

SILFO

Stichting
Internationaal en
Lokaal Funderend
Onderwijs

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Protocol reporting code “Veilig Thuis” International and Local Primary Education Foundation

¹ Adopted by CMT on Sept. 11, 2023

Protocol reporting code “Veilig thuis”

On July 1, 2013, the Reporting Code for Domestic Violence and Child Abuse Act came into effect. This law makes the use of a reporting code mandatory for professionals in case of (possible) signals of domestic violence and child abuse. This also includes sexual violence, honor-related violence, elder abuse and female genital mutilation. The law applies to professionals working in the sectors: health care, education, child care, social support, youth care and justice. The reporting code consists of a step- by-step plan, detailing what professionals should do when they suspect domestic violence or child abuse. So it is an action protocol. The purpose of the law is not to report, but to get help started.

As of 1-1-2019, there has been a tightening of the Reporting Code of Domestic Violence and Child Abuse Act. This is necessary because there is insufficient grip on unsafe situations in the home situation of children. All forms of serious and/or structural violence must be on the radar of Safe Home.

Safe Home is going to bundle signals about unsafe situations starting 1-1-2019. The goal of this is to be able to provide sustainable safety for children.

The improved Reporting Code contains an assessment framework geared to professional practice, with which school employees can consider whether it is necessary to report to Safe House. This means that in step 4 and 5 of the Reporting Code, school employees consider whether there is acute or structural unsafety.¹ These considerations are recorded in a file. A protocol records who reports, who conducts the interviews with those involved.

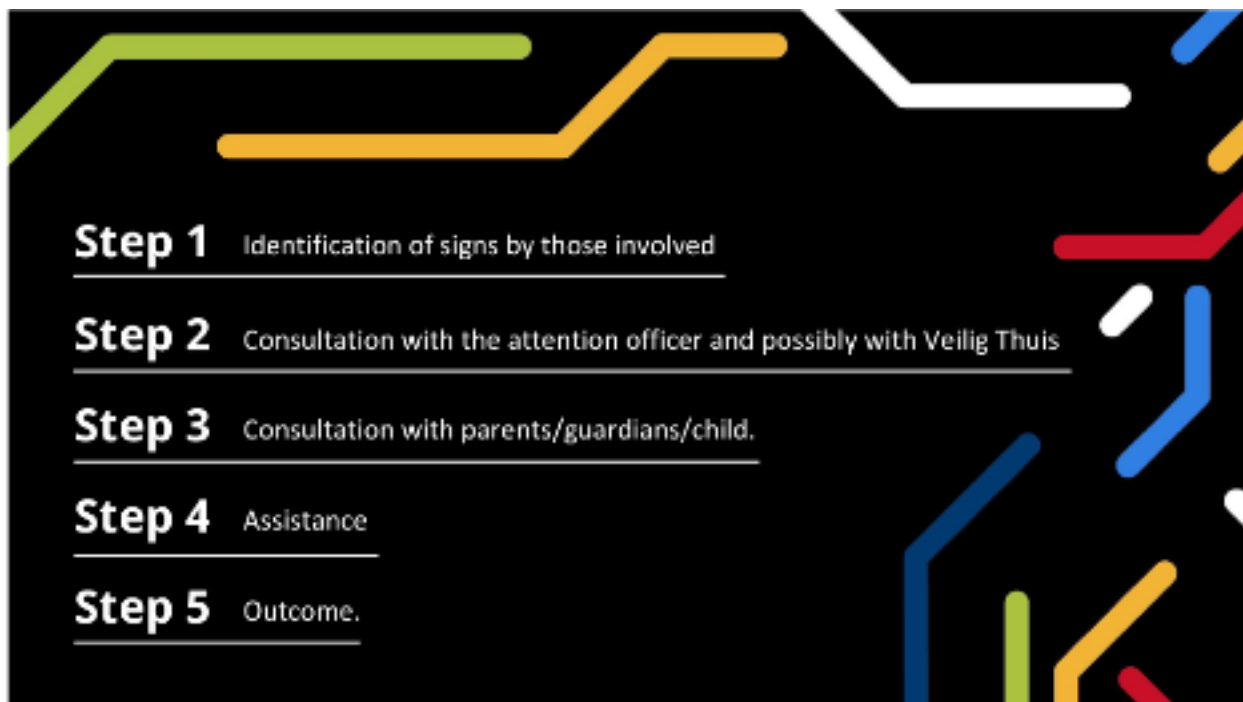
¹ <https://www.veiligthuishollandsmidden.nl/professionals/digitale-meldcode/>

Within SILFO, the protocol regarding the enhanced reporting code is as follows:

- - A roadmap is used (see Appendix 1).
- - A safeguarding officer is designated at each location within SILFO. Within the location, every employee and student knows who the safeguarding officer is. The safeguarding officer ensures the implementation of the reporting code and coordinates the signaling process. The safeguarding officer also deals with the referral and care around the student - and the family.
- - The safeguarding officer will be informed by the mentor, internal supervisor, coach or teacher of any suspicions of an unsafe situation for the student. Concerns will be discussed in the respective site's care team.
- - Concerns are recorded by the care team in a shadow file. **Nothing** is recorded in SOM, or Parnassys.
- - Interviews with stakeholders are preferably conducted with more than one person.
- - Safe Home can be consulted for advice. A real report to Safe Home is made only if all the help offered does not lead to sufficient improvement of the situation.
- - A **report** to Safe House is made by the safeguarding officer of the relevant location.

Appendix 1

Step-by-step report code safe at home



Elaboration of the 5 consideration questions

1. Take into consideration

Steps 1 through 3 have been completed and:

- a) Based on the steps, no action is necessary. The file is recorded and closed.
- b) There is a strong suspicion of domestic violence and/or child abuse. The board of SILFO is informed (in case the suspicion is identified by the school employee).

2. Safety

Based on steps 1 through 4, the board (officers and authorized authority)/attendance officer estimates that acute and/or structural insecurity exists.

- a) No? Proceed to consideration 3.
- b) Yes, or in doubt, report immediately (by telephone) (anonymously) to Veilig Thuis. The considerations below will be discussed with Veilig Thuis.

3.1 Help

Is anyone within our school or our chain partners able to provide or organize effective help and can the threat of possible domestic violence or child abuse be averted?

- a) No? Report to Veilig Thuis, who will make a decision within 5 working days and provide feedback to the person who reported the situation.
- b) Yes? Continue to 3.2 'help'.

3.2 Help

Do those involved accept help as organised in consideration 3 and are they prepared to actively commit themselves?

a) No? Report to Veilig Thuis.
 b) Yes? initiate assistance, agree on a period within which the effect must be measurable or noticeable, as specific as possible. Agree on the different roles and appoint a case manager. Agree on which tasks everyone involved has, and specifically the case manager, so that expectations are clear for everyone. Document, execute and continue with question 4.

4. Result

Does the assistance lead to the agreed-upon results, with regard to the safety, well-being and/or recovery of those directly involved, within the agreed-upon time frame?

a) No? Report to Veilig Thuis.
 b) Yes? Conclude assistance with recorded agreements about monitoring the safety of all those involved.

Appendix 2: Terms and definitions

General reporting standards (guiding principles for purposes of consideration frameworks)

Making a report to Safe Home of possible domestic violence or possible child abuse is a professional standard and, as such, necessary:

Reporting standard A	In ALL cases of acute insecurity and/or structural insecurity.
Reporting standard B	In all OTHER cases in which the safeguarding officer believes that, in view of his competencies, his responsibilities and his professional limits, he is insufficiently able to provide or organize effective help in the event of (risks of) domestic violence and/or child abuse.
Reporting standard C	If an safeguarding officer, who provides or organizes help to protect those involved from the risk of domestic violence and/or child abuse, observes that safety is not stopping or recurring.

Acute insecurity, structural insecurity and disclosure

Acute insecurity	
Definition	A student is in immediate physical danger, his/her safety is not guaranteed in the coming days, and he/she/they need immediate protection.
Explanation	When considering signs of domestic violence and/or child abuse, a school employee first and foremost and continuously estimates whether a person involved is in acute (life) danger. This refers to the presence of physical or sexual violence (with or without

	injury) or, in the case of care-dependent children, the absence of the most basic care (including food, drink, clothing and shelter) but also, for example, to the unnecessary administration of medication or the provision of unnecessary care.
Examples	<ul style="list-style-type: none"> - Violently inflicted injury requiring medical attention - (Serious) injury with suspected infliction, or attempted infliction - Attempted strangulation - Weapons - (Suspected) sexual abuse, sexual violence or sexual exploitation of children under 18 years of age - Acute threat to kill, seriously injure or deprive freedom of oneself or a loved one (including (former) partner, children or family member (family drama, honor killing, female genital mutilation) - Withholding care that acutely threatens health from -9 months to +100 years, including withholding food - If a parent/caregiver falsifies/conceals (medical) complaints/conditions in a child, falsifies (medical) examination data regarding complaints and abnormalities existing in the child, or selectively provides or actually causes (medical) complaints and abnormalities in the child as part of an examination. - Freedom restraining order for offenders expires without adequate safety measures in place for school or the student. - Acute unsafe situation exists or care is in danger of being lost due to suicide attempt, self-harm, acute psychological picture, intoxication by alcohol and/or drugs - Emergency escape from home due to (threat of) domestic violence and/or child abuse - A minor child left alone in the home without adult supervision and care - Minors confined to home and deprived of food and drink - Minors living with a single parent in which that parent suffers acute psychosis

Structural insecurity	
Definition	There is a recurrence of unsafe situations or violence.
Explanation	A history of domestic violence or child abuse is the most important predictor of persistence of insecurity (perpetration and victimization) in the future.
Examples	<ul style="list-style-type: none"> - Minors growing up with parents with such severe (psychosocial, relational) problems resulting from intellectual disability, substance addiction, psychological problems that physical and emotional safety of the child is repeatedly and/or continuously threatened and the developmental possibilities of these minors are structurally restricted - Severe neglect that can cause lasting harm to young growing children - Escalating forms of <i>stalking</i> in a partner relationship - Minor who regularly witnesses domestic violence between parents - Minors with high school absenteeism rates - Minors who are regularly (physically) abused

Disclosure	
Definition	Victims who, of their own accord, ask a school employee for help or speak out about (possible) domestic violence and/or child abuse.
Explanation	<p>If a victim, child or adult, of his or her own accord asks a school employee for help with domestic violence and/or child abuse or speaks out about it without seeking help, it usually means that the (minor) victim is experiencing an acute crisis and fears for the safety of himself or herself or family members. Discussing concerns expressed (by the victim) with insufficient preparation with parents/caregivers can lead to (worsening) situations of acute or structural insecurity. This explicitly also applies to specific forms of domestic violence such as (ex)partner <i>stalking</i>, marital coercion, human trafficking, honor-related violence and parental abuse.</p> <p>A professional standard to report in this case means careful coordination about follow-up actions between the school employee, safeguarding officer, Safe House and the victim. When deciding whether or not to report, the safety of the victim always comes first.</p>