



District School Board of Niagara Anti-Sex Trafficking Protocol

Table of Contents

Purpose	3
Scope	3
Definition of sex trafficking	4
Statement of principles	4
A role for parents/guardians/caregivers	4
Foster student voices	4
Build multi-sectoral relationships with community organizations	4
Safe school-based prevention and intervention	5
Respect confidentiality, privacy and informed consent	5
Promote equitable and culturally safe responses	6
Recognize the impact of colonialism and systemic racism on Indigenous communities	6
Strategies to raise awareness and prevent sex trafficking	7
Raising Awareness of Sex Trafficking for Parents, Guardians, and Caregivers	7
Raising Awareness of Sex Trafficking for Students	8
Trauma-Informed and Culturally Responsive Approach to Learning and Awareness	9
Warning Signs of Sex Trafficking	10
TRAINING FOR SCHOOL BOARD EMPLOYEES	11
Professional Learning: Creating Safe, Healthy, and Inclusive School Climates	12
MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION	12
Appendix A: Glossary of Terms	13
Appendix B: Referral Information for Support with Anti Trafficking	15
Appendix C: Resources for Broadening Knowledge	18

Purpose

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

This protocol supports coordinated action by all community partners to recognize, identify and prevent sex trafficking and develop responses to facilitate early and appropriate intervention.¹ The District School Board of Niagara (DSBN) is committed to student success and well-being by working together to inspire all learners to reach their full potential. The DSBN continues to strive to build safer schools and support students, parents, caregivers, and the school community to prevent sex trafficking and sexual exploitation.

Schools in the Niagara Region are uniquely positioned to identify and support survivors of sex trafficking and students who are at risk for sex trafficking and sexual exploitation. Niagara Region is a well-known hub for human trafficking due to the proximity to the border and link to the 401 Corridor.² Educators are well placed to educate on prevention and promote healthy relationships, notice troubling changes in behavior, 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 path towards positive outcomes.

Most individuals who are sex trafficked are women, girls, and gender diverse individuals, but all people may be targeted. While any student can be sex trafficked, some groups are at higher risk due to vulnerabilities arising from systemic inequities, discrimination, and barriers. Racialized youth, 2SLGBTQIA+ individuals, Indigenous peoples, youth living with disabilities, those living in poverty, and those with a history of involvement with child protective services are more likely to experience human trafficking and sexual exploitation, and less likely to be identified or report.

The DSBN recognizes the impact of deeply embedded systemic inequities, racism, and discrimination on marginalized groups. It is committed to strengthening equity and human rights to ensure that schools are safe spaces for all students.

Scope

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

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

² Ontario Ministry of Education. (2021, July 6). [Policy/Program Memorandum 166: Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols](#).

Definition of sex trafficking

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. Other key terms used in this protocol are contained in the [Appendix A: Glossary of Terms](#).

Statement of principles

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, guardians, 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, must be trauma-informed and recognize historic and systemic barriers that may impact their participation. Every effort will be made to reduce cultural and/or linguistic barriers when reaching out to parents, guardians, and caregivers.

Foster student voices

Students are at the center of this work and should be involved in efforts to develop actions against sex trafficking. Student groups have been invited to participate and inform the design, development, delivery, and implementation of anti-sex trafficking protocols. The DSBN recognizes that students with lived experience are experts and, if willing and appropriately supported through trauma-informed approaches, with well-being team support, could share their story and insights as part of efforts to build awareness and empower students.

Build multi-sectoral relationships with community organizations

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

The DSBN values the input and expertise of the community agencies committed to anti-trafficking work. Agencies that reviewed, provided input, and we hope will continue to support this protocol are:

Niagara Catholic District School Board	Niagara Regional Police Services (CORE)	Niagara Sexual Assault Centre
Niagara Chapter of Native Women	TOES Niagara Centre De Santé	Niagara Regional Native Centre
Family and Children Services Niagara	YWCA Niagara Region	Victim Services Niagara
Pathstone Mental Health	YMCA of Hamilton	Bethesda/DSO
	Kristin French Child Advocacy Centre Niagara	Ontario Native Women's Association

The Raft	CMHA Niagara	Contact Niagara
Night Light Youth Services	Niagara Region Public Health	CASON
Gillian's Place	Mental Health and Addiction Nurses	Quest Community Health Centre
Women's Place of South Niagara	McMaster Children's Hospital	Niagara Falls Community Health Centre
Niagara Folk Arts Multicultural Centre	Youth Wellness Hub Niagara	Power House
John Howard Society		SWISS Worker

Safe school-based prevention and intervention

Caring adults alongside 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.

This protocol complements 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 sex trafficking and implement prevention strategies that are responsive to the needs of students and members of the local school community.

This protocol and DSBN Policy [G-29: Safe and Accepting Schools: Bullying Prevention and Intervention](#) recognize the necessity of cyber-safety education. Sex traffickers and sexual predators are increasingly using online social media platforms to lure, groom, and recruit young people into sexual acts and services. It is important that students are educated about the negative potentials of the internet, including the harmful impacts of violent sexual imagery. The DSBN will continue to provide cyber-safety awareness and training to students, parents/guardians, caregivers, and staff.

School board employees require annual anti-sex trafficking training 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.

Respect confidentiality, privacy and informed consent

Confidentiality must be respected subject to some limitations (such as the duty to report to school administration, police or Family and Children's Services Niagara), and students should fully understand how their information may be used or with whom it may be shared. Where a duty to report a disclosure is required, students will be consulted to determine if they wish to participate in the reporting. 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.

Promote equitable and culturally safe responses

The DSBN supports a human rights-based, non-judgmental, culturally responsive, survivor-centered, and trauma-informed approach to raising awareness, identifying, preventing, and responding to sex trafficking. These protocols and interventions are rooted in upholding student/human rights as outlined in the DSBN Human Rights Policy [E-09](#). All aspects of the protocols must prioritize the safety, autonomy and choice of the student(s) impacted by trafficking.

Recognize the impact of colonialism and systemic racism on Indigenous communities

The DSBN recognizes the impact of colonialism and systemic racism on First Nation, Inuit, and Métis communities, including the intergenerational trauma resulting from residential schools and the “Sixties Scoop” and “Millennial Scoop”. Most First Nation, Inuit and Métis women victimized by sex trafficking have a family history of involvement in residential schools and child protective agencies.³ First Nation, Inuit, and Métis women and girls include a disproportionate number of trafficked persons for the purpose of sexual exploitation, in Canada. The *Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls* highlighted that, “while First Nation, Inuit and Métis women represented only 4% of the Canadian population in 2016, they comprised nearly 50% of victims of human trafficking. Of those, nearly-one quarter were under the age of 18.”⁴ This protocol accompanies the DSBN’s commitment to ongoing reconciliation through the education of students and staff bringing the truths of history forward enabling us to keep working towards creating positive long-term changes. Through this commitment, the DSBN aims to foster an understanding of past injustices, address historical and contemporary systems of oppression, and create a more inclusive future.

The DSBN views ongoing collaboration with Indigenous community agencies/organizations and its Indigenous Education Team as vital to the protocol’s implementation. The DSBN will continue to collaborate with First Nation, Inuit, and Métis community partners to ensure that awareness and prevention strategies are culturally responsive for Indigenous students and their families. It will also work with First Nation, Inuit, and Métis groups to reduce systemic and historical barriers that may impact the participation of First Nation, Inuit, and Métis families in board awareness activities. This protocol recognizes the importance of involving Indigenous community agencies to provide culture-based supports for Indigenous students and their families victimized by sex trafficking.

³ Province of British Columbia. (2014). [Domestic Sex Trafficking of Aboriginal Girls and Women - Province of British Columbia \(gov.bc.ca\)](#).

⁴ National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019). [Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women \(Vol. 1a\)](#).

Strategies to raise awareness and prevent sex trafficking

The DSBN established an Anti-Sex Trafficking policy in November of 2021 (<https://policy.dsbns.org/G-09>) which guides its work in the development of anti-sex trafficking strategies. In devising this policy and this related protocol, the DSBN is committed to ensuring that all students are continuously supported with awareness, prevention, and intervention strategies throughout their elementary and secondary education. The first portion of the DSBN's awareness strategy involves identifying existing awareness gaps for students, parents, and caregivers. When community partners offer human trafficking awareness presentations to DSBN students, parents will be made aware.

In collaboration with the identified partners, the DSBN will further develop awareness activities to support building knowledge related to cyber-safety, human trafficking signs, stages and impacts, school procedures, and where to get help.

Partners include:

- *Administrators*
- *Staff*
- *Students*
- *Survivors*
- *Equity, Inclusion, and Anti-Racism Community Advisory Committee (EIARCAC)*
- *Indigenous Education Student Achievement Leader and Indigenous Education Support Team*
- *Special Education Advisory Committee (SEAC)*
- *Mental Health Lead and Mental Health & Well-Being Team*
- *Equity, Inclusion and Anti-Racism Team*
- *Parent Involvement Committee (PIC)*
- *School Councils*
- *Student Councils*
- *Indigenous Education Advisory Council*

Raising Awareness of Sex Trafficking for Parents, Guardians, and Caregivers

The DSBN views parents/guardians, and caregivers as key partners in raising awareness about sexual exploitation and sex trafficking. This protocol provides a non-judgmental, culturally responsive, and trauma-informed approach to outreach with parents, guardians, and caregivers regarding sex trafficking.

These activities will include, but are not limited to:

- Making this protocol and relevant resources publicly available and accessible on the school board website
- Providing online resources for parents/guardians and caregivers that includes information on cyber-safety, signs of trafficking and luring, how to get help, how to access this protocol, and how and where to report

- Sharing information on DSBN-approved social media platforms
- Providing presentations to school councils and Parent Involvement Committees (PICs)
- Collaborating with community partners to ask for input and discuss how best to raise awareness about anti-sex trafficking
- Providing school board staff with 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.
- Providing additional resources to parents/guardians and caregivers on cyber-safety, preventative measures, and the signs of luring and trafficking (See [Appendix B: Referral Information for Support with Anti Trafficking](#) and [Appendix C: Resources for Broadening Knowledge](#))

Raising Awareness of Sex Trafficking for Students

The DSBN recognizes that student voice is essential to develop actions against sex trafficking. This protocol aims to foster student involvement in raising awareness and prevention and bring concerns without fear of reprisal. It provides a human rights-based, non-judgmental, culturally responsive, survivor-centered, and trauma-informed approach to raising student awareness and fighting sex trafficking.

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

The DSBN is committed to supporting students and the school community's safety and wellness. Prevention and education efforts are already taking place to reduce the risk of human trafficking and sexual exploitation.

Some Key partnerships and initiatives include:

- *Big Brothers Big Sisters Niagara- Mentorship Programs Go girls and Game on*
- *Niagara Sexual Assault Centre- School Presentations on sexual violence, healthy relationships, and Human Trafficking – as appropriate*

Student awareness activities include, but are not limited to:

- Classroom instruction that covers relevant topics in the updated Health and Physical Education curriculum (2019) and curricular links in other subject areas
- Age appropriate-in class/virtual presentations facilitated by community partners.
- Student led initiatives
- Inviting student groups (Student Trustee Senate, student councils, school committees and clubs) to participate in awareness initiatives and the implementation of anti-sex trafficking protocols

- Providing information on the signs and stages of trafficking, and how to report concerns related to trafficking. This information will be made available online and through a variety of resources. (See Appendix C: Resources for Broadening Knowledge)

Trauma-Informed and Culturally Responsive Approach to Learning and Awareness

Classroom learning and awareness initiatives, related to sex trafficking, will be presented in a trauma-sensitive approach and culturally responsive and non-judgmental manner which does not perpetuate stereotypes or misconceptions. This includes an awareness that the topic of sex trafficking may evoke traumatic memories or trigger traumatic responses from students as some students may have experienced trafficking or have family or friends who have been trafficked or may be from other traumatized backgrounds, such as those who have experienced homelessness, foster care, or violent families and communities.⁵ As a result, DSBN staff will warn students in advance about the nature of the content. If a student finds the planned learning to be emotionally distressing, they will be provided with an alternative format tailored to their specific needs and will be provided with access to mental health support during classroom learning or awareness initiatives, whether in-person professional support, resources and/or information on where to access them, and/or contact information. The classroom learning or awareness initiatives should occur in an environment that is viewed as safe, secure, and inclusive by students.

It is important for learning and awareness initiatives to emphasize the societal and systemic factors that cause trafficking. Such a focus involves identifying systemic oppression, in the form of racism, poverty, and homophobia/transphobia, that creates the circumstances for sex trafficking to occur. In this manner, awareness strategies do not stigmatize certain groups or present them as 'typical' or willing participants but underline that traffickers prey upon vulnerabilities caused by systemic inequities. Furthermore, awareness strategies should not promote misleading images or stereotypes about certain ethnic or gendered groups as being traffickers. The reinforcement of misleading or stereotypical images can have a negative impact on students belonging to those groups being conveyed as traffickers. Furthermore, misleading, or stereotypical images can get in the way of prevention efforts, as students may develop an inaccurate view of traffickers and fail to recognize a perpetrator within their interactions (because they may seem warm and caring, look like someone they know, be a family member, a woman or another student).⁶

⁵ Albert, L. S. (2021). Trauma Informed Strategies for Human Trafficking Education in Urban Schools: An Attachment Theory Perspective. *Education and Urban Society*, DOI: 00131245211048427.

⁶ Albert, L. S. (2021). Trauma Informed Strategies for Human Trafficking Education in Urban Schools: An Attachment Theory Perspective. *Education and Urban Society*, DOI: 00131245211048427.

Warning Signs of Sex Trafficking

An awareness of the warning signs that a student is being lured, groomed, or sex trafficked is critical for intervention. Changes in behaviour, physical appearance, belongings, and relationships with family and friends can be signs that someone is a victim of sex trafficking. Possible indicators include:

Behaviours and activities:

- are repeatedly missing from home and/or have been frequently reported missing to police
- are being secretive about their activities
- begin staying out more often and later
- are absent from school or there is a decline in school performance
- use new or increased methods of transportation, such as taxis, ride-hailing or sharing applications
- are not allowed to speak for themselves and their activities are controlled by someone else
- seem fearful, anxious, depressed, submissive, tense, nervous or paranoid (around authority figures or law enforcement)
- move frequently and not know their surroundings well
- are repaying a large debt through sex (including sexual imagery/filming)

Relationships with family or friends:

- are withdrawing or isolating from family and friends
- have a new friend who they will not introduce to friends and family
- suddenly spend time with older person or people

Physical appearance and belongings:

- begin wearing more sexualized clothing
- have new clothing and jewelry that they cannot afford to buy
- show signs of physical abuse, such as bruising, cigarette burns, or fractures
- have tattooing or branding symbols, particularly names
- suddenly have a new or second cell phone with a secret number
- do not have their own belongings or money, and do not own their own passport or other documents
- seem malnourished or lack medical care⁷

The above list presents a comprehensive overview of the warning signs of sex trafficking, but there may be others that are not listed. These signs should be considered in the context of each individual, and they do not always indicate that sex trafficking is occurring. In addition to the above list, it is important for caring adults to consider signs related to the child or youth's use of technology, such as frequency and any secrecy around content accessed or contacts. DSBN administrators and staff will follow the staff response procedures, if they become aware or suspect that a student has been/is being sex trafficked or are being lured or groomed for trafficking.

⁷ Ontario Ministry of Children, Community and Social Services. (n.d.). [Sex trafficking. Government of Ontario.](#)

Students must also become aware of the warning signs because they are often unable to identify them, recognize when they are in danger, and know how to seek help. Given that the average age of recruitment into sex trafficking in Canada is thirteen years old, school-aged children and youth are particularly vulnerable to being targets for traffickers and being sexually exploited.

In addition to awareness strategies, DSBN administrators and staff will provide the following information to students:

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

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

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

TRAINING FOR SCHOOL BOARD EMPLOYEES

The DSBN is committed to the ongoing training of all staff so that they are aware of their role in ensuring student safety. We recognize that training will assist staff in the identification and intervention of sex trafficking and in knowing the policies and procedures on how to best respond.

Yearly training will be provided to board staff that will include information on the following;

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

The training will be available to all new and existing board employees. The DSBN will ensure that the training is updated and delivered regularly to stay current with emerging issues relating to trafficking and changes in community services and responses.

Professional Learning: Creating Safe, Healthy, and Inclusive School Climates

Training related to sex trafficking will also be accompanied by the DSBN's professional learning program aimed at creating safe, healthy, and inclusive school climates for all students. The DSBN recognizes that some students are at increased risk of being trafficked. Groups with increased vulnerability to trafficking include: a disproportionate number of Indigenous and Black children and youth in care due to systemic racism and discrimination, whose circumstances make it difficult for them to form consistent relationships with adults and peers; newcomer youth who face language barriers, isolation, economic disadvantage or lack of community; students with disabilities who experience bullying and isolation in addition to having difficulty understanding the intention of others; 2LGBTQIA+ identifying students who experience higher rates of bullying, assaults and sexual abuse, and often experience isolation or displacement due to rejection from their family or community.⁸

A safe and nurturing school environment enables students to experience healthy and positive relationships. Furthermore, a sense of belonging helps to reduce social isolation as a factor that makes students vulnerable to being trafficked. In addition, a positive school climate helps to ensure that students, who experience sex trafficking and other forms of sexual violence, feel safe and comfortable in making disclosures to staff. Nurturing and caring schools are foundational in helping survivors of trafficking heal and rebuild their lives.

MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION

The protocol will be reviewed as part of the DSBN's policy review cycle. Community anti-human trafficking partners and local agencies will be invited to participate in the reporting process to the Ministry of Education, in collaboration with the DSBN, to determine how the protocol helps children and youth stay out of, or exit, human trafficking. This will be measured carefully with performance indicators on how the protocol prevents trafficking in the Niagara Region.

⁸ Ontario Ministry of Education. (2021, July 6). [Policy/Program Memorandum 166: Keeping Students Safe: Policy Framework for School Board Anti-Sex Trafficking Protocols](#).

Appendix A: Glossary of Terms

2SLGBTQQIA: Refers to two-spirit, lesbian, gay, bisexual, transgender, queer, questioning, intersex and asexual.

Anti-racism: Anti-racism is a process, a systematic method of analysis, and a proactive course of action rooted in the recognition of the existence of racism, including systemic racism. Anti-racism actively seeks to identify, remove, prevent and mitigate racially inequitable outcomes and power imbalances between groups and change the structures that sustain inequities.

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'] doors⁹.”

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 together¹⁰.”

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 policy¹¹.”

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 progress¹².”

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 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 to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

⁹ Indigenous Primary Health Care Council. (2018, June). [Cultural Competency Guideline for Ontario Public Health Units to Engage Successfully with Aboriginal Communities](#).

¹⁰ 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.

¹¹ 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

¹² UNICEF. (2016, January 23). [A Human Rights-based Approach to Programming: What is HRBAP?](#).

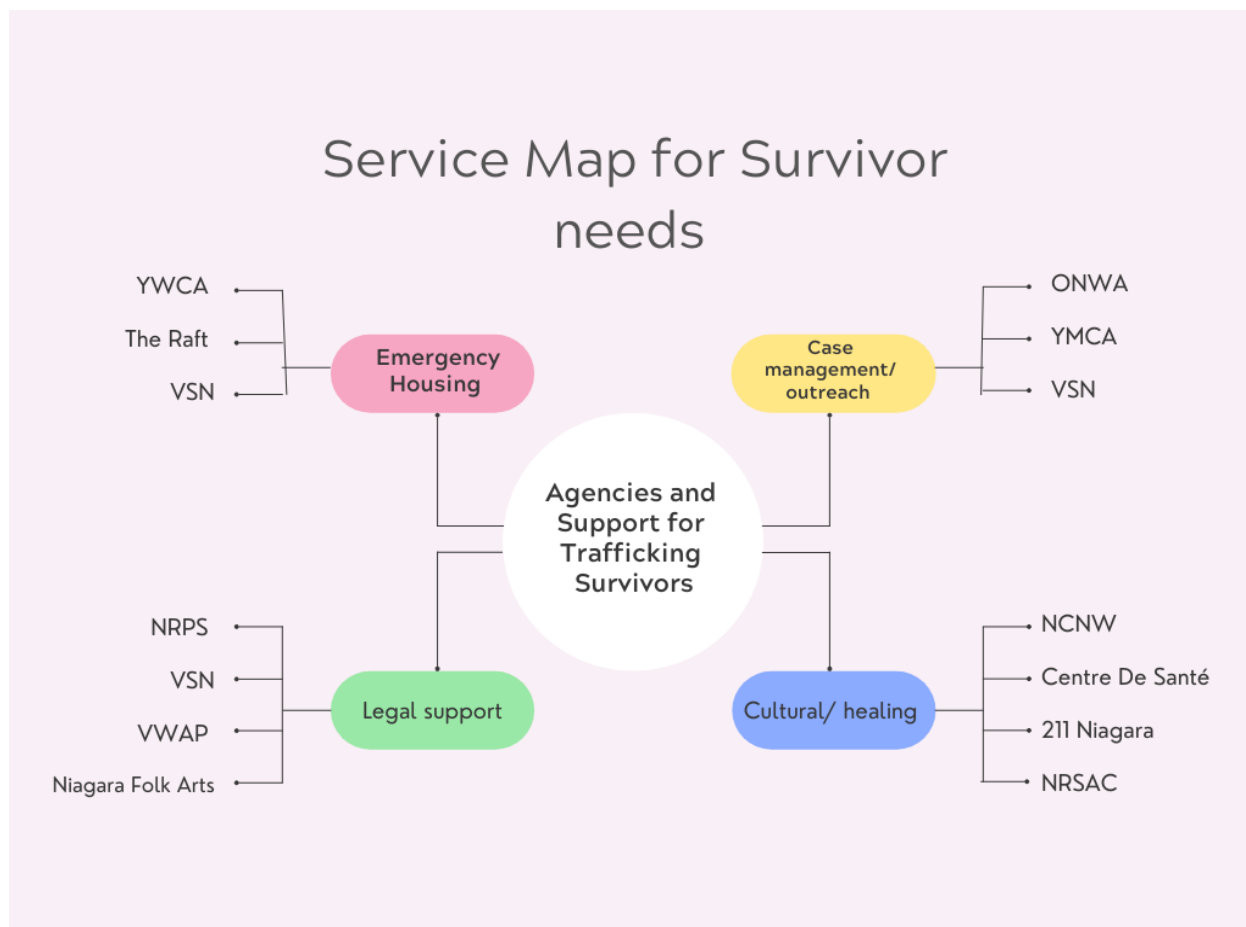
Tactics: Traffickers may use a range of tactics to target, recruit, manipulate and coerce victims. This can often involve a process of targeting an individual's vulnerabilities then luring, grooming, isolating, manipulating, controlling, and exploiting a victim to then conduct sexual acts (for example, 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 violence¹³.”

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 to describe their experiences. School board employees should confirm how an individual impacted by trafficking prefers to be referenced.

¹³ Government of Canada. (2018, February 2). [Trauma and Violence-informed Approaches to Policy and Practice](#).

Appendix B: Referral Information for Support with Anti Trafficking



If unsure about the resources that you need or if they are not listed, you can call the Human Trafficking Hotline at 1-833-900-1010

Agency information Housing:

YWCA Niagara Region: (16+)- 905-988-3528 ext. 3228

The Raft (ages 16-24): 905-984-4365

Victim Services Niagara (VSN) (all ages): 905-682-2626

Gillian's Place (Intimate Partner Violence 16+): 905-684-4000

Women's Place of South Niagara (Intimate Partner Violence 16+): 905-356-3933

Agency information for Case Management/Outreach:

Ontario Native Women's Association (ONWA) (Indigenous women, girls, Two-Spirit individuals, and their families): 1-800-667-0816

YMCA - Anti-Trafficking Youth in Transition Worker (16-24): 289-659-6290

Victim Services Niagara (VSN) (all ages): 905-682-2626

Victim Services Niagara (VSN) can provide comprehensive emergency assistance for exiting and may have access to funds for survivors who are less than one year from exiting. Assistance can include therapy, treatment, branding removal/coverup etc. Connect with VSN for more information.

Agency information for Legal Support:

Niagara Regional Police Services (NRPS): If a survivor would like to report or, if police are involved in an existing case due to age of survivor. Police can support the process of laying charges or getting a restraining/no contact order in place. If not an emergency, call the dispatch to make a report. For emergencies, call 9-1-1. For general reports, call 905-688-411.

Victim Services Niagara (VSN) can support some legal matters, as well as provide court support to survivors. Contact 905-682-2626

Victim Witness Assistance Program (VWAP): 1-888-579-2888. VWAP provides court support and advocacy to survivors going through a court process.

Niagara Folk Arts: (905) 685-6589. Niagara Folk Arts may be able to support survivors with status and issues related to trafficking.

Agency information for Cultural Support/Healing/ Language:

Niagara Chapter of Native Women (NCNW): 905-871-8770. Niagara Chapter of Native Women provides support to Indigenous individuals, which includes advocacy, cultural connection and healing, and help with Child Protective Services.

Centre De Santé: 1-866-885-5947. Centre De Santé supports the health, healing and advocacy needs of individuals in the Francophone community.

211 Niagara: 2-1-1. 211 Niagara provides support, including translation services with human trafficking awareness trained translators.

Niagara Sexual Assault Centre (NRSAC) can provide advocacy, crisis intervention, and therapy/counseling services for survivors. Crisis line: 905-682-4584 Business Number: 905 682 7258

Agencies funded to provide education and awareness in schools:

Niagara Sexual Assault Centre (Board-approved)

Kristen French Child Advocacy Centre

Niagara Chapter of Native Women (NCNW)

Centre De Centre De Santé

YMCA of Hamilton Youth in Transition program

YWCA Niagara Region STEPS and Teen Talk (not trafficking specific, but topics such as healthy relationships, empowerment, self-esteem; Board-approved)

Appendix C: Resources for Broadening Knowledge

The resources below can be used to foster awareness and broaden knowledge about sex trafficking among students, parents, caregivers, and/or educators.

Resources that present the experiences and stories of sex trafficking survivors:

- Trafficked by family: Ontario woman who suffered through decades of abuse wants to share her story <https://www.cbc.ca/news/canada/windsor/sexual-abuse-survivor-shares-her-story-1.6321683>
- Human trafficking survivor says Indigenous women and girls are especially at risk <https://www.cbc.ca/news/indigenous/bridget-perrier-human-trafficking-mmiwg-1.5189625>
- ‘How did I get myself in this situation?’: Human trafficking victim hopes her story will help others <https://globalnews.ca/video/4186142/how-did-i-get-myself-in-this-situation-human-trafficking-victim-hopes-her-story-will-save-others>
- The victims of sex trafficking tell their story <https://www.youtube.com/watch?v=mtB2ytA-P40>
- Bridget’s Story <https://www.youtube.com/watch?v=j6tuHqT-dtQ>
- Karly’s story <https://www.youtube.com/watch?v=UZBg739HkIQ>
- Domestic Sex Trafficking – A Survivor’s Perspective | Karly Church | TEDxOshawaEd <https://www.youtube.com/watch?v=nh1emIVHy8g>

Other resources to foster awareness and build knowledge:

- “Speak Out: Stop Sex Trafficking” – An Indigenous focused anti-human trafficking campaign, designed by and for Indigenous people, that provides information about sexual exploitation and human trafficking. Resources include a website, downloadable materials for distribution to communities, and culturally relevant activities to help leaders and caregivers facilitate conversations with youth, to raise awareness and provide support. <https://endindigenoustrafficking.com/>
- “The Trap” – A human trafficking digital education tool that simulates being targeted and recruited by a sex trafficker. It is designed to raise awareness about sex trafficking among youth in middle and high school teaching them what the dangers are, how to avoid them and where to get help. It is designed to be used as part of a facilitated discussion led by an adult. <https://www.mcsc.gov.on.ca/htapp/>
- White Ribbon Prevent – A digital resource that offers secondary school educators’ tools, lessons, and resources to discuss child sexual exploitation and sex trafficking through preventative, safe, and positive learning experiences. <https://www.wrprevent.ca/>

Training for Educators:

- Online Training Initiative to Address Human Trafficking <http://helpingtraffickedpersons.org/>
- Human Trafficking Online Training Course (BC’s Office to Combat Trafficking in Persons OCTIP) <https://www2.gov.bc.ca/gov/content/justice/criminal-justice/victims-of-crime/human-trafficking/human-trafficking-training/course-overview/about-this-course>
- Not in My City Interactive E-learning Course <https://notinmycity.ca/learn/>