educator or administrator receives a disclosure or suspects sex trafficking: *Sample Scripts* for Responding to, and Supporting Students with Suspicions or Disclosures of Sex Trafficking

Scenarios	Guidelines and Discussion
General	Do not leave the student alone. Ensure staff are not discussing the issue in hallways or public spaces, including staff workrooms or the lunchroom. Remember your obligations related to privacy and access to information. Information and Privacy Commissioner of Ontario’s Privacy and Access to Information in Ontario Schools: A Guide for Educators
A student shares information that leads you to suspect or makes a disclosure that they are involved in sex trafficking	“Thank you for trusting me and sharing with me about what has been experiencing and/or happening in your life.” “I am concerned about what you are telling me and I am worried for your safety and well-being.”
GENERAL - response to suspected or disclosed human trafficking....	“My role as your teacher/principal is to try to understand what might be happening or what you are experiencing, and to get help.” “I am concerned about what you are telling me and I am worried for your safety and well-being.” “When students share information that makes us concerned that they may not be safe or that someone may be hurting them. I need to reach out for help” <i>*Reference pocket card for next steps regarding Duty to report</i>

<p>The student identifies to you they do not want their parents/guardians/caregivers to know</p>	<p>“I’m hearing that you really do not want me to call your parents/guardians/caregivers about what has been going on.” “Can you help me better understand what your concerns are with your parents/guardians/caregivers knowing?” “Or how do you think they might respond?” <i>*Reference pocket card for next steps regarding Duty to report</i></p>
<p>The student identifies to you they do not want police involved</p>	<p>“I understand that you have concerns about a call being made to the police.” “We work with the police to get students help.” “I have to make a call to the police when I am concerned that a student is unsafe. Right now, I am concerned that you are not safe.” “Would you like to be with me while I make the call or would you prefer to wait with X staff member?” <i>*Suggested response is to take a trauma-informed approach centred on the victim/survivor, by validating their concerns, being transparent about the process, and emphasizing that police are being engaged to help ensure their safety.</i></p>
<p>The student identifies they do not want school counselor involved</p>	<p>“We want to involve the school counselor to help connect us to resources to assist you, (e.g. safe housing, counselling support).” “Can we (you and administrator) make an introduction to them with you?” If the student still does not want school social work involvement: “I hear you saying you do not want our school social worker involved.” “I am aware of other outside services that may feel more comfortable for you.”</p>
<p>The student does not want community resources involved</p>	<p>“I understand that you do not want any resources involved to offer you some support right now.” “I want you to know that if you change your mind, we (the school) can connect you at any time.” “The door is always open.”</p>
<p>The student expresses fear for their safety if police, child protection, resources are contacted</p>	<p>“Thank you for telling me that you are feeling scared about what will happen if we call persons/agencies.” “I am hearing that you do not want this.” “I need to call the principal for more support and information about what are our next steps.” “I am going to ask you to wait with X staff member while I make a phone call.” *Principal will determine next steps in coordination with the school superintendent. Do not promise the student that a call will not be made.</p>

***Adapted and based on the following documents:

IOFA and Courtney's House/Fact Sheet 2018

Sample Response protocols shared with permission from York Region District School and community partners Aura Freedom, BRIDGENORTH, Covenant House Toronto, 360Kids, u-r home, Women’s Support Network of York Region.

Keep Safe Planning

This *Keep Safe* plan should be co-created with the student and community resources if at all possible. Notation regarding this plan can be stored in confidential log notes and/or on a separate document stored in a confidential location linked through PowerSchool. It may be unsafe for the student to have a copy of this plan either electronically and/or physically so the focus of the Keep Safe conversation is on safety and connection. Below you will find guidelines for this discussion from the [Canadian Human Trafficking Hotline](#).

1. Trust your judgment and intuition/instincts

- If someone promises you something (e.g. easy/quick money for little effort) that seems too good to be true, the situation may likely be different than described.
- If someone makes you feel uncomfortable with their words or actions, trust how you feel and what your instincts tell you.
- If an environment, location, or situation makes you nervous, try to remove yourself from the situation if you can.
- If your romantic partner asks you to do things you do not like, are worried about, or are uncomfortable with (i.e. photographing or videotaping sexual activity or nudity, forceful sex acts, engaging in commercial sex or sex acts with his/her friends or strangers, abusing drugs or alcohol, etc.), tell that person that you do not like it. Also, tell a trusted person of your concerns in case things become worse.

2. Allow a trusted friend, relative, or other person to help keep you safe

- Stay in touch with this trusted person and let them know when you have concerns about your situation.
- Set up safety words with this trusted person that you can use to let them know it is safe to talk, or you are not safe and need assistance. Create actions that you would like them to do if you use a certain safety word (e.g. call 911 for you, meet you somewhere to pick you up, end the call because you are not safe to talk, etc.).
- Keep this trusted person's contact information with you at all times.
- Inform your trusted person if you will be travelling or moving to another location.

3. Keep possession of all your important documents and identification

- Nobody has the right to take or hold your personal documents (e.g. driver's licence, passport, credit card, bank card, birth certificate, etc.)
- Make photocopies of your important documents and identification and keep them in a safe place that you can access if your documents are taken from you. If you are comfortable with it, consider giving these copies to your trusted person. You can also scan your important documents and ID and send the picture file to a safe email address that you have access to.
- Keep a list of any medications you are taking with your important documents.

4. Try to keep control and possession of some way to communicate and to access your money

- Keep possession of a cell phone if possible. If keeping your phone is difficult, have a second cheap phone for emergencies – store it somewhere safe for your access only.
- Have a prepaid calling card that you can use as a back-up plan.
- Try to maintain access to your bank account or another safe way of obtaining money, especially for emergency use.

5. Be aware and careful when using technology such as smartphones and computers


- Create a separate email account (using a neutral, non-identifying email address) to use with a trusted person if you are concerned your usual email account is being monitored.
- Use public computers (e.g. at libraries and community centres) if your computer/smartphone searches and activity are being monitored.
- Learn to disable and/or delete computer and smartphone functions which can be used to monitor your activity such as browser history, search engine history, chat logs, and histories on social media.
- Be careful with what you post on social media sites. Too much personal information can be used by traffickers. Posting information about friends, families, your schedule or location, your daily activities and so forth can make you vulnerable to manipulation and threats. Learn to disable the GPS and location functions when posting to social media accounts, including location tags on photos.
- Change your passwords/PINs to email accounts, phone apps, bank accounts, and other important tools frequently. Do not allow a computer to remember your password.
- Empty your email account's Sent and Trash folders regularly. Choose the setting that automatically deletes their contents after each session ends.

6. Contact responsible organizations for assistance or information

- Call 911 if you are in immediate danger.
- Contact the Canadian Human Trafficking Hotline at 1-833-900-1010 for referrals to social services and supports (such as shelters, medical assistance, legal advice, emergency transportation, etc.) and to law enforcement if you wish. The hotline can also help with general information on trafficking issues and situations, as well as help with safety planning.
- Access the Canadian Human Trafficking Hotline's online [Referral Directory](#) to connect directly with social services and supports (such as shelters, medical assistance, legal advice, emergency transportation, etc.).
- Victim Services can also be accessed by calling 211.

TRILLIUM LAKELANDS DISTRICT SCHOOL BOARD

OP-6011 Anti-Sex Trafficking Protocol Procedure Appendix 5.2 Pocket Card: Response to Sex Trafficking




SCHOOL RESPONSE TO SEX TRAFFICKING

Consider: If you suspect or receive a disclosure that a student is at risk of or being sex trafficked:

- Actively listen, be non judgemental – allow the person to express themselves
- Be respectful and responsive to the student's age/culture/background
- Do not probe for additional information
- Mirror the language used by the student to describe their situation/experiences e.g. if they say "boyfriend," use this term • Avoid using justice system language (e.g. perpetrator)
- Thank the student for trusting you and for coming forward
- Validate the courage it takes for them to talk about their experience and share information.
- Encourage the student that help is available, and that accepting help can provide additional support for their journey ahead
- Do not promise confidentiality, help them understand the limitations to confidentiality regarding their experience with being trafficked/exploited.
- If you have a concern for the student's well being, share this and let them know you want to connect them with persons/professionals who can help
- Make the student aware of available community based resources for support that can be accessed confidentially, as well as the Canadian human trafficking hotline (1-833-900-1010)
- If the student ever feels responsible for what happened, encourage the student not to blame themselves and explain that what happened is not their fault

Contact your local Children's Aid Society:
Report your concerns and seek guidance for direction/next steps as per section 125 of the Child, Youth and Family Services Act, 2017 (CYFSA), amendments with respect to the child sex trafficking, add a duty to report suspicions that a child is in need of protection because they are at risk of, or are victims of child sex trafficking. A professional, or member of the public, who is concerned that a 16- or 17-year old is or may be in need of protection due to child sex trafficking may, but is not required to, make a report to a children's aid society. The youth's consent is not required for a professional to make a report. Children's aid societies are required to assess all reports that a child is in need of protection. These amendments came into effect on October 1, 2021.

Communicate:
In instances of suspected or disclosed sex trafficking to school staff, administrators notify parents/guardians/caregivers as per board policy/procedures to share the concern. Notification procedures may vary or may not be applicable depending on age of the student (e.g. students 18 years or older or who are 16 or 17 years old and have withdrawn from parental control). Exceptions to parent/guardian/caregiver communication include: Situations where students share information with you which leads you to believe that contacting parents/guardians/caregivers will increase safety concerns for the student or negatively impact their well being.



SCHOOL RESPONSE TO SEX TRAFFICKING

Consult: Contact your school superintendent AND/OR the school board staff responsible for Safe Schools for a consultation. (If directed by local police or a children's aid society not to call the parents/guardians/ caregivers, discuss this decision with your superintendent)

Collaborate: Work with the student, community resources and your identified SSAC to build out a Keep Safe Plan. Guidelines and considerations for this Keep Safe plan can be found in Powerschool. This plan should include available community based resources for support that can be accessed confidentially, as well as the Canadian human trafficking hotline (1-833-900-1010)

Who to reach out to:

Principal/Vice Principal: For cases of suspected or disclosed human trafficking, reach out for support from your administrator.

School Superintendent: General questions, determining a call to parents/guardians/ caregivers, or a children's aid society.

Superintendent Responsible for Safe Schools: Process for reporting, calling local police.

District Manager of Mental Health Services: General questions, determining if a staff well being response is needed

SSAC: Assistance with the Keep Safe Plan and Accessing community resources.

Self Care and Staff Support: Supporting students who may be involved with sex trafficking, can be emotionally upsetting and/or stressful work. Your School Superintendent, as well as board staff responsible for Safe Schools, board SSAC, can be resources to you as you plan for the student's safety and well-being. Support may also be available through your Human Resources Department or Employee Assistance Program.

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Appendix 5.3 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'] doors¹.”

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 together².”

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 policy³.”

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 progress⁴.”

Survivor: Used to refer to an individual who has escaped a trafficking situation, whereas *victim* is used to refer to an individual who is in the process of being recruited or is being trafficked. The term survivor may also be used to refer to an adult with lived experience of being trafficking. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to 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.

¹ Indigenous Primary Health Care Council. (2018, June). [Cultural Competency Guideline for Ontario Public Health Units to Engage Successfully with Aboriginal Communities](#).

² 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.

³ 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

⁴ UNICEF. (2016, January 23). [A Human Rights-based Approach to Programming: What is HRBAP?](#)

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 violence⁵.”

Victim: Used to refer to an individual who is in the process of being recruited or is being trafficked, whereas *survivor* is used to refer to an individual who has escaped a trafficking situation. The term victim is often used to refer to a child who has experienced sexual exploitation. This approach is used for clarity and not intended to label or define an individual's experience. Individuals who have experienced sex trafficking may prefer one term over another in order to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

⁵ Government of Canada. (2018, February 2). [Trauma and Violence-informed Approaches to Policy and Practice](#).