

Domestic violence and child abuse

1. Introduction

Stichting Confessioneel Onderwijs Leiden (SCOL) is an organisation of schools for Primary and Secondary Education. The general framework for the reporting code is designed and the implementation is monitored. All schools are responsible for the practical implementation and implementation of the Reporting Code at their location.

Improved Reporting Code with assessment framework

From 1 January 2019, organisations are legally obliged to identify situations of insecurity earlier and to provide a structured picture. To this end, organisations are obliged to work with the improved Reporting Code and the assessment framework. This protocol describes what this Reporting Code entails and how it is used within SCOL.

An **assessment framework** is included in the Reporting Code . The assessment framework consists of five questions.

This improved Reporting Code also includes the **participation of children** . This concerns nine **action points**, and in step 3 the conversation with the child is added.

2. Reporting

The Reporting Code is based on three pillars: **Reporting standards**, **Situations of Insecurity** and the **Balancing Questions**.

Reporting standards: in which situations should professionals report?

Professionals **must** report to Veilig Thuis in the following situations:

1. In **all** cases of acute insecurity and/or structural insecurity and disclosure (i.e. 'disclosure': child/adult indicates that they are victims of abuse /neglect)
2. In all **other** cases where the professional believes that, in view of his competences, his responsibilities and his professional boundaries, he cannot sufficiently offer or organize effective help in (risks of) domestic violence and/or child abuse.
3. When a professional who provides or organizes assistance to protect those involved from the risk of domestic violence and/or child abuse finds that the insecurity does not stop or repeat.

Situations of insecurity

In the assessment framework, situations have been laid down in which the professional *must always* report to Veilig Thuis. These are situations where there are:

Acute insecurity

In case of acute insecurity, a care recipient is in immediate physical danger. His or her safety is not guaranteed in the coming days and he or she needs immediate protection.

When weighing up signs of domestic violence and/or child abuse, a professional first and continuously assesses whether a person is in acute (life) danger. This concerns the presence of physical or sexual violence (with or without injury) or, in the case of care-dependent children or (older) adults, the **absence** of the most basic care (including food, drink, clothing and shelter) but also, for example, the unnecessary administration or omission of medication.

Structural insecurity

In the case of structural insecurity, there is a repetition or persistence of unsafe situations or violence. A history of domestic violence or child abuse is the main predictor of continued insecurity (offendership and victimization) in the future.

Disclosure

We speak of disclosure or disclosure when victims naturally ask a professional for help with domestic violence or child abuse or express themselves (spontaneously/ accidentally) to or in the vicinity of a professional without asking for help. These victims must also be reported to Veilig Thuis. When a child or adult talks about possible domestic violence and/or child abuse, this often means that the (underage) victim is experiencing an acute crisis and fears for the safety and/or well-being of himself or family members.

Examples of acute, structural insecurity and disclosure for this professional practice can be found in the annex(s).

Questions to consider

The Reporting Code consists of 5 steps that can be completed. These steps are described below.

The above three reporting standards can be translated into five consideration questions that you ask in step 4; the so-called assessment framework.

This supports professionals in decisions that must be taken in step 5 of the reporting code.

3.Steps

Step 1: Mapping signals

- At every school within SCOL , a teacher has the role of AttentionFunctionary (AF). This AF takes care of implementing and keeping the reporting code alive within the team. He/she will be consulted in case of concerns regarding the reporting code about pupils. In addition, he/she monitors whether the signals are registered in Esis. The AF may also have the role of, for example, Internal Supervisor, Behavioral Specialist or Care Coordinator.
- SCOL appoints an Indirect AttentionFunctionary of upper school. In this reporting code, this person is referred to as IAF. Every year, the IAF asks schools to fill in a card showing the steps of the reporting code. This card requests that the names of the school staff involved and the manner of accessibility be included so that the IAF can make an inventory of this for SCOL. The card can be used as a pad to execute the reporting code in the groups of the school and keep it alive.
- In step 1, the teacher discusses his/her concerns with the AF. The AF carries out the Child Check: are more children involved?
- The teacher documents the steps taken in Esis.
- In the event of signals/suspicions of honour-related violence, the steps are reviewed more quickly and an expert is immediately contacted by the police and at Veilig Thuis.

Step 2: Collegiate consultation

- The AF discusses the signals with the IAF and asks for advice if necessary.
- When in doubt, advice is always requested from Veilig Thuis.

Step 3: Conversation with the person(s) and child involved

- After consultation and consultation, the AF decides with the director who will enter into discussions with the person(s) concerned.
- They also decide who has the conversation with the child.

Step 4: Ways of violence and/or child abuse

- After the interview, the director, AF and teacher do the risk assessment and/or the assessment of the safety situation. Together they go through the assessment questions and determine whether further consultation of the IAF is necessary.
- When in doubt, advice is always requested from Veilig Thuis

- The director or the AF will report to Veilig Thuis on behalf of the school, if this is decided at step 5. The director and the AF discuss how the conversation with those involved is prepared and conducted. In the preparation, the *five consideration questions (mandatory!)* checked and recorded that it will be reported to those involved that a registration will take place at Veilig Thuis

Step 5: Decide with Safe Home:

1: Is reporting necessary?

2: Is it (also) possible to use/organize help?

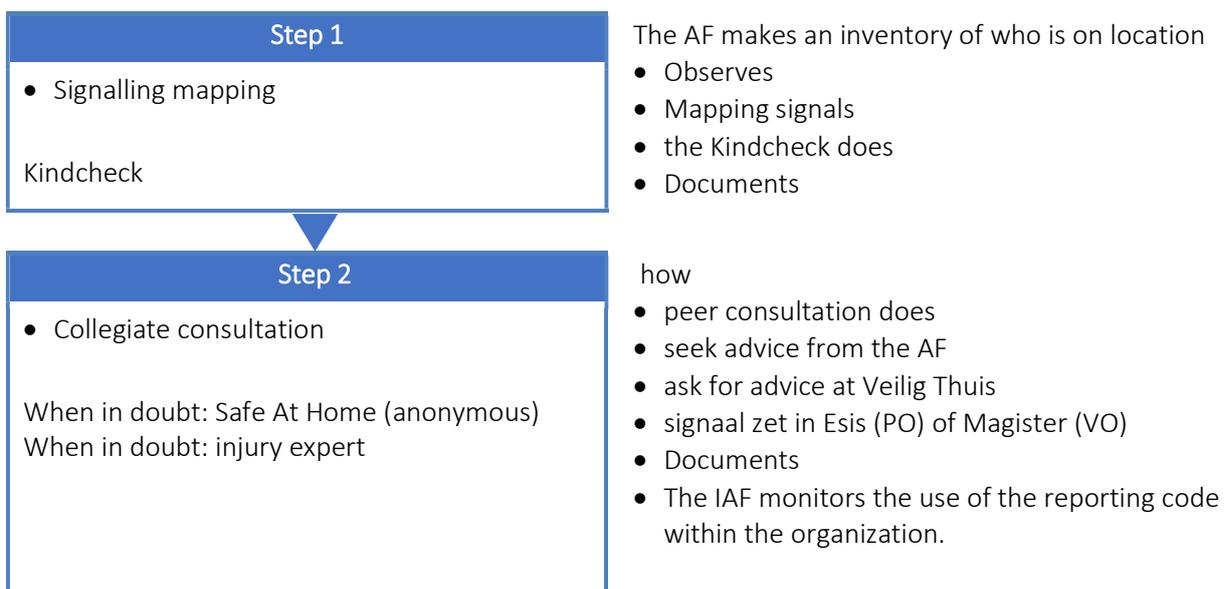
In the event of a report, the reporter goes through the last three questions of the assessment framework together with Veilig Thuis.

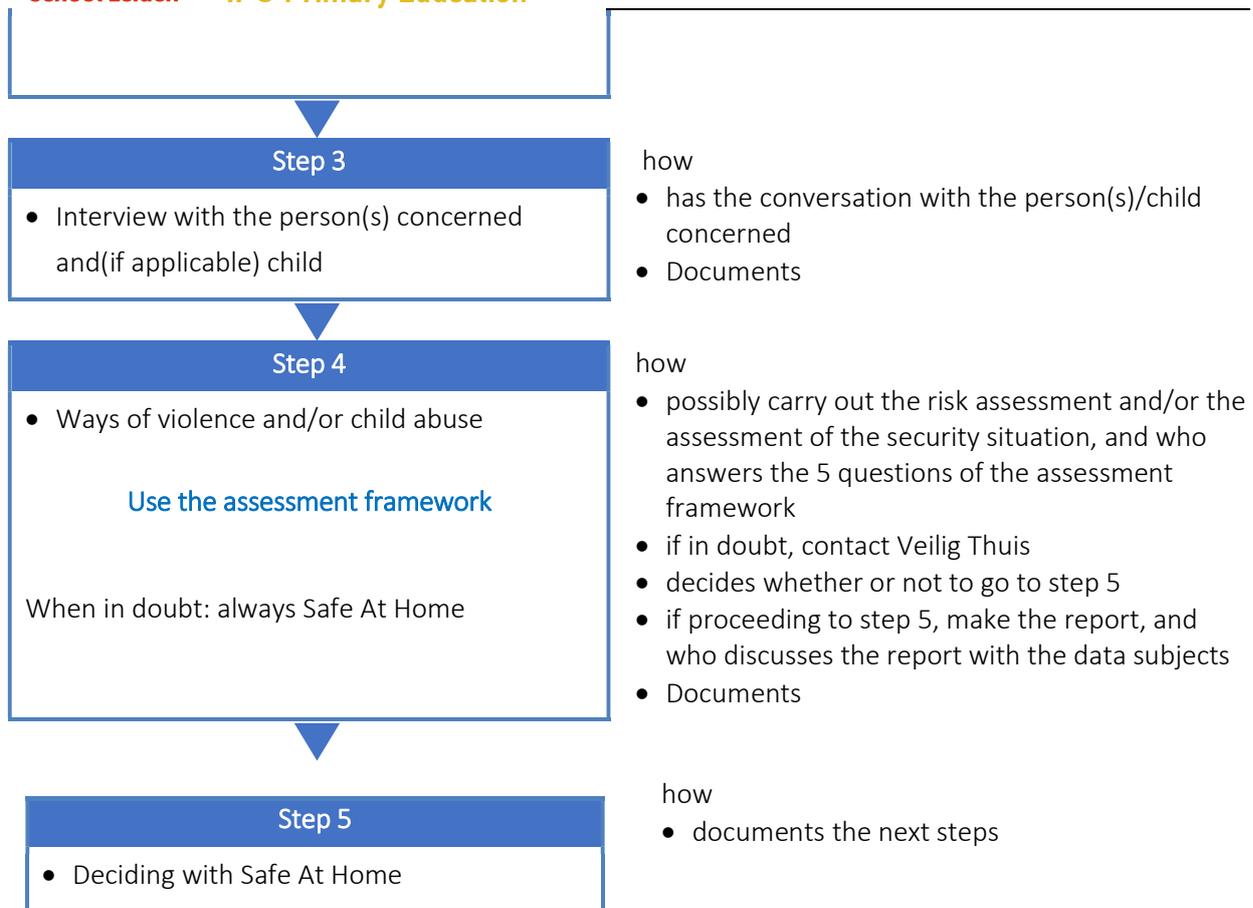
Before Safe Home is called, the director, AF, teacher and, if necessary, IB discuss questions 3, 4 and 5 in preparation. The IAF can also be involved. This makes it clear what options are and where there are questions.

Step-by-step plan in diagram

The AF annually sends the data listed below in the appropriate schedule to the IAF

The AF ensures that annual attention is paid or instruction is given within the team to the reporting code.





Assessment framework

1	<p><i>Based on steps 1 to 4 of the Reporting Code, do I suspect (threat of) domestic violence and/or child abuse?</i></p> <p>No: Exit and record in file. Yes: Continue with trade-off 2.</p>
2	<p><i>Based on steps 1 to 4 of the Reporting Code, do I estimate that there is acute insecurity and/or structural insecurity?</i></p> <p>No: Continue with trade-off 3. Yes: Report to Safe Home. Considerations 3 to 5 are discussed together with Veilig Thuis.</p>

3	<p><i>Am I able to offer or organize effective help to avert the threat of (future) domestic violence and/or child abuse?</i> In the event of acute insecurity and/or structural insecurity, this assessment is carried out together with Veilig Thuis.</p> <p>No: Report to Safe Home. Yes: Continue with consideration 4.</p>
4	<p><i>Do those involved accept help to avert the threat of (future) domestic violence and/or child abuse and are they willing to commit themselves to this?</i> In the event of acute insecurity and/or structural insecurity, this assessment is carried out together with Veilig Thuis.</p> <p>No: Report to Safe Home. Yes: Offer or organize help, continue with consideration 5.</p>

4. Legal obligations

Responsibility

A teacher goes through the steps of the reporting code with the AF. The AF reports the use of the reporting code to the IAF. Safe Home and/or the IAF are consulted. As soon as a report is considered, the director is involved. The principal is ultimately responsible for deciding whether or not to report on behalf of the school.

Confidential information

Confidential information is recorded in a secure environment agreed for this information in accordance with the agreements laid down in SCOL's privacy policy and regulations. ([see https://www.scoleiden.nl/privacy/](https://www.scoleiden.nl/privacy/))

Document

When using the reporting code, all actions that follow from the steps are recorded in the student file of Esis or Magister. A report is made in Esis or Magister of the use of the reporting code, so that this can be monitored above school.

Instruction for the use of Child check

The Child Check is part of the Domestic Violence and Child Abuse Reporting Code Act. The purpose of the Child Check is to check whether more children in the family or other form of society are at serious risk of being mistreated or neglected by the situation in which their parent(s) are or are and to visualize this. The Child Check takes place in **step 1 of the Reporting Code**.

The Child check applies to all professionals who fall under the Mandatory Reporting Code Act. This Child Check is in all cases where the teacher and AF, due to the serious situation of parent and student, are concerned about risks of serious damage or a threat to the safety of other children in the family who depend on the care of the parent. For example, the Child Check

applies in the event of severe (chronic) depression, heavy addiction, (imminent) eviction, violence between housemates, suicide attempt.

NB:

- Contact with an adolescent where the professional is concerned about any brothers and sisters present in the family can also be a reason for carrying out the Child Check;
- The Child check also applies to pregnant women.

In case of doubts about the safety of (other) children, the steps of the reporting code are followed.

Expertise in honour-related violence/female circumcision

Specific points of attention apply if there is (a suspicion of) honor-related violence. For example, an expert should always be consulted in these cases, because the collective nature of this form of violence requires specific expertise. You can consult an honor-related violence expert or Safe Home.

In the event of an acute threat to safety, the steps are accelerated, if necessary within an hour. Think of (suspicions of) a forced marriage, abandonment, honor killings that threaten to take place in the (very) short term. Failure to intervene can lead to difficult or irreversible situations. In such cases, please contact an honour-related violence officer directly with the police or another expert in this particular area listed in your own Reporting Code.

In the case of honor-related violence, see:

Safe at home: <https://www.veiligthuishollandsmidden.nl/>

[Police Leiden Central](#) · [Website](#) · 0900 8844

Langegracht 11 b, 2312 NV Leiden · [Directions](#)

[Police Leiden Zuid](#) · [Website](#) · 0900 8844

Vijf Meilaan 135 B, 2321 RK Leiden · [Directions](#)

[Police Leiden Noord](#) · [Website](#) · 0900 8844

Kooilaan 96, 2315 AX Leiden · [Directions](#)

[Police Leiden West CLOSED](#) · [Website](#) · 0900 8844

Dobbedreef 7, 2331 MK Leiden · [Directions](#)

[Police Leiden Ina Boudier-Bakkerpl](#) · 0900 8844

Ina Boudier Bakkerplein 1, 2331 HE Leiden · [Directions](#)

Of raadpleeg:

<https://slachtofferwijzer.nl/slachtoffer/eergerelateerd-geweld/#hoevindikhulp>

Information on reporting rights in relation to professional secrecy

Professional secrecy or the obligation to remain silent is an important condition for effective assistance. The relationship of trust with a client or patient is essential. Nevertheless, there may be situations in which the problem is so serious that it is necessary to break professional secrecy.

Reporting rights

The rules for breaking professional secrecy apply to all situations in which a pupil is in a serious situation. In the event of a suspicion of child abuse or domestic violence, this is laid down in a reporting right in the Social Support Act (Art. 5.2.6 WMO). This offers every professional with a professional secrecy or another obligation to remain silent the right to report a suspicion of child abuse or domestic violence to Veilig Thuis. Even if his student does not give permission for this. In addition, the right to report offers professionals the opportunity to provide information about a pupil if Veilig Thuis asks for this in an investigation.

NB: The statutory right to report also applies if only adults are involved in the domestic violence.

NB: For careful decision-making, it is necessary that the professional discusses the situation with an expert colleague before making his decision and, if necessary, also (on the basis of anonymous client data) requests advice from Veilig Thuis. Furthermore, it is important that the presence of sufficiently relevant facts or signals and careful collection of these facts and signals is demonstrable, and that there has been a careful and concrete balancing of interests. All steps of the reporting code have been carefully completed, and the conversations with the person(s) involved have been conducted.

Referral index at-risk youth

The organization must inform its employees of the reporting procedure for the Referral Index for at-Risk Youth. This only applies to organizations that are authorized to make a report in this system.

5.Children's participation

For children who are abused, neglected or sexually abused, it is essential that they are seen and heard by adults in their environment who are (professionally) involved and whom they trust.

In order to guarantee the participation of children, attention is given to the nine action points drawn up in the "**Guide to Participation of Children in the Domestic Violence and Child Abuse Reporting Code**" (VWS, 2018) through the following concrete questions:

1. Term

The SCOL protocol for the reporting code refers to 'parent and child'.

2. Information about the process

After preparation with the AF, preferably your own teacher or mentor gives information to the child about:

- Who has what to do is.
- Why those have it on is.
- When this happens.
- What the concerns are.
- What decisions are made, by whom, about what and when.
- When there is feedback from, for example, Safe Home and about what.
- Opportunities for the child for participation, thinking along, giving opinion.
- Right to complaint or opposition.

3. Information about growing up safely

The AF consults with the teacher/mentor and the IB-er or care coordinator who can best give the child information about what is safe growing up. An employee of the Youth and Family Team (JGT) can be involved in this.

- The IB-er/care coordinator or the JGT-er gives the information to the child about their right to grow up safely
- The IB-er/care-coordinator or the JGT-er teaches the child what a normal relationship is between parent and child
- The AF and IB-er/care coordinator discuss and appoint in advance how they strive to **charge** the child *if desired*.

4. Right to your own opinion

During the process, the AF and the teacher/mentor or IB-er involved informs the child about the right to be involved, the right to express their own opinion and the possibilities thereof.

5. Ask and listen to the child's vision

In the process, the AF ensures that the child is informed and that the child's vision is listened to.

Think of it, attention is paid to:

- The child's opinion of existing concerns.
- The solutions suggested by the child.
- The opinion on proposed decisions.

6. The child's opinion in decision-making

The AF monitors that the child's opinion is asked about the decision-making process in the process. The AF makes agreements in the preparation and records them about the way in which the child's opinion is taken into account in the decision-making process.

7. Route at disclosure

In the event of disclosure, the director is notified immediately. Then there is direct contact with Veilig Thuis to determine next steps together. These next steps are directly fed back to the child by the AF or the teacher/mentor involved.

8. Support

After a transfer or report to Veilig Thuis, the AF keeps control over the contacts with Veilig Thuis and any (other) assistance. The AF organizes that the child is informed by the teacher / mentor about consequences or, if necessary, does this himself.

9. Tips for conversation

For qualitative conversation tips, see the "*Guide to Participation of Children in the Domestic Violence and Child Abuse Reporting Code*" (VWS, 2018)

6. Attachments

Definitions and examples of acute, structural insecurity and disclosure

In consultation with Veilig Thuis, standard definitions and examples have been drawn up. These examples are aimed at the practice of education, for example: primary education, secondary education, special education and compulsory education.

Acute insecurity

Definition	A person is in immediate physical danger, his or her safety is not guaranteed in the coming days and he or she needs immediate protection.
Explanation	When weighing up signs of domestic violence and/or child abuse, a professional first and continuously assesses whether a person is in acute (life) danger. This concerns the presence of physical or sexual violence (with or without injury) or, in the case of care-dependent children or (older) adults, the presence of the most basic care (including food, drinks, clothing and shelter) but also, for example, the unnecessary administration of medicines or the provision of unnecessary care.

IPC Primary Education

Examples

- Violence-inflicted injury requiring medical treatment.
- (Serious) injury with a suspicion that this has been inflicted, or an attempt to do so.
- Attempted strangulation.
- Wapengebruik.
- Violence during pregnancy.
- (Suspicion of) sexual abuse or sexual violence or sexual exploitation of children under the age of 18.
- Acute threat to kill themselves or a loved one (including (ex)-partner, children or family member), cause serious injury or take away their freedom (family drama, honour killings, female genital mutilation).
- Withholding care that acutely threatens health from -9 months to + 100 years, including withholding food.
- If a parent/carer invents/thickens (medical) complaints/disorders in a child, falsifies (medical) research data concerning complaints and abnormalities existing in the child or selectively provides in the context of an investigation whether (medical) complaints and abnormalities actually causes the child.
- Freedom-restricting measure for perpetrator expires without adequate security measures being taken.
- Acutely unsafe situation exists or care is in danger of being lost due to suicide attempt, automutilation, acute psychiatric image, intoxication by alcohol or drugs.
- Forced to flee from home due to (threat of) domestic violence and/or child abuse.
- A minor child who is left alone in the house without supervision and care of an adult.
- Minors who are locked in the house and denied food and drink.
- Minors living with a single parent, where this parent suffers acute psychosis.

Structural insecurity

Definition	There is repetition or persistence of unsafe situations or violence.
Explanation	A history of domestic violence or child abuse is the main predictor of continued insecurity (offendership and victimization) in the future. When considering whether there is structural insecurity, information is needed at least on the

IPC Primary Education

following factors: repetition of violence / insecurity, parental signals and any child signals / signals from victims.

- Examples
- Minors who grow up with parents with such serious problems as a result of intellectual disability, substance addiction, psychological problems that the physical and emotional safety of the child is repeatedly and/or constantly threatened and the development possibilities of these minors are structurally limited.
 - Serious neglect that can cause permanent damage to young growing children.
 - Minors who have high school absenteeism.
 - Minors who systematically witness domestic violence.
 - Minors who are regularly physically abused.
 - Psychological and/or physical abuse due to escalating forms of long-term stalking in partner relationships.

Disclosure

Definition	Victims who ask a professional for help on their own or express themselves in (possible) domestic violence and/or child abuse.
Explanation	When a victim, child or adult, asks a professional for help with possible domestic violence and/or child abuse or expresses himself about this, without asking for help, this often means that the (underage) victim is experiencing an acute crisis and fears for the safety and/or well-being of himself or family members. Discussing the concerns expressed (by the victim) with the parents/perpetrator(s) with insufficient preparation can lead to (exacerbation) situations of acute or structural insecurity. This explicitly also applies to specific forms of domestic violence such as (ex-)partner stalking, forced marriage, honour-related violence and elder abuse. In this case, a professional standard for reporting means careful coordination about the follow-up actions between the professional, Veilig Thuis and the victim.