

# Protocol Reporting Code The Clown Club

Reporting code with assessment framework



## Introduction

From January 2019, organisations must work with the improved Reporting Code and the consideration framework. The improved Reporting Code was created to get a better and earlier picture of situations of unsafety.

To make the improved reporting code easier to understand, we made this plan of action. It explains step by step who is responsible for what and what is expected from whom. In this way, we want to prevent the wrong steps from being taken and the child/children from being more at risk.

What is important during this whole process is that communication is good and clear. The child's safety is always number one in this. We, office/ AF would rather call Safe Home one time too many than overlook a child/situation and could have helped the child.

## Improved Reporting Code with consideration framework

From January 2019, organisations must work with the improved Reporting Code and Assessment Framework. The improved Reporting Code was created to get a better and earlier picture of situations of unsafety. The Reporting Code includes a consideration framework in steps 4 and 5. The assessment framework consists of five questions.

The improved Reporting Code also includes child participation. This involves nine action points, and the conversation with the child was added in step 3.

## The Reporting Code

The Reporting Code is based on three pillars: Reporting Standards, Situations of Insecurity and the Consideration Questions.

### **Reporting standards: in which situations must office/ AF report?**

Office/ AF must report to Safe Home in the following situations:

1. In all cases of acute insecurity and/or structural insecurity and disclosure.
2. In all other cases where the office/ AF believes that, in view of its competencies, its responsibilities and its professional limits, it is unable to provide or organise effective help in the event of (risks of) domestic violence and/or child abuse.
3. When office/ AF offering or organising help to protect those involved from the risk of domestic violence and/or child abuse finds that the unsafety does not stop or repeats itself.

### **Situations of unsafety**

The consideration framework defines situations in which office/ AF must always report to Safe Home. These are situations involving:

- Acute unsafety
- Structural unsafety
- Disclosure (i.e., child/adult indicates itself to be a victim of abuse/ neglect)

### **Acute insecurity**

A care recipient who 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 of all and continuously estimates whether a person 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 or (older) adults, the absence of the most basic care (including food, drink, clothing and shelter) but also, for example, to the unnecessary administration or failure to administer medication.  
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### **Structural insecurity**

There is repetition or persistence of unsafe situations or violence. A history of domestic violence or child abuse is the main predictor of continued insecurity (perpetration and victimisation) in the future.

### **Disclosure**

Victims who of their own accord ask a professional for help with domestic violence or child abuse or express themselves to a professional without asking for help. These victims should also be reported to Safe Home. We call this disclosure. When a child or adult talks about possible domestic violence and/or

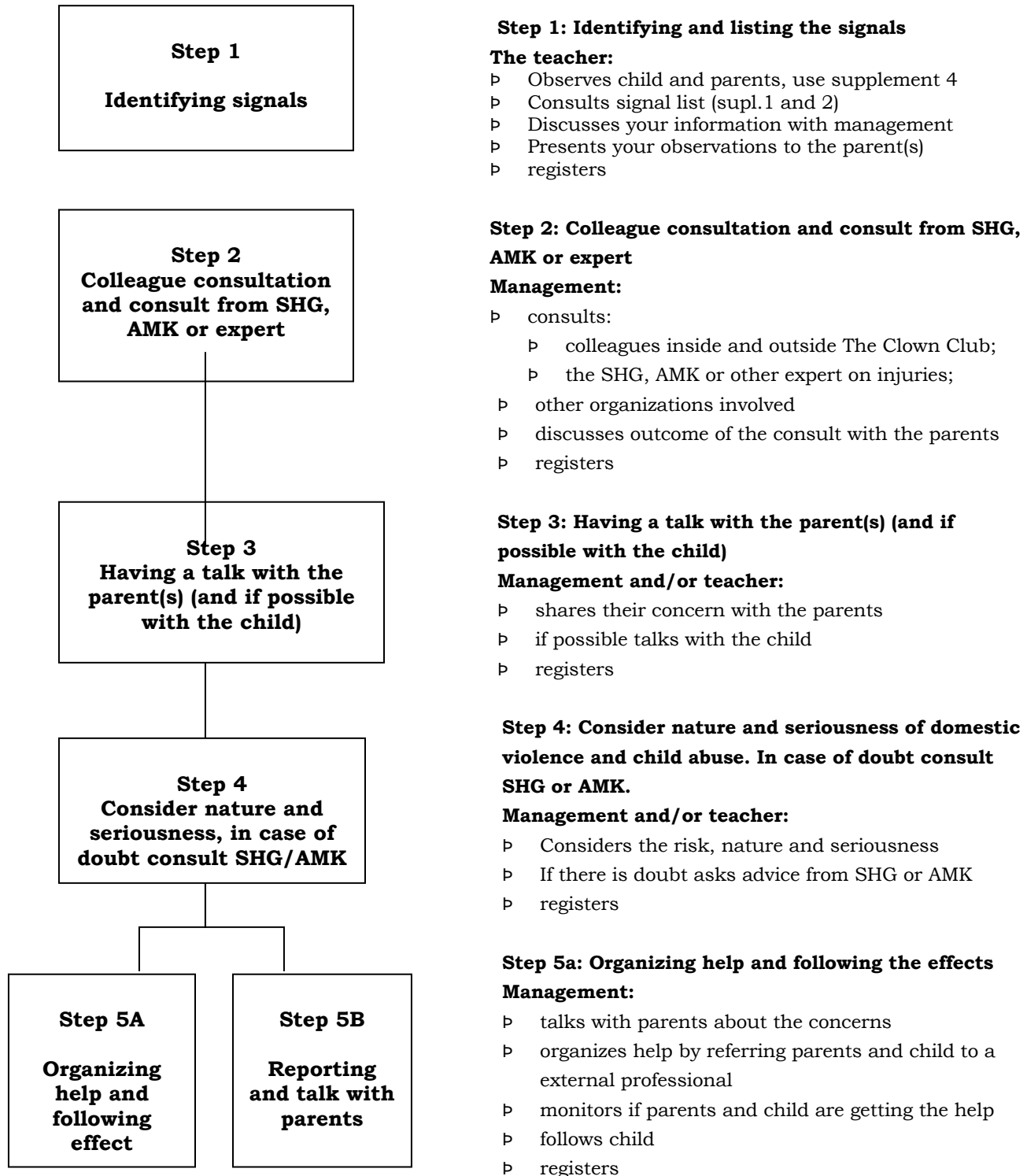
child abuse on their own accord, this usually means that the (minor) victim is experiencing an acute crisis and fears for the safety and/or well-being of themselves or family members. The three reporting standards can be translated into five consideration questions that office/ AF asks in step 4.

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

### **Consideration questions**

The consideration framework (to be applied in step 4), contains the five consideration questions that support office/ AF in the two decisions to be made in step 5 of the reporting code.

## I. Route for signaling domestic violence and child abuse



**Step 5b: Reporting and talking to parents**

**Management:**

- ▷ reports the suspicion at the AMK;
- ▷ reports the facts and incidents
- ▷ discusses the plan to take after reporting
- ▷ monitors if parents and child are getting the help
- ▷ follows child
- ▷ registers

## II. Route for signaling a suspicion of violence or sexual abuse offended by a colleague.

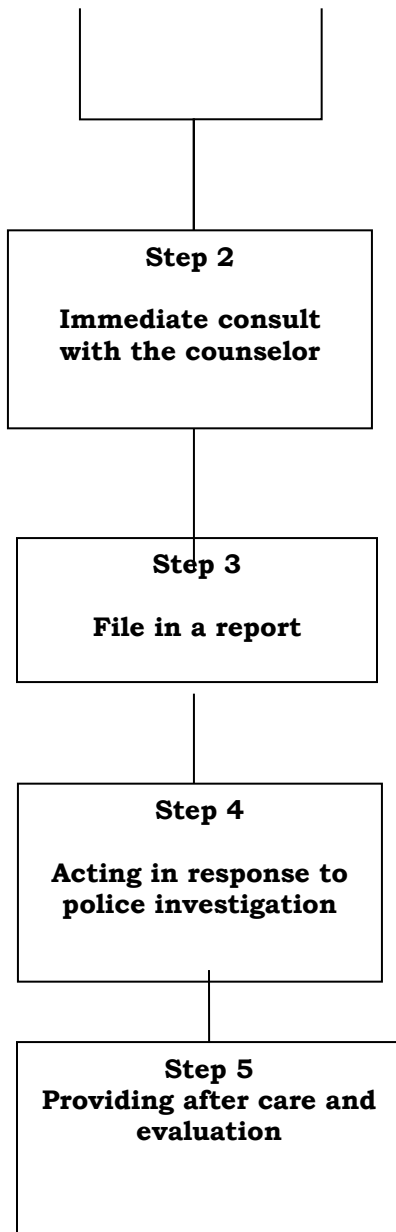
**Step 1A**  
**Identifying signals**

**Step 1B**  
**Reporting immediately in case of suspicion**

### **Step 1: Identifying and listing the signals**

#### **The teacher:**

- ▷ observes
- ▷ consults signal list (supl. 1, 2 and 3)
- ▷ registers



**Step 1B: Immediate reporting to director or owner in case of a suspicion offended by a colleague.**

**The teacher:**

- ▷ is obligated to report to director or owner if there is a suspicion of violence or sexual abuse offended by a teacher.

**Step 2: Immediate consult with the counselor (of the Education Inspection)**

**The owner/ director**

- ▷ Has to contact the counselor immediately (obligated) in case of a suspicion.
- ▷ Will get advice of the counselor if he has to report the suspicion.
- ▷ registers

**Step 3: File in a report**

**The owner/ director**

- ▷ Is obligated to report at the police in case of any reasonable suspicion of child abuse offended by a colleague.
- ▷ Will put the concerning teacher on non-active for her/his work
- ▷ will keep a file about this matter
- ▷ consults the AMK or GGD
- ▷ organizes support for child and parents
- ▷ will follow the investigation done by the police
- ▷ registers

**Step 4: Acting in response to the investigation done by the police**

**The owner/ director**

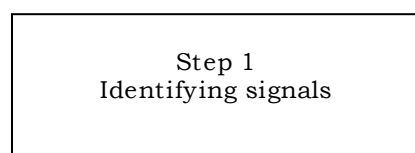
- ▷ restores teacher in honor
- ▷ gives a warning
- ▷ takes measurements against employment
- ▷ registers

**Step 5: Providing after care and evaluation**

**Owner, director or management:**

- ▷ offers after care for parents and children
- ▷ offers after care for teachers/ staff
- ▷ organizes parents evenings
- ▷ refers to external professionals
- ▷ evaluates procedures
- ▷ registers

### III. Route for signaling cross-border sexual behavior between children

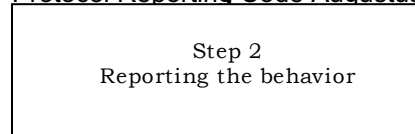


#### **Step 1: Identifying and listing the signals**

##### **The teacher:**

- ▷ observes
- ▷ consults signal list (supl. 1, 2 and 3)
- ▷ discusses signals with colleagues and management

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- ▷ registers

### **Step 2: Report behavior to management**

#### **The teacher:**

- ▷ reports observed behavior to management
- ▷ informs parents of the children involved

### **Step 3: Evaluating seriousness of the behavior**

#### **Management and/ or teacher**

- ▷ consults AMK or GGD
- ▷ talks to parents of the child who shows the cross – border behavior and to the parents of the child who is confronted with the behavior
- ▷ evaluate the seriousness of the behavior
  - ▷ light cross-border sexual behavior: discuss it in the team, external help not needed
  - ▷ moderate cross-border sexual behavior: warning and arrange help
  - ▷ serious cross-border sexual behavior: immediate action required, take measure according to step 4
- ▷ registration in file of the child

### **Step 4: Taking measurements**

#### **Management:**

- ▷ will initiate an internal investigation
- ▷ consults external experts like SAD, GGD or AMK
- ▷ organizes care for children and parents
- ▷ talks to parents of the child who shows the cross – border behavior and to the parents of the child who is confronted with the behavior.

### **Step 5: Take action**

#### **Management:**

- ▷ after the investigation, decides about the care of the child that shows cross-border sexual behavior

### **Step 6: Providing after care and evaluation**

#### **Management:**

- ▷ provides after care for parents, children and teachers
- ▷ organizes parent evenings
- ▷ refers to external help
- ▷ evaluate the procedure and registers