

WRMC Preventing and Responding to Sexualized Violence / 1.5 hrs

SLIDE 1: TITLE PAGE
SLIDE 2: ABOUT EMILY National Risk and Safety Manager for OBC CTI Leadership Coach Over 4 years working at Victoria Sexual Assault Centre in crisis response - 4 months training - ~600 hours of shift work within the first year; over 1600 hours total - Survivors either contact us directly or we’re put in touch with them through a crisis line - Provide in person or phone support. - Support survivors with 1) information, 2) phone support, 3) medical, 4) medication, 5) collect for evidence store in freezer, 6) collect for evidence initiate police investigation
SLIDE 3: TERRITORIAL ACKNOWLEDGMENT From Victoria – Vancouver Island These are maps of the traditional territories of the indigenous peoples living in Vancouver Island and North America. I live in what is commonly known as Victoria, BC, which is the territory of the ləkʷəŋən speaking peoples, including the Songhees, Esquimalt, and W̱SÁNEĆ nations. As we’ll learn about more later, sexual and gender-based violence disproportionately affects marginalized people which includes indigenous peoples, particularly two-spirit, transgender, and cisgender women and girls. This is in part due to colonization, along with its associated attitudes, policies, and institutions, which often ignores, dismisses, and normalizes sexualized violence. In turn this causes significant harm to Indigenous peoples and consequently alters their relationships with their communities and the land. While preventing sexualized violence is a global responsibility, it is important to recognize that people's intersecting identities may reduce or limit their ability to engage in preventative work. For those that have capacity, I believe we must work in service of those facing additional inequities or barriers.
SLIDE 4: DISCLAIMER • Space of learning and asking questions • Discussions and content related to sexualized violence, which may be distressing or triggering for some individuals. • These topics can evoke strong emotional responses, and I encourage everyone to prioritize their well-being throughout the session. • If you feel uncomfortable at any point, you are welcome to step away or seek support. • Please be mindful of others in the space and engage in respectful and compassionate dialogue. • Your participation is voluntary, and I ask that everyone approach this sensitive subject with care and understanding. • My expertise is in prevention education and crisis support for survivors of sexualized violence. It is not in clinical psychology, counselling or law. While I have some legal knowledge, it is both limited and specific to Canadian law. For any legal or counselling questions, I encourage you to consult with a professional.
SLIDE 5: LANGUAGE MATTERS – VICTIM, SURVIVOR, PERPETRATOR SURVIVOR • Historically, the term victim was used to refer to someone who has experienced sexual violence and was often associated with negative characteristics such as weakness, powerlessness, and vulnerability (Papendick & Bohner, <u>2017</u>; Thompson, <u>2000</u>). • While this negative imagery helped social movements by eliciting sympathy for people who have experienced sexual violence, the negative societal connotations of victims was often internalised (Williamson, <u>2023</u>). • In response, the label survivor emerged from feminist theorists’ rejection of framing the oppression of people in terms of victimhood, and instead highlighting their resistance and agency (Kelly et al., <u>1996</u>). • Research has shown that the label survivor elicits imagery of strength, recovery, and overcoming trauma (Papendick & Bohner, <u>2017</u>), and that identifying as a survivor is associated with better outcomes, such as improved well-being and overall functioning (Levy & Eckhaus, <u>2020</u>). VICTIM • The term victim is used within the criminal justice system to describe a person who has been subjected to a crime. • The word also serves as a status that provides certain rights under the law.

- For the purpose of this presentation, **victim and survivor** will be used interchangeably.

PERPETRATOR

- The word **perpetrator** will be used to refer to the person who have caused harm.
- “Words only have the power that we, as individuals and a society, give them.” - SAKI Prosecutor

SLIDE 6: HOW DOES THIS WORKSHOP RELATE TO YOU?

- It’s your job to ensure the physical, emotional, psychological safety and well-being of your students/instructors/staff.
- By the time sexualized violence has occurred, your organization has already failed the victim/survivor. At best, we can work to mitigate their trauma by how we **respond** to the incident.
- This is why **prevention** is such an important part of addressing sexualized violence and should be given just as much, if not more, risk management focus.
- By building consistency through education and practice we can create a CULTURE & HABIT of emotional, physical and psychological safety in the outdoors.

SLIDE 7: WORKSHOP OUTLINE

1. **Understanding Sexualized Violence**
 - a. Definition & Root Causes
 - b. Statistics
 - c. Statistics in the Outdoors
 - d. Barriers to Prevention and Response
2. **Education on Consent and Boundaries**
 - a. Definitions, Violations and Power Dynamics
 - b. Tools for Addressing Non-consensual Behaviour or Boundary Violations
3. **Supporting Survivors**
 - a. Tools for Supporting Survivors
 - b. Impacts of Sexualized Violence
4. **Limits of Confidentiality and Intersection of Sexualized Violence and Child Abuse**
5. **Reporting to CPA**
6. **Responding to Various Types of Incidents:**
 1. Student-to-student sexualized violence
 2. Instructor-to-student sexualized violence
 3. Disclosures of past sexualized violence
7. **3 Actionable Takeaways**

SLIDE 8: ACTIVITY TIME

1. Groups of 3
2. Introduce yourself to your neighbour
3. What comes to mind when you hear the term “sexualized violence”

SLIDE 9: WHAT IS SEXUALIZED VIOLENCE

- Sexualized violence is:
 - o An overarching term used to describe any violence, physical or psychological, carried out through sexual means or by targeting sexuality.
 - o It is an act of power and control that is expressed in a sexual way.
 - o It is **not limited to sexual assault** as commonly believed **but includes rape, sexual harassment, stealthing, indecent exposure, child sexual abuse, voyeurism, stalking, etc.**
 - o It also includes **violence against people who do not conform to gender stereotypes or cultural norms of gender roles and expectations.**
- Because of societal expectations of gender, **sexualized violence affects all cisgender, transgender and gender nonconforming people and children, and fear of sexualized violence is a major** factor in the development and behaviour of these people.

SLIDE 10: ROOT CAUSES

- Sexualized violence happens because our society **creates and tolerates power imbalances and socialization processes** that devalue and victimize certain groups of people.
- As mentioned in my land acknowledgment, people who **experience multiple or intersecting inequities** (such as racism, classism, homophobia, etc) are often disproportionately affected by sexualized violence than those who fit into dominant norms (white, man-identified, middle class, heterosexual, able-bodied, etc.).
- This is because of the institutional and systemic inequities that devalues, dehumanizes and other people who do not fit into dominant norms.

- I tend to find the media is great at providing evidentiary support for what I’m talking about...

SLIDE 11: SEXUALIZED VIOLENCE PICS

- An important part of sexualized violence prevention means recognizing and addressing the layered ways multiple forms of violence are being perpetuated in our society.
- The media is just one way, albeit an extremely effective way.

SLIDE 12: STATISTICS

1. Most sexual assault go unreported with only 6% of assaults are reported in Canada (Statistics Canada, 2019).
2. Contrary to popular belief, you are more likely to be assaulted by someone you know.
 - a. 69% percent of women who have been sexually assaulted are assaulted by men they know.
 - b. 31% of sexual assaults occur in dating and acquaintance relationships.
 - c. Most sexual assaults occur in private places with 44% taking place in either the victim or perpetrator’s home, and 25% in a car.
3. Minorities are more likely to be assaulted, yet 80% of reported sexual assaults involve white women.
4. Approximately 1 in 4 girls and 1 in 7 boys by age 18 will have been the victim of some form of sexualized violence.
5. Among the disabled community, as many as 83% of females and 32% of males have been sexually assaulted.
6. Lifetime risk for sexualized violence, including sexual assault, against women who are either unhoused or live with a mental illness is 97%.

Based on these statistics, you might be wondering **HOW** is this **STILL** a problem in our society. Especially considering that the #MeToo went global more than 7 years ago.

You might also be thinking that SURELY the outdoor sector must be better...

SLIDE 13: IN THE OUTDOORS

- In 2015, a group of 13 female National Park Service (NPS) employees came forward with reports of years of sexual harassment and abuse from the river rangers at Grand Canyon National Park. According to the complaints, the boatmen had stuck cameras up the women’s skirts, groped them, exposed themselves and used profane language.
- The news stories and subsequent congressional hearing started a public conversation about sexual harassment and assault in the river community.
- That same year, I was working as a canoe guide when my male co-worker sexually assaulted my female co-worker and friend. The two were then asked to lead a remote, wilderness canoe trip together, despite management knowing of the incident.
- In 2017, a survey of 4,176 readers by Outside magazine found that 70 percent of survey respondents had been harassed in the outdoors or while working outdoors.
- That same year my colleague was leading an all-boys trip where one boy reported that another had tried to touch him in his sleep.
- In 2018, the organization #SafeOutside conducted a survey of 5,311 climbers and found half of women and one-sixth of men had experienced harassment or assault in the climbing community.
- In 2019, I was working for an organization that had an incident where a female student pressured another female student into kissing her.
- And in 2023, my friend, a lead guide for a reputable rafting company, experienced sexualized violence from her clients who refused to acknowledge her as Trip Leader, made sexual and degrading comments about her body & appearance and addressed all of their questions to her male assistant guides.

FYI: Of the personal examples I shared, none are from my current place of employment.

Sexism in Rafting Isn’t Dead, Yet: <https://paddlingmag.com/stories/features/sexism-in-rafting/>? By Paddling Magazine

The wildfire within: gender, leadership and wildland fire culture: <https://www.publish.csiro.au/wf/WF17150> by Rachel Reimer

SLIDE 14: BARRIERS TO PREVENTION AND RESPONSE

Sexualized Violence continues to exist **NOT BECAUSE OF A LACK OF CARE OR CONCERN** but because it is **overlooked, minimized, and dismissed**.

Barriers to SV Prevention & Response:

- **Survivor Blaming** is when the focus shifts to scrutinizing the survivor's actions instead of addressing the behavior of the perpetrator, which impacts how incidents are perceived. **I.e. people focusing on what the survivor was wearing** or if she was drinking rather than the perpetrators actions

- **Normalizing Behaviour** happens when problematic behaviors get accepted or dismissed by those who witness or experience sexualized violence. These behaviours don't get adequately addressed, making it harder to recognize and properly manage future incidents. **Here, I'm thinking of the saying "boys will be boys".**
- **Fear of stigma or retaliation** can discourage survivors from reporting incidents, leading to underreporting. **I.e. A male survivor feeling reluctant to report** given the belief that men cannot be sexually assaulted or are generally not the victims of sexual assault.
- **Institutional Gaps:** Limitations within organizations, such as unclear policies or inadequate training, can make it more difficult to respond effectively to this sexualized violence. **This is one of the barriers we, at OBC, are currently working at.**
- **Cultural and Gender Biases:** Pre-existing cultural or gender biases can also shape how incidents are viewed and handled, potentially hindering fair and just responses.

SLIDE 15: ACTIVITY TIME!

Activity:

1. Groups of 3
2. Introduce yourself to your neighbours
3. How does a wilderness environment increase the risk of sexualized violence or amplify its implications?

SLIDE 16: ACTIVITY TIME! ANSWERS

In a wilderness environment, the risk of sexualized violence increases due to factors like isolation, power imbalances, and disrupted communication. **Key issues include:**

1. **Isolation and limited access to help** make it hard to escape or get emergency assistance.
2. **Power dynamics and dependency** on others for survival can be exploited by perpetrators.
3. **Limited or delayed communication** (e.g., no cell service) hampers reporting or seeking immediate aid.
4. **Physical vulnerability** due to fatigue and shared spaces heightens risks.
5. **Psychological impact** is amplified by isolation and environmental dangers.
6. **Male-dominated cultures** in some wilderness settings may foster toxic dynamics.
7. **Legal challenges** and delayed law enforcement responses complicate reporting.
8. **Underreporting** occurs due to fear of being dismissed or harming group dynamics.

These factors combine to make wilderness environments particularly dangerous for victims of sexualized violence and an ideal setting for perpetrators.

SLIDE 17: EDUCATION ON CONSENT

- Understanding and practicing consent and appropriate boundaries is key to preventing sexualized violence. This involves understanding that **consent and maintaining boundaries in relationships apply to all aspects of life, not just in sexual/romantic relationships.**

What is consent?

- At VSAC we say that consent is **"enthusiastic, freely given and ongoing"**.
- At OBC we've defined consent as:
- **An informed, clear, and voluntary decision by all parties to engage in a mutually agreed-upon activity.** Consent must be **freely given and can be revoked at any time.** It can be expressed through **verbal or nonverbal** means, with verbal consent being the most explicit and reliable. Nonverbal cues, such as a head nod or physical engagement, can indicate consent, but body language varies, so it's essential not to rely on it alone.
- **Finally, silence, passivity, or a lack of resistance should never be mistaken for consent.**

Video Resources:

RUCBC Consent: <https://www.youtube.com/watch?v=nnEGiz3lqCU>

Tea Consent: <https://www.youtube.com/watch?v=fGoWLWS4-kU>

Do 100 Women See Consent the Same Way?: <https://www.youtube.com/watch?v=fM7nPtQ2W4g>

SLIDE 18: EDUCATION ON BOUNDARIES

What are boundaries?

- **Boundaries** are the Jam to Consent's PB, and are crucial for maintaining healthy relationships.
- **They** define an individual's comfort levels with **language, emotions, touch, proximity, and actions.**
- At OBC, boundaries are the expectations of how we want to be treated by others. They can be physical, mental, or emotional, and help us establish what is acceptable and comfortable.
 - **Physical boundaries** relate to personal space and touch
 - **Mental boundaries** involve forming independent thoughts and opinions
 - **Emotional boundaries**, which are often harder to maintain, allow us to separate our emotions and needs from those of others, avoiding unnecessary blame or guilt.
- Recognizing and understanding boundaries- whether they are our own or others- can require reflection on how we feel, physically and emotionally. This might be more difficult for students who are younger or newer to the concept. However, you can rephrase 'boundaries'

as ‘what is and isn’t okay for me and in our relationship?’

- **Boundaries will change as the relationship grows and evolves.**

Video Resources:

RUCBC Boundaries: <https://www.youtube.com/watch?v=8UqTn2AQNSA>

SLIDE 19: POWER DYNAMICS

- **Power dynamics** can **complicate genuine consent**, as individuals in less powerful positions may feel pressured or coerced to consent to certain behaviours. **They** can also make it **difficult for people to express or maintain boundaries** with themselves and others.
- It is crucial for those in positions of power to **be aware of their position** and of non-verbal signals or indirect communication that may indicate discomfort or violation.
- Ultimately, it is the responsibility of the person in the position of power to ensure there is consent and boundaries are respected. Up-power position = 150% responsibility; down-power = 100% responsibility. **Recommendation: Right Use of Power: The Heart of Ethics by Cedar Barstow.**

SLIDE 20: NON-CONSENSUAL BEHAVIOUR/ BOUNDARY VIOLATIONS

- At the beginning of courses, instructors should take time to educate students on consent and boundaries within the course container. When I was actively leading courses, I would time during the first night on a trip to discuss how we wanted to be together as a group, what values we wanted to uphold, what respect meant and looked like to each of us and whether folks already had boundaries that they wanted to share. During these conversations we would discuss consent and define boundaries, if people were unclear.
- OBC formalizes this process by implementing tools such as “Group Living Agreements” and/or “Values Contract”, which gives space for people to discuss what they need from the group and how they want to be treated.
- Regardless of what you call this process or how you do it, it’s important to have a shared understanding of consent and boundaries as well as what to do and how to respond if there are violations.
- As a trip leader, I would take time every few days for a check in to give people a chance to address concerns, offer feedback or introduce new boundaries.
- **Ultimately, non-consensual behaviour or boundary violation will happen in the field. Examples** could include a student giving you a hug without seeking consent, another student inviting themselves into another student’s tent, asking personal questions that you or others don’t feel comfortable asking. **REMINDER:** non-consensual behaviour and boundary violations do not have to be sexual in nature*
- **When violations happen, it’s an opportunity to reflect and engage in conflict resolution. Regularly reiterating or adjusting boundaries is part of a healthy relationship**, and can be a great way to model and teach youth about consent and respecting boundaries.
- **When handling non-consensual behavior or boundary violations in the field**, there are various tools you can use to assist:
 - o Student Code of Conduct (built in to our Acknowledgment of Risk forms)
 - o Full Value/ Group Contract or Group Living Agreements
 - o Behaviour Contracts
 - o Chaperone/Teacher Expectations (for groups/ schools)
 - o VOEMP- Vent, Own/Empathy, Moccasins, Plan; 5 stages of group development

SLIDE 21: SUPPORTING SURVIVORS

- When an incident of sexualized violence has occurred, **the Survivor has lost power and control.**
- **During your response**, it is important that you **give power and control back to the survivor.**
- **Field Examples:** Let the survivor choose if they want to discuss their experience, offer them water or food and respect their decision if they decline, if you need to touch them for any reason- get consent, etc.
- Regardless of how you learn about the sexualized violence incident, it is important to **listen, respect, and respond.**

Listen

- Hold space and silence.
- Body language
- Let the survivor share their story at their own pace.
- Feelings first!

Respect

- Avoid making assumptions, as everyone responds to trauma uniquely.
- Reassure the survivor **that you believe them, their feelings are valid, and the violence was not their fault.**
- Respect the language they use to describe their experience, and **mirror it in your responses.**
 - o Some Survivors may label their experience as ‘sexual assault,’ while others might choose not to use that specific term. It’s crucial to respect the Survivor's choice of terminology and to seek clarification if uncertain about what the Survivor means.

- Understand the impact of systemic oppression and the intersectionality of survivors' experiences.
 - Learn about what intersectionality means [here: Intersectionality, Kimberlé Crenshaw](#)
- Respect the survivor's gender identity and pronouns, as misgendering can cause further harm.
 - Learn more about supporting trans, two-spirit, and gender diverse Survivors [here: Supporting Trans, Two-spirit, and Gender Diverse Survivors](#)

Respond

- **Ensure their continued safety** by asking how they feel and what can help them feel safer.
- Be mindful that certain stimuli may be triggering, even if they can't immediately identify them.
- **Offer survivors options** and respect their decisions, which may vary based on the situation (e.g., mediation, evacuation, or discussions).
- Provide information and support to empower them in deciding their next steps.

SLIDE 22: IMPACTS OF SEXUALIZED VIOLENCE

- All of these effects are **adaptations to a very abnormal situation that arise** out of the survivor's **best attempts to cope** with an impossibly stressful situation.
- If you aren't privy to an incident having taken place, they **can be useful indicators that something has happened** and is worthy of investigation

Physical Symptoms • Headaches/migraines • Abdominal or back pain • Chronic muscle tension • Chronic fatigue	Eating Disorders • Loss of appetite • Bulimia/anorexia/obesity	Substance Abuse • Prescribed psychoactive medication • Illegal substances and alcohol	Sleep Pattern Disturbances • Restless sleep/insomnia • Nightmares/night terrors • Sleep paralysis
Sexual Difficulties • Avoidance of sexual intimacy • Sexual dysfunction • Sexual compulsiveness/addiction • Offender behaviour	Relationship Problems • Poor interpersonal boundaries • Attraction to abusive partners • Lack of assertiveness • Neediness and/or distancing • Addiction to conflict/drama	Self Esteem • Poor self-image • Poor body image • Feelings of worthlessness	Suicidal Thoughts • Suicidal ideation • Suicide attempts Self-Injury • Accident prone • Desire to self-mutilate i.e. hitting, cutting
Fear and Anxiety • Fear of abandonment/isolation • Generalized fear of men/women • Panic attacks/anxiety attacks • Phobias, i.e. agoraphobia	Distorted Beliefs • Everything is my fault • No one can be trusted • I am inherently shameful/bad	Dissociative Experiences • Memory lapses/blackouts • Flashbacks • Spacing out • Distorted sense of reality • Amnesia	Emotional Difficulties • Depression • Guilt/shame/self-blame • Anger/rages • Inappropriate emotional expression • Flattened affect (numbing) • Crying/sadness/feelings of helplessness

SLIDE 23: LIMITS OF CONFIDENTIALITY

- When supporting a survivor of sexualized violence, it is recommended to **first inform the person about the limits of confidentiality**.
- Why? You may have significant **legal responsibilities**.
- **The following circumstances are examples** of when you are **legally required to report disclosures to either parents, law enforcement or CPA**:
 - a person is at risk of self-harm or of harming others;
 - the Disclosure involves sexual harassment in the person's place of employment and is therefore required under the *Human Rights Code/Workers Compensation Act*;
 - a person under the age of consent is endangered or
 - disclosure is otherwise required by law.
- In these instances, **share the minimum amount of information needed** to meet legal or other obligations.

SLIDE 24: INTERSECTION OF SEXUALIZED VIOLENCE AND CHILD ABUSE

Intersection of Sexualized Violence and Child Abuse

- The intersection of sexualized violence and child abuse has **everything** to do with **age of consent and power dynamics** within the sexual/romantic relationship.
- **What do I mean by “Age of Consent?”** I mean the age at which a person can consent to sexual activity.
- The age of consent in Canada is 16 years.
- To the best of my knowledge, of the 50 states, approximately thirty have an age of consent of 16 (with this being the most common age of consent in the country), a handful set the age of consent at 17, and in about eleven states the age is 18, including Utah.
- In some cases, the age of consent is higher. It becomes higher if there is a relationship of trust, authority or dependency, and consequently the survivor cannot give consent.
- In these situations:
 - sexualized violence also falls into the category of child abuse and the Perpetrator could be **held liable for multiple charges**.
 - you **cannot promise the Survivor confidentiality** and have a **legal duty to report to a Child Protection Agency**.
- **TO RECAP**
- **Sexualized violence and child abuse generally intersect when:**
 - the perpetrator is above the age of consent and the survivor/victim is below the age of consent and/or;
 - there is a significant difference in age or power between the survivor and perpetrator.
- There are exceptions depending on state/provincial laws and federal laws. I recommend doing your own research and getting really clear on what your jurisdiction stipulates.

SLIDE 25: REPORTING

Reporting to CPA

- Everyone is legally obliged to report when they have **reasonable grounds** to suspect that a child is ‘**in need of protection**’ (as required by child protection statutes and regulations in Canada).
- What do we mean by ‘reasonable grounds’ and ‘in need of protection’?
- **Reasonable grounds:** means **good reason to believe something, based on reliable information and facts. It does NOT mean you need proof.**
- **In need of protection:** means the safeguarding of children from violence, exploitation, abuse, and neglect. This could include **physical abuse, sexual abuse, emotional abuse, exposure to intimate partner violence and risk of future child or sibling maltreatment.**
- In Canada, reports to CPA need to happen **as soon as possible**.
- CPA will want to speak to the person who the disclosure was made or who was directly involved in supporting the child
- CPA will determine whether the information matches the criteria for child abuse.
- CPA will ask for **your name, your phone number and your relationship to the child, organization you work at and information on the child/reason for call.**
- After the assessment process is complete, the child protection worker may:
 - Provide ongoing child protection services;
 - Offer the family support services;
 - Refer the child, youth and/or family to a community agency; or
 - Take no further action, if no further action is needed.

[“Yes, You Can. Dispelling the Myths About Sharing Information with Children’s Aid Societies”](#)

SLIDE 26: RESPONDING TO VARIOUS TYPES OF INCIDENTS

Next, we’ll talk through three different scenarios of sexualized violence with two examples of how you might handle each scenario depending on incident severity.

Consider three different scenarios:

1. Student-to-student sexualized violence
2. Instructor-to-student sexualized violence
3. Disclosures of past sexualized violence

SLIDE 27: RESPONDING TO VARIOUS TYPES OF INCIDENTS

Student-to-student sexualized violence

Example A: Sexual Comments

I.e. objectifying comments from a female to another student

- Fill out an incident report
- Support survivor and perpetrator needs
- Consult your manager/on call support team
- Consider implementing tools such as reviewing Group Living Agreement & Behaviour Contract with perpetrator and group
- Facilitate conversation with parents; take responsibility and accountability*

Example B: Sexual Assault

I.e. a male student groped a female student

- Fill out an incident report
- Support survivor and perpetrator needs
- Consult your manager/on call support team
- Consider reviewing and implementing tools such as Group Living Agreement, Behaviour Contract with perpetrator
- Consider student and perpetrator evacuation; consider group evacuation
- Consider sending in additional instructor support
- Consult legal team (if incident warrants)
- Facilitate conversation with parents; take responsibility and accountability (conversation should be managed by upper level management, HofP/ED/HR)
- Provide post course resources and support, if applicable

Instructor-to-student sexualized violence

Example A: Sexual Comments

I.e. an instructor makes objectifying comments toward a student

- Fill out an incident report
- Consult your manager/on call support team
- Support survivor and perpetrator needs
- Consider evacuating student depending on nature of incident and student needs
- Consider sending in additional instructor support; remove perpetrator from the field
- Consult legal team (if incident warrants)
- Upon return to base, instructors should report the incident to CPA (provided the incident meets the requirements – review reporting procedures and requirements)
- Facilitate conversation with parents; take responsibility and accountability (conversation should be managed by upper level management, HofP/ED/HR)
- Engage HR - initiate investigation regarding instructor conduct and employment suitability

Example B: Sexual Assault

I.e. student reports instructor kissed them

- Fill out an incident report
- Consult your manager/on call support team
- Support survivor and perpetrator needs
- Evacuate student & perpetrator
- Consider evacuating the whole group and/or sending in additional instructor support
- Consult legal team
- Upon return to base, instructors should report the incident to CPA
- Facilitate conversation with parents; take responsibility and accountability (conversation should be managed by upper level management, HofP/ED/HR)
- Engage HR - initiate investigation regarding instructor conduct and employment suitability
- Suspend instructor pending further investigation

Disclosures of past sexualized violence

Example A: Sexualized Violence Disclosure

I.e. Student (16) discloses that their peer (16) sexually harassed them online and at school for ~3 months

- Fill out an incident report
- Consult your manager/on call support team
- Support survivor and perpetrator needs
- Consider evacuating student depending on emotional/physical/psychological state of survivor and perpetrator
- Consider sending in additional instructor support
- Incident likely does not meet requirement for reporting to CPA
- If you believe the student is still at risk, inform student of confidentiality limits and report disclosure to parents*

Example B: Sexual Assault Disclosure

I.e. Student (16) discloses that a coach (24) sexually assaulted them

- Fill out an incident report
- Consult your manager/on call support team
- Support survivor and perpetrator needs
- Consider evacuating student depending on emotional/physical/psychological state
- Consider sending in additional instructor support
- Incident meets criteria for reporting to CPA (significant difference in power)
- Offer to help facilitate conversation with parent/guardian* and student if the perpetrator is NOT one of the survivor's parents/guardians; otherwise leave process to CPA

SLIDE 28: 3 ACTIONABLE TAKEAWAYS

1. Sexualized Violence Prevention Training

- Explore different options for training: hire a professional facilitator, purchase pre-made online training, or design a program tailored to your organization’s specific needs.
- Establish a timeline and delivery method for training to ensure all staff receive it on a regular basis.

2. Behaviour Norming, Management and Intervention Tools

- Student Code of Conduct
- Group Living Agreements
- Behaviour Contracts
- Chaperone Expectations / Responsibilities

3. Review Laws, Reporting Procedures & Organization Policies

- Understand the legal reporting obligations in your state or province, including timelines and required actions, and that everyone is aware of how to follow them.
- Create or evaluate your organization’s ***Sexualized Violence Prevention and Response Policy***.
- Do the same for your ***Child and Youth Protection Policy***. Consider resources like the session up next by **Deborah Ausburn & Thomas Rawlings** titled "**150 Days to a Solid Child Protection Policy**".