

## Appendix 1: Action protocol

The staff member and student must follow this step-by-step plan in case of (suspected) domestic violence and/or child abuse. The step-by-step plan was formulated according to the assessment framework for the reporting code for domestic violence and child abuse. The special-task official is the duly appointed student counsellor.

### STEP 1: Identification of signals

- a. A staff member or student receiving signals of domestic violence or child abuse reports this to a professional.
- b. Any professional receiving signals leading to the suspicion or establishment of an incidence of domestic violence or child abuse shall chart and document these signals—in case of 1a in consultation with the staff member or student. As with the signals, the professional shall chart and document any steps or decisions that are taken, along with any other relevant information.

### STEP 2: Consultation

- a. The professional shall discuss the signals of domestic violence or child abuse with the special-task official, asking for advice about subsequent steps, if needed. Student counsellors act as special-task officials.
- b. In consultation with the professional and if needed, the special-task official shall request advice from [Veilig Thuis](#) [Safe at Home] or from an expert concerning the identification of injury, if additional clarity is needed with regard to the injury (or the nature and cause thereof).
- c. If the professional needs support in preparing for or conducting the conversation with the student, the professional shall consult the special-task official, and they shall jointly determine who is to conduct the conversation with the student.
- d. At the professional's request, the special-task official shall assume the subsequent steps from the professional. The student shall be informed of this.

### STEP 3: Conversation with the student

- a. The professional (or special-task official, in case of 2d) shall invite the student for a conversation and discuss the signals with the student. In consultation with the professional, the special-task official shall consult Veilig Thuis. As a rule, a conversation with the student should proceed as follows:
  1. Explain the objective of the conversation to the student.
  2. Describe the facts that have been established and the observations that have been made.
  3. Invite the student to react to this information.
  4. After this reaction, if necessary, return to an interpretation of what has been seen, heard and observed.
  5. Jointly summarise the conversation and the subsequent steps that have been discussed. The discussion then turns to how the conversation has been experienced.
- b. The professional (or special-task official, in case of 2d) may waive this conversation only if the professional deems that the conversation would not be wise with regard to the professional's own safety or that of the student or others, or if there is a reasonable fear that it would cause the student to withdraw and break contact with the professional. Should such a situation arise, the professional shall always act in consultation with the special-task official. If the special-task official has assumed the case from the professional, the special-task official shall discuss these matters with Veilig Thuis.

### STEP 4: Assessing domestic violence/child abuse

- a. With a view to a possible report as mentioned in Step 5, the professional shall assess the risk of domestic violence or child abuse, based on the signals, advice obtained from the special-task official (if any) and the conversation with the student. The nature and severity of the domestic violence or child abuse should be assessed as well.
- b. The professional shall discuss this assessment with the special-task official. Based on the information from Step 3 and the assessment in Step 4a, the professional and the special-task official shall discuss the risks related to the safety of the student and staff member, and arrive at a consideration. In case of doubt, the special-task official shall always consult (or re-consult) Veilig Thuis. The staff members of Veilig Thuis shall offer support in assessing the violence and the risks of damage, and they may provide advice concerning subsequent steps.

## STEP 5: Decision: Report and arrange assistance independently?

- a. If the professional (after consulting with the special-task official) or the special-task official (after the conversation with the student) is of the opinion that:
  - the severity of the domestic violence or child abuse does not necessitate immediate reporting, and that
  - the student is able to stop the violence with help from the professional or others,the professional shall work to provide the necessary assistance to the student or to arrange such assistance for the student elsewhere. In addition, the professional shall make an appointment with the student for one or more follow-up contacts.
- b. In consultation with the special-task official, the professional shall monitor the results and, in the follow-up contacts, investigate whether the domestic violence or child abuse has stopped and whether sufficient assistance is being provided. The professional shall also be alert to signals that could point to domestic violence or child abuse. If the violence has not stopped (or has not stopped completely) or if there are signals that such could be the case, the professional shall report this to the special-task official, who will report it to Veilig Thuis, if needed. The special-task official shall inform the student about this report, unless prevented by concerns about the safety of the special-task official, student or others, or if there is a reasonable fear that the report would cause the student to withdraw and break contact with the special-task official.

### Reporting to Veilig Thuis:

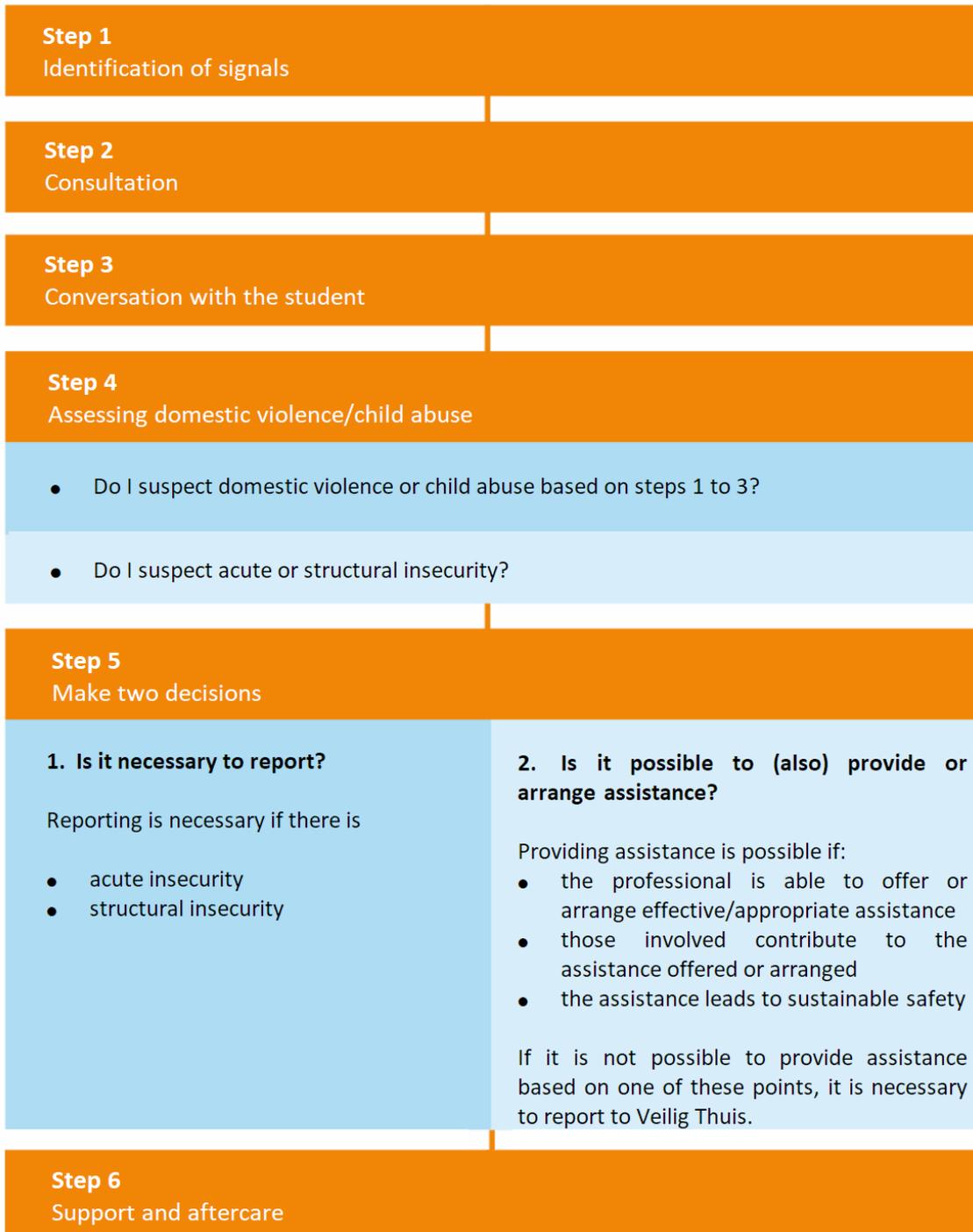
- c. If a professional feels unable to protect the student sufficiently against the risk of domestic violence or child abuse, or if the professional is uncertain about the ability to offer sufficient protection in this regard, the professional shall report this to the special-task official, who will report the suspicion to [Veilig Thuis](#).
  - In this report, the special-task official shall correspond as closely as possible to facts and events and shall clearly identify any information in the report that has been obtained from others.
  - In the report, the special-task official shall discuss with Veilig Thuis what the special-task official can still do within the boundaries of the usual activities to protect the student and the student's family members against the risk of domestic violence.
  - The special-task official shall discuss the report with the student in advance:
    1. The special-task official shall explain the rationale for planning to make a report and what the report is intended to accomplish.
    2. The special-task official shall explicitly ask the student for a reaction.
    3. In case of objection from the student, the special-task official shall negotiate the manner in which these objections can be addressed.
    4. If this is not possible, the special-task official shall weigh the objections against the necessity of protecting the student or the student's family member against violence or child abuse.
    5. If of the opinion that the protection of the student or the student's family member should take precedence, the special-task official shall proceed with the report.

The special-task official shall waive contact with the student concerning the report if such contact is prevented by concerns about the safety of the special-task official, student or others, or if there is a reasonable fear that the report would cause the student to withdraw and break contact with the special-task official.

## STEP 6: Support and aftercare for the parties involved

Support and aftercare are available for the parties involved. Further information is available at: <https://www.utwente.nl/en/organization/about/integrity/support-aftercare/>.

Practical overview of the action protocol:



Source: Central Government