

# Human Trafficking

## School Board Protocol



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# PURPOSE

The Policy/Program Memorandum 166 Keeping Students Safe: Policy Framework for School Board Human Trafficking Protocols (PPM166) sets a strong foundation for Ontario school districts to develop local human trafficking protocols.

This protocol will support coordinated action by all community partners to prevent, identify and recognize human trafficking and develop responses to facilitate early and appropriate intervention<sup>3</sup>.

This protocol reflects the recognition that Indigenous Peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations.

The Durham District School Board (DDSB) is committed to learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm.

Welcoming and engaging school environments lead to positive student experiences, especially when families and communities are intentionally involved in the students' learning<sup>4</sup>. Positive school climates, both physically and psychologically, are a critical element to successfully nurturing positive student experiences.

Due to their regular contacts with students, teachers and other education staff are well placed to provide education on human trafficking prevention. They can promote healthy relationships, notice troubling changes in behaviour, and develop connections with students as caring adults. By training staff to recognize the signs of human trafficking, staff will be better equipped to identify the cues and report their concerns so that interventions are available to support student safety. Education can also serve as a key factor in helping survivors of trafficking heal and rebuild their lives. It can help to prevent re-victimization and support students on a healing trajectory towards positive outcomes.

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

4 Ministry of Education. (2021). [Parent Engagement: Encouraging Parent Involvement in Schools](#).

# DEFINITION OF HUMAN TRAFFICKING

Human trafficking is a form of sexual exploitation and is a crime under the Criminal Code of Canada. It can include recruiting, harbouring, transporting, obtaining or providing a person for the purpose of sex. It involves the use of force, physical or psychological coercion or deception.

Most individuals who are trafficked for the purpose of sexual exploitation are women and girls; however, individuals from all genders may be targeted.

The intersections of colonization, intergenerational trauma, systemic discrimination and barriers to accessing service compound, which increases the vulnerability of being targeted by traffickers. As a result of this systemic discrimination, Indigenous and racialized individuals are especially vulnerable to experiencing human trafficking – of whom a high number comprise a disproportionate number of trafficked persons for the purpose of sexual exploitation in Canada. To learn more about this, please refer to [Reclaiming Power and Place – Executive Summary of the Final Report: National Inquiry Into Missing and Murdered Indigenous Women and Girls](#).

Individuals who can also experience increased vulnerability to being trafficked may include:

- newcomer youth impacted by language barriers, isolation, economic disadvantage or a lack of community and social supports;
- students with disabilities who may experience bullying and isolation in addition to having difficulty understanding the intentions of others; and,
- students who are 2SLGBTQI and experience high rates of bullying, assaults and sexual abuse, and may face isolation or displacement if they experience rejection from their family or the community.

# STATEMENT OF PRINCIPLES

## A Role for Parents and Guardians

Parents and guardians are key partners in the safety and wellbeing of students. Communication with parents/guardians pertaining to the implementation and review of human trafficking protocols, is essential. Opportunities to gather parent/guardian voice will be integral to the ongoing review of the protocol. (Please see section entitled "[Measuring Success: Accountability And Evaluation](#)")

Communication with parents/guardians, will be culturally responsive, trauma-informed, and recognize historic and ongoing systemic and intersecting barriers that may impact parent/guardian participation. A variety of approaches will be used to increase and enhance participation.

The DDSB shall value and present Indigenous expertise and knowledge systems as equal to, and on par with, Eurocentric knowledges.

## Gathering and Amplifying Student Voices

Student safety and well-being are at the centre of this protocol and as such, students should be involved in efforts related to addressing and responding to human trafficking in their school communities. The voices of those with lived experience will be gathered by the DDSB through existing youth advisory groups connected to community partners (e.g., Victim Services of Durham Region) and will inform ongoing prevention and education efforts.

Schools will consult with a member of the DDSB Central Support Team to ensure that a trauma-informed and identity focused approach is used prior to any awareness raising and/or prevention strategies, including initiatives that may include persons with lived experience. Central staff can act as a conduit to those with expertise in specific knowledge in trauma informed and identity focused approaches and strategies.

## Build Multi-Sectoral Relationships with Community Organizations

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

**In the development of this protocol, the DDSB has partnered with the following school districts and agencies:**

- Catholic Family Services
- D’naagdawenmag Binnoojiiyag
- Durham Catholic District School Board
- Durham Children’s Aid Society
- Durham Family Court Clinic
- Durham Region Police Services
- Indigenous Education Advisory Circle
- Region of Durham
- Victim Services of Durham Region
- Women’s Multicultural Resource and Counselling Centre of Durham

These agencies will continue to be a resource that the DDSB can connect with for collaboration and engagement. The DDSB will also participate as a member of the Human Trafficking Coalition of Durham Region, which is a multi-sectoral planning and resource network centred on human trafficking prevention, education and support.

## Interventions must be Safe, Equitable and Culturally Responsive

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

All DDSB employees are required to participate in training related to the identification of, response to, and prevention of human trafficking. This will equip them to identify the signs of human trafficking, safely respond to disclosures, be culturally relevant and responsive to the unique needs of diverse student populations and support the immediate physical and emotional safety needs of students. This training must emphasize how to respond to immediate and timely dangers, while avoiding actions that will make an individual’s situation more unsafe.

## Develop School-Based Prevention

This protocol complements existing prevention efforts in schools, including the teaching of consent, healthy relationships and healthy sexuality (included in curriculum delivery and design). It is important for school staff to understand the historical and social context of human trafficking and become familiar with prevention strategies that are responsive to the needs of students and members of the local school community. The Central Support Team can play an important role in supporting this by highlighting curriculum connections and best practices, and identifying ways in which the implementation and delivery of prevention efforts are aligned with trauma informed and identity focused approaches.

## Respect Confidentiality, Privacy and Informed Consent

At all phases of supporting a young person, and in particularly during the direct response phase, staff must respect confidentiality and ensure that the student fully understands their rights as it pertains to how their information may be used or with whom it may be shared and the related exceptions. Where Indigenous students and families are involved, it is important to uphold the tenets of free, prior and informed consent (FPIC). According to Vincent Nmehielle (Ikwerre), an Indigenous rights lawyer and international law professor from Nigeria:

“FPIC is a concept based on autonomy of the individual. Indigenous Peoples’ rights have been so violated in the past by those who felt they knew what’s best for Indigenous Peoples, it becomes a concept to allow them to make the decision on their own as to whether a project or action is beneficial to them. It’s like taking a referendum: do we really want this or not? We want to make sure Indigenous Peoples are not taken for granted, are consulted regularly, and make decisions based on what they know to be true—the positives and negatives about the particular initiative that affects them. That is the bottom line.” ([Free, Prior and Informed Consent: Protecting Indigenous Peoples’ rights to self-determination, participation, and decision-making – Cultural Survival Quarterly – 2012](#)).

It is key to develop referral relationships with district supports, and 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.

# STRATEGIES TO RAISE AWARENESS AND PREVENT HUMAN TRAFFICKING

The DDSB will provide access to this protocol, along with contact information for DDSB and community resources, on its public website so that it is accessible to parents/guardians, students, staff and the broader community. The strategies outlined in this protocol apply to all learning environments, including in-person learning as well as remote learning. The strategies are applicable to all school and school district activities, including field trips, overnight excursions, district-sponsored sporting events and district-operated before-and-after-school programs.

## Strategies to Raise Awareness and Prevent Human Trafficking Among Students

The DDSB will utilize resources both internal and external to the district that who have demonstrated expertise in the prevention of human trafficking, and other abusive relationships, to deliver workshops to students. These workshops will be aimed at helping to prevent the recruitment of students for human trafficking. Workshop topics will include: the signs a student is being targeted, lured, groomed, trafficked or is trafficking another student, and how to bring concerns about luring, grooming, recruitment or existing human trafficking to the school, or other safe adults, without fear of reprisal or disclosure of personal information about their identity (e.g. disability, sexual orientation, gender identity, etc.). Workshops and awareness activities may also include a focus on healthy relationships, consent and personal safety. Prevention and awareness initiatives, of which some content may be informed by survivors of human trafficking, will be developed and implemented from a trauma informed approach which recognizes that we may not always know who has been or is currently impacted by human trafficking and related issues.

DDSB educators will continue to utilize curriculum-based learning as well as programs and materials designed to promote personal safety, positive mental health and well-being, and positive coping strategies for all students.

The DDSB's Central Support Team will disseminate prevention materials to school administrators. These prevention materials will be reviewed by community partners with expertise in the area of the prevention of human trafficking. These materials may include posters, pamphlets or fliers. Such materials are often created with the input from youth who are survivors of human trafficking, and will include reference to supports that are easily accessible to students (e.g., School Social Work and Psychological Services, Canadian Human Trafficking Hotline, Victim Services of Durham Region).



## Strategies for Raising Awareness Among Parents and Guardians

The DDSB will collaborate with community partners to make parents/guardians aware of events, learning opportunities and resources being provided by community partners. In consultation with the DDSB's Communications department, this information will be disseminated through a variety of platforms, including school messaging systems, social media accounts, and school websites.

The Positive School Climates Resource Page of the DDSB website will include information aimed at raising awareness about topics including:

- cyber-safety;
- the signs that a student might be targeted, lured, groomed, trafficked or might be trafficking another student; how to get help safely (for example, through the school district, community providers and/or support hotline);
- how to report concerns to the school district and how the DDSB responds to concerns; and
- resources that are available in the community to all parents/guardians, highlighting resources specifically designed to assist parents/guardians facing additional barriers to service, including Indigenous, Black and newcomer families.

# RESPONSE PROCEDURES

It is important for school district employees to know how to respond in situations where a student:

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

It is recognised that each student is unique and therefore, consulting with the Central Support Team to develop tailored responses to support the needs of an individual student is important, while also meeting legislative and protocol requirements. The impacts of human trafficking can be further compounded by the various intersecting systemic barriers that can exist for individual students and their families, including when they are interacting with education, law enforcement and child welfare. Consultation and careful consideration are required in decisions regarding:

- students with special education needs, mental health needs and social or emotional needs
- language/cultural barriers;
- unique needs of newcomers, undocumented students and international students;
- students who may not wish to disclose information about their identity (for example, sexual orientation, gender identity) that could inadvertently "out" them to their parents/guardians or to others;
- students who are in the care of a child welfare organization, receiving care or in customary care arrangements;
- students who are being trafficked and/or who may be involved in the recruiting of other victims, including students who are returning to school after they have been involved in a trafficking situation;
- parents, including those who may live overseas, may not speak English or French and/or who may require accommodation to address communication or other Human Rights Code-related barriers and needs;
- students 18 years or older or who are 16 or 17 years old and have withdrawn from parental control; and,
- students whose parent/guardian may be involved/engaged in the trafficking.

# Responses Related to Possible Human Trafficking:

## SCHOOL STAFF:

Concerns related to possible human trafficking requires immediate consultation with school administration to determine next steps. Maintaining a focus on the student's safety and well-being must remain central to all actions taken. When a student discloses, it is important to reassure the student that you are glad that they trusted you and have come forward with their experience. Let them know who you will be consulting with and why.

It is important for staff who have concerns to review the staff resources available for guidance on how to maintain a caring connection with the student, within the boundaries of an appropriate staff/student relationship. Classroom educators and guidance counsellors do not have the training to be the primary source of support for students. It will be important that they and the students understand that they are a caring professional, but that other specialized resources will be the primary source of support for the student.

## REGULATED MENTAL HEALTH PROFESSIONALS (SOCIAL WORKERS AND PSYCHOLOGICAL SERVICES STAFF):

Consult with your supervisor if you become aware of concerns related to possible human trafficking. A trauma-informed lens is essential in considering legislative and professional college requirements.

## SCHOOL ADMINISTRATION:

Concerns related to possible human trafficking requires consultation with a member of the Central Support Team (Senior Manager and Clinical Lead – Social Work and Attendance Services, Mental Health Lead, Senior Manager and Clinical Lead - Psychological Services, System Lead: Indigenous Education).

To initiate consultation, contact the System Lead for Positive School Climates, who will then activate next steps with the Central Support Team as is deemed necessary. Consultation should ideally occur before taking any action or beginning any school-based investigation. Ensuring that students are not asked to disclose any details about their experiences related to possible human trafficking to school administrators is essential.

# You Are Not Alone

The Central Support Team are available to staff who are involved in either reporting disclosures or concerns about students. This not only happens during the initial consultation, but also continues throughout the course of our work in supporting students, and afterwards through low-impact de-briefs with a member of the Central Support Team.

Supporting the well-being of staff ensures that they are well-positioned to continue supporting students.

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## Concerns Regarding Human Trafficking

### IMPORTANT CONSIDERATIONS

- given the process involved in recruitment into human trafficking, disclosures are usually not clearly or directly made by students;
- in many situations, the person involved may not be aware that they are being trafficked; and
- since human trafficking may involve sexual harm, it is important that students are not expected to re-tell their experiences multiple times.

**Flow Chart**



# Concerns Regarding Human Trafficking Flow Chart

Staff member is concerned about known or suspected human trafficking involving a student(s)

Are there concerns for the student's immediate safety?

## YES – There are concerns for immediate safety

– there is a clear disclosure of human trafficking and an imminent risk of sexual harm.

Staff person who received the disclosure will immediately notify the administrator who will immediately consult the System Lead for Positive School Climates, who will then activate next steps with the Central Support Team which may include some or all of the following, depending on the circumstances:

- establishing a safety plan with the student
- contacting the parent/guardian with consent, connecting the student with board supports (Social Work, Psychological Services) and community supports (e.g. Victim Services of Durham)
- contacting child protection (DBCFS or DCAS)
- contacting the school liaison officer

## NO – There are no immediate safety concerns

– the student is physically safe; however, there are red flags or concerns that the student may be involved in human trafficking, or another form of relational abuse.

Staff person who is concerned will consult their administrator/manager. The administrator or designate will contact the System Lead for Positive School Climates, who will then activate next steps with the Central Support Team to determine possible supports, discuss approaches to use when offering supports and establish safety plans, if needed.

**Consultation should be timely and should not be delayed.**

**Ensure Privacy, Not Confidentiality:** It is essential that staff do not make assurances around confidentiality. All staff must ensure that student's privacy by not sharing the student's personal information with others, unless it is necessary for consultation and/or to ensure safety it is also important to be mindful of the student's identity and the importance of not disclosing their identity without their knowledge or permission. For some students, the disclosure of their identity can place them at further risk.

# SCHOOL CONNECTIONS TO COMMUNITY RESOURCES

Durham Region has demonstrated a long-standing commitment to the prevention and intervention of human trafficking. There are multiple resources and social service agencies that provide support to individuals and families who are impacted by human trafficking (see "Durham Region's Human Trafficking Model"). The DDSB will ensure that a member from the Central Support Team, or designate, participates in applicable community meetings focused on human trafficking prevention and intervention (i.e., Durham Human Trafficking Coalition).

System navigation can be challenging for students and families. A referral to School Social Work or Psychological Services might be a way to assist students. With required consents to release information in place, school-based clinical staff can also act as a liaison between community service providers and the school, to ensure that any supports or safety plans being implemented at the school are aligned with recommendations from community service providers. It is recognised that school psychological services and social work staff members are required to follow the requirements set out by their professional college (CPO, CRPO, and/or OCSWSSW) as well as applicable legislation (PHIPPA) when considering the sharing of information they receive from community partners.

From a trauma-informed perspective, it is recognised that school staff and administrators do not need to be aware of details of a young person's disclosure in order to support a student in their education. School staff who employ a non-judgemental, strength-based and caring approach are essential in being a part of a student's circle of support.

## WHEN TO REFER TO CHILD PROTECTION

The Child, Youth and Family Services Act, 2017 has been revised and now includes situations where a child is a victim of human trafficking, or is at risk of being trafficked, under the grounds for protection. Therefore, if school staff are concerned about the immediate safety of a child or youth (17 years and under) due to human trafficking, a referral to the applicable child welfare agency is required.

It is important to recognize that due to the nature of human trafficking, a call to child welfare (CAS) or police could be impactful to a young person and depending on the student's circumstances, could result in withdrawal from further contact with trusted adults. For this reason, consultation with the Central Support Team is important so that issues related to physical and psychological safety can be established.

In addition, Indigenous and Black families have been and remain over-represented in the child welfare and criminal justice systems. The historical legacy of child welfare organizations, as well as policing, for many communities is connected to intergenerational trauma as a result of colonization and not as a result of the inherent deficit of individuals. While a referral to child protection may be necessary, careful discussion and planning can be helpful to help mitigate some of the impact for both students and families.

Prior to making a referral to child protection (CAS), it is important to consult with a member of the Central Support Team to discuss strategies that may lessen any negative impacts that may occur when a report to child protection is required.

In circumstances where an immediate call to CAS is deemed necessary, consultation after the fact can still occur to ensure that appropriate supports are considered.

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**In Durham Region, the contact information for child welfare agencies is as follows:**

**Dnaagdawenmag Binnoojiyag Child & Family Services** is a multi-service Indigenous Child Well-Being Agency that provides a stable foundation for children, youth, and families through wraparound services that are culturally based and family-focus:

**1-844-523-2237**

**Durham Children's Aid Society** is a child protection agency that works with families and communities for the safety, stability and well-being of children and youth:

**905-431-1551**

# WHEN TO REPORT TO POLICE

Prior to making a report to police, it is important to consult with a member of the Central Support Team in order to follow the most current reporting pathways and to discuss strategies that may lessen any negative impacts that may occur when a report to the police is required.

Human Trafficking is listed under the heading of 'mandatory reporting' in the Police-School Board Protocol. As such, if a school administrator is aware of a clear disclosure of human trafficking involving students, a report to police is required. It is more likely that concerns about human trafficking will arise in the form of 'red flags', rather than a clear disclosure or indication of human trafficking. As mentioned above, in these situations, a report to police may not be required and the focus becomes connecting with more preventative services and supportive services. Connecting with a member of the Central Support Team is a key step in ensuring that students are supported.

In circumstances where an immediate call to police is deemed necessary, consultation after the fact can still occur to ensure that appropriate supports are considered.

# TRAINING FOR SCHOOL DISTRICT EMPLOYEES

Training will take a tiered approach, with awareness level training being offered to all school district employees and more in-depth training being provided to school administrators, system leaders, guidance staff in secondary schools, psychologists and social workers.

All training modules will be developed in collaboration with community partners who have expertise in providing training on human trafficking prevention and intervention to service providers (e.g. Victim Services of Durham Region and Durham Regional Police). Training at all levels will include the following key aspects:

- key definitions, common misconceptions, and myths about human trafficking, including tactics used for online luring, grooming and recruitment;
- learning about human rights-based approaches to combatting human trafficking, including the application of an equity lens, antiracism, a gender-based lens, trauma-informed approaches, and Indigenous rights-based approaches;
- 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 human 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 human trafficking; and
- roles and responsibilities of employees in raising awareness, identifying and responding to human trafficking.

On-line training options will be available throughout the year for the reference or for the on-boarding of new staff. Participation in training will be tracked to ensure full participation.

## MEASURING SUCCESS: ACCOUNTABILITY AND EVALUATION

It is recognised that, following the first year, school districts may be required to report to the Ministry of Education, upon the ministry's request, on their activities to achieve the expectations outlined in PPM 166.

The Ministry of Education will collaborate with school districts, as well as anti-sex trafficking partners, to develop a performance measurement framework. This framework will monitor the effectiveness of training (for example, whether staff feel they are more aware and more able to safely identify and intervene in situations where a student is suspected of being trafficked) and whether the protocols respond to the needs of students. This protocol will be reviewed at the end of the first year of full implementation.

Community anti-sex trafficking partners and local agencies, such as child protective services like Children's Aid Societies and Indigenous Child and Family Well-Being Agencies, will be invited to participate in the reporting process to the Ministry of Education, in collaboration with the DDSB, to determine how the protocol has helped children and youth in care stay out of, or exit from, human trafficking.

Going forward, the protocol will then be reviewed, at a minimum, every two years through a process determined by the DDSB's Central Support Team.

# APPENDIX A: GLOSSARY OF TERMS

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

**Anti-racism:** Anti-racism is an active and consistent process of change to eliminate individual, institutional and systemic racism as well as the oppression and injustice racism causes. An anti-racism approach is 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.

**Anti-colonial:** intentional and critical analysis of structures, processes and decision making to identify, challenge and address or change (and not perpetuate) the legacies and ongoing harmful impacts of colonialism.

**Colonialism:** Colonialism is a practice of domination, which involves the subjugation of one people to another. Settler colonialism — such as in the case of Canada — is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty to the land, actively seeks to assimilate the Indigenous populations and extinguish their laws, cultures, traditions and ties to the land.

**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'] doors<sup>3</sup>."

**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 together<sup>4</sup>."

**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 policy<sup>5</sup>."

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

4 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.

5 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

**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 progress<sup>6</sup>."

**Indigenous Peoples:** Indigenous has become the more widely accepted general term to refer to First Nations, Métis and Inuit people.

**Indigenous Rights:** derive from Indigenous peoples political, economic and social structures and from their cultures, spiritual traditions, histories and philosophies, especially their rights to their lands, territories and resources.

**Indigenous Advisory Circle:** an advisory committee of various stakeholders from Indigenous educators and administrators to Indigenous community members, parents and students that collaborate and advise the Board on Indigenous education initiatives and programs throughout the DDSB.

**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 is not intended to label or define an individual's experience. Individuals who have experienced human trafficking may prefer one term over another in order to describe their experiences. Caring adults 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.

**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 violence<sup>7</sup>."

**TRC – Truth and Reconciliation Commission:** The Truth and Reconciliation Commission of Canada was a truth and reconciliation commission active in Canada from 2008 to 2015, organized by the parties of the Indian Residential Schools Settlement Agreement.

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

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

**UNDRIP:** The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) is an international instrument adopted by the United Nations on September 13, 2007, to enshrine (according to Article 43) the rights that "constitute the minimum standards for the survival, dignity and well-being of the indigenous peoples of the world." The UNDRIP protects collective rights that may not be addressed in other human rights charters that emphasize individual rights, and it also safeguards the individual rights of Indigenous people. The Declaration is the product of almost 25 years of deliberation by U.N. member states and Indigenous groups.

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



# DURHAM DISTRICT SCHOOL BOARD

## Human Trafficking School Board Protocol