

School Safety Wassenaar

Procedural guidelines for transgressive behavior and criminal offenses, including crisis management structure



2025

Content

- Introduction..... 2
- 1. Prevention Measures 3
- 2. School Action Plan..... 4
- 3. Crisis Structure..... 7
 - Action Plan for incidents occurring off-campus..... 7
 - Action Plan for incidents at school..... 8
- 4. Procedural Guidelines 9
 - Protocol for Criminal Offenses 9
 - Physical Aggression 10
 - Verbal Aggression 11
 - Drugs and Alcohol..... 13
 - Vandalism..... 14
 - Weapon Possession and Usage 15
 - Criminal Exploitation 16
 - Theft..... 18
 - Firework Possession and Dealing 20
 - Sexual Misconduct 21
 - Unauthorized Visitors in and around the school 23
- 5. Checklist for Locker Inspections..... 25
- Annex 1 Decision tree for off-campus incidents 27
- Annex 2 Decision tree for at-school incidents 28
- Annex 3 Overview of primary and secondary incidents 29
- Annex 4 contact persons 30

Introduction

Schools serve as a meeting place for and among many individuals. It is the school's aim to provide a safe environment where students and teachers feel at ease, enabling effective and enjoyable teaching and learning. However, the process of interaction does not always proceed smoothly. At times, schools are confronted with inappropriate behavior or even criminal acts. To address such situations in a planned, sensible, clear, and consistent manner, it is essential to have clear guidelines in place. These procedural guidelines have been established for this reason and serve as an annex to the covenant 'School Safety Wassenaar.'

The protocol outlines agreements and guidelines for addressing issues such as violence, intimidation, bullying, swearing, drug use, vandalism, theft, weapon possession, fireworks, and truancy. It also specifies the steps that can be taken in response to transgressive behavior and criminal acts. These guidelines represent general principles, which may be deviated from in exceptional circumstances. Covenant partners are committed to acting in compliance with the legal provisions and guidelines that apply to their respective roles and responsibilities.

In addition to these procedural guidelines there is an incident protocol, which is triggered when an incident takes place around the school or pupils are involved. Furthermore, there is a standard process to be followed when a criminal offence is committed. It also specifies which support organizations the school can rely on for targeted guidance.

In drawing up this protocol, grateful use was made of the model school safety action protocol of the regional partnership for integrated safety (RSIV).

Privacy legislation in information exchange

When action needs to be taken following an incident, the school may involve other support agencies or organizations. The specific steps for each type of incident are outlined in the procedural guidelines. Information will be exchanged at such times, regarding the individuals involved and/or the suspects of the criminal act. The rules and conditions for the exchange of information in such cases are recorded in the covenant underpinning these procedural guidelines.

1. Prevention Measures

Consider, ideally before incidents occur—or in response to an incident— whether a (class-wide or school-wide) preventive intervention can be implemented. This approach encourages open dialogue with students and helps prevent future occurrences. Leverage for example lessons in civic education or social studies to address these topics.

Agree on effective collaboration with the covenant partners. Much can be prevented by ensuring accurate and timely information-sharing. One example of prevention is implementing a stricter door policy. This could include using a single main entrance with a locking mechanism or designing the main entrance so that all visitors pass by the reception desk, allowing for better monitoring of who enters the school.

Other examples of prevention are more focused on teacher skills and youth behavior. Establish agreements with the municipality and police regarding prevention strategies. For example, consider the regional initiative [Home - Dealbreakers](#) run by [RIEC Den Haag](#). The objective of Dealbreakers is to prevent young people from becoming involved in (drug-related) crime, often referred to as preventing young recruits. As part of this initiative, schools are offered, free of charge, a comprehensive learning program with interventions for students, teachers, and parents. This program is designed to account for the high workload and staffing shortages within the education sector. The municipality of Wassenaar, in collaboration with Dealbreakers, is committed to supporting schools in addressing safety concerns.

Halt also provides information on various themes. Themes such as *Weapons and Violence*, *Youth Crime*, and *Group Pressure* can be utilized in secondary and higher education settings when dealing with (threatening) issues involving weapons and/or disruptive group dynamics. For a national overview of available interventions, visit the website of the Stichting School en Veiligheid (School and Safety Foundation): [Een veilige school, daar zorg je samen voor! - School en veiligheid](#).

2. School Action Plan

The school decides which step to take depending on the situation. A situation may be so serious that the school immediately moves to the sanctioning stage and/or involves the police through the designated police contact person, after which actions will be taken in accordance with the priorities established by the police. The steps listed below are not in any specific order and should be determined based on the situation. In some cases, immediate suspension may be necessary, or it may be prudent to first contact the police before speaking with the student.

Action Plan options:

1. Assessment of the situation – a mandatory step
2. Conversation with the student and a school staff member
3. Contacting the police
4. Conversation with parents/guardians
5. Discussion within the advisory Student support team (*Zorg- advies team*)
6. Referral to a support organization
7. Reflection period
8. Suspension
9. Referral
10. Expulsion

Option 1: Assessment of the Situation – Mandatory Step

Conversations are first held, for every incident, with the victim or affected party and with the suspect. The situation is assessed based on the following questions:

- What happened? Who was involved? When did it occur?
- Has this behavior, or similar behavior, been displayed by this youth before?
- How serious is the transgressive behavior?
- Does the situation involve students from this school only, or should other schools be informed?
- Can the school handle the situation autonomously?
- Should the police be informed? The school can refer to the protocol to determine whether the behavior must be reported to the police—in other words, does it involve criminal behavior?
- What is the conclusion from consultations with other support organizations?

Based on the outcomes of this step, the process proceeds to option 2 or directly to another appropriate step.

Option 2: Conversation with the Student and School Staff Member

In the preventive, or non-sanctioning phase, efforts will be made through conversations to encourage the student to improve their behavior. Attention will also be given to any individual problems the student may have that could be related to their undesirable behavior.

Option 3: Contacting the police

Experience has shown that timely consultation with the police has a positive effect on collaboration and response strategies. If an incident occurs where action is reasonably expected (i.e., situations that cannot be resolved internally or solely with the student and/or parents/guardians), it is essential to contact the police for advice. When a behavior prohibited by the educational institution also constitutes a violation of the law, the police are always involved.

Contact with the police is made by the school administration (or on behalf of the administration) and this always takes place before parents/guardians are informed. Parents/guardians are then notified in consultation with the police. If the police are not contacted during the process, it is advisable, in the interest of preventive information exchange, to inform them afterwards.

Option 4: Conversation with parents/guardians

The school reserves the right to inform parents/guardians of their child's behavior. Parents/guardians are always informed when a written report is made. This ensures they are aware of the steps the school is taking regarding the child's behavior. In cases of repeated behavior, a meeting will be held between the school, the student, and the parents/guardians. For students aged 18 and older, it remains desirable for parents/guardians to be involved.

Option 5: Discussion within the advisory Student Support Team (*Zorg- advies team*)

The inappropriate behavior is discussed within the advisory Student Support Team (*Zorg- advies team*), and a written account is made. The same applies to reports from victims. If necessary, the police will be informed or consulted for advice. If the procedural guidelines indicate that the behavior constitutes a violation of the law, the police will be notified.

Option 6: Referral to a Support Organization

The support schools can offer their students is outlined in each school's Student Support Plan. This plan also details how such assistance can be accessed. Parents/guardians and students are therefore encouraged to ask the school for guidance on the best course of action.

Option 7: Reflection Period

The student may be temporarily removed from regular classes (separated from the group) during this phase. The student remains however on school premises and works individually on school assignments. This time allows the school to reflect and deliberate on possible next steps. Parents/guardians are immediately notified of this measure by phone and in writing. Exception is made for participation in tests, school assessments, and exams.

Option 8: Suspension

During this phase, the student is formally suspended for a period ranging from one to a maximum of five days. This suspension is recorded in the student tracking system. The educational institution formally reports the suspension (including justification and prior history) in writing to:

- The educational inspection (if the suspension exceeds one day).
- The compulsory education officer (e.g., by sending a copy of the letter provided to the parents/guardians).
- The parents/guardians and the student are informed both in writing and verbally and invited to a meeting.
- The Student Support Team (*Zorg- advies team*), depending on the incident and the student's behavior, in connection with the risk of school dropout.

Once the student's suspension has ended, and any leave of absence by the victim or affected party (e.g., for recovery) has concluded, the return of both parties is facilitated by the school's designated contact person and other involved parties (e.g., parents/guardians, police, and/or victim support). Sufficient time must be allocated within the school and classroom to address and support this reintegration process.

Option 9: Referral

It may become clear, following the students' return, that the incident has had such a significant impact on the student, their peers, or the overall school environment that, in consultation with the parents/guardians and counselors, a mid-term transfer to another school may be recommended. The school is responsible for securing an appropriate placement for the student at another institution. Parents/guardians are not required to contact schools themselves to find a placement for their child. Partner schools offer the student the opportunity to make a fresh start. The receiving school accepts the student initially on a provisional basis. The student remains officially enrolled at their current school for up to one year. After this period, the student is formally transferred to the new school. If the receiving school encounters significant challenges in managing the student, they may return the student to the original school.

Option 10: Expulsion

The student will no longer be admitted to the educational institution. The governing body or school board makes the decision regarding permanent expulsion.

- The school board notifies the educational inspection in writing.
- Parents/guardians and the student are informed in writing of the (intended) expulsion or referral.

A student may only be expelled once the governing body has secured placement at another school willing to admit them. For institutions providing Special Secondary Education, the school must strive to arrange the student's placement at another institution within 8 weeks. The school must demonstrate that it has actively sought a solution during this 8-week period. Only after this period is over, can expulsion proceed.

The compulsory education officer is notified immediately of the expulsion and of the initiated procedure. They can advise and assist the school in finding solutions for the student. The school provides the receiving school with relevant information regarding the student's history.

If a school intends to expel a student and transfer them to a regular school, the receiving school has a best-effort obligation to explore the possibility of admitting the expelled student. If both the expelling and receiving schools offer the same educational pathway, the student will initially be accepted on a provisional basis. The student will remain enrolled at the original school for up to one year and will only be formally transferred after mutual agreement between the two schools. If the student proves difficult to manage at the new school, they may be returned to the original school, which will again have an 8-week obligation to seek a solution.

If the expelling school does not offer the same educational pathway as the receiving school, the student will be admitted to the new school, but the expelling school must continue to cooperate in finding an alternative solution if the student also becomes difficult to manage at the new school. In this case, the student cannot return to the original school.

3. Crisis Structure

The following procedural guidelines come into effect in the event of an incident. By ensuring that every party adheres to the agreements outlined in these guidelines, confusion, ambiguity, and miscommunication can be avoided.

It should be noted, however, that unforeseen circumstances, such as media involvement, may still arise. This structure was developed in collaboration between the municipality, the police, and schools in Wassenaar.

Action Plan for incidents occurring off-campus

1. An incident occurs in the municipality of Wassenaar involving young people.
2. The Wassenaar police initiate their investigation.
3. The initial investigation reveals that the incident occurred near a school and/or that one or more students from a school in Wassenaar are involved.
4. Within six hours, the police inform the safety coordinator(s) of Wassenaar schools through the established WhatsApp group, providing a clear message:
 - a. This is an ongoing investigation, and the police cannot disclose all information at this time. For now, there is no impact on your school, students, or staff. We will contact the relevant schools individually if this changes. Or;
 - b. This is an ongoing investigation, and the police cannot disclose all information at this time. We aim to visit the schools of the students involved as soon as possible to discuss the next steps. Or;
 - c. This is an ongoing investigation, and the police cannot disclose all information at this time. The initial investigation indicates that no Wassenaar youth are involved and that they do not attend schools in Wassenaar. Therefore, the incident has no further consequences for your school. No action is required from your side. If this changes, we will inform you.
5. The police visit as soon as possible the schools that may be involved in the incident, either because the suspects and/or victims attend the school or because the incident occurred at the school.
6. The municipality (Safe School contact person) contacts the safety coordinator(s) of the schools potentially involved, either due to the suspects and/or victims or due to the location of the incident.
7. Contact if necessary is established between the school board and the municipal authorities. School administrators have a direct phone number to reach the (acting) mayor or alderman in case of emergency or following a serious incident.
8. If needed, the school organizes a staff meeting. Representatives from the municipality and police will attend.
9. Schools communicate their needs for aftercare to the municipality and police.

Action Plan for incidents at school

1. A serious incident occurs at school, jeopardizing the safety of students and staff (e.g., major arson, use of weapons, etc.).
2. Staff dial 112, and the evacuation plan/emergency response plan is activated.
3. The Wassenaar police (including potentially the fire department) begin their investigation. The police establish immediate contact with the school.
4. The police contact the school's site director or administrator as soon as possible to coordinate agreements regarding the investigation exchange of information (what can and cannot be shared).
5. The police inform within six hours the safety coordinator(s) of the other schools in Wassenaar through the established WhatsApp group, providing clear instructions:
 - a. This is an ongoing investigation, and we cannot disclose all information at this time. For now, there is no impact on your school, students, or staff. We will contact the relevant schools individually if this changes. Or;
 - b. This is an ongoing investigation, and we cannot disclose all the information at this time. We are working to determine as quickly as possible whether students from other schools are involved. You will be contacted.
6. The municipality's Safe School contact person reaches out to the school affected to assess their needs.
7. The school board and municipal authorities maintain contact. School administrators have a direct phone number to reach the (acting) mayor or alderman in case of emergency or following a serious incident.
8. The school organizes, if needed, a staff meeting with representatives from the municipality and police present.
9. Schools inform the municipality and police of their needs regarding aftercare.

4. Procedural Guidelines

This chapter outlines the procedural guidelines across various areas. A distinction is made between transgressive behavior, where the school can take measures, and criminal offenses, which involve the police and potentially the Public Prosecution Service (OM). Each of the behaviors listed below may constitute a criminal offense and follows the same protocol for both the police and the OM. To streamline the process and avoid omissions, these protocols are presented in a single overview. This ensures that no behaviors are excluded, as the police and OM protocols apply to all criminal offenses, even if a specific offense is not explicitly mentioned in this document.

After the general procedural guidelines for criminal offenses, the following behaviors are specifically addressed, with a focus on the school's primary measures, prevention strategies, and available support options:

- physical aggression and intimidation
- verbal aggression and intimidation, serious insults, and discrimination
- drug possession, dealing, and use / alcohol use and possession
- vandalism
- weapon possession
- human trafficking
- theft
- firework possession and dealing
- sexual harassment
- unauthorized visitors in and around the school
- radicalization and polarization

Protocol for Criminal Offenses

Should the school encounter an obvious criminal offense, such as serious assault, arson, or similar incidents, the procedural guidelines are to immediately call 112 to allow the police to catch the suspects in the act. In such cases, calling the police itself is not appropriate, as swift action is required. Regardless of which behaviors are further described in this document, as soon as the school decides to involve the police after a criminal offense, the police and the Public Prosecution Service (OM) will take the following measures.

Police measures

- A police report is filed against the suspect.
- If the criteria are met, the suspect is referred to HALT.
- The police contact the suspect's parents/guardians.
- The police contact the victim's parents/guardians.
- If compensation for damages is applicable, the police mediate between the suspect (or their parents/guardians) and the victim (or their parents/guardians).
- In cases of sexual offense or human trafficking, the police, upon request from the victim's parents/guardians, refer the case to a specialized department for further investigation.

Public Prosecution Service (OM) measures

- In cases of repeat offenses or other serious infractions, the police report may be handled by the Public Prosecutor. Possible consequences include community service, educational programs, a financial penalty or fine, supervision, and compensation for damages to the victim (the latter applies only to offenders aged 14 and older), or a combination of these measures. The Child Protection Board advises the Public Prosecution Service on an appropriate sanction.
- In cases of frequent repeat offenses or other serious infractions, the Public Prosecution Service may present the case to the Juvenile Court. The Child Protection Board advises both the Public Prosecution Service and the judge on the appropriate sanction.
- The victim will be kept informed of the progress of the case, should they so wish.

Physical Aggression

General Definition

Physical aggression refers to the act of exerting physical force on another person's body. Bullying is defined as the prolonged infliction of psychological or physical harm by one or more students against a peer. Bullying can be verbal or physical, but it can also include social exclusion or the deliberate ignoring of an individual. Schools must clearly identify and acknowledge bullying as a serious issue. The consequences for the victim —both in the present and later in life— can be severe, impacting both the victim and the bully.

Victims of violence are often afraid to report incidents out of fear of retaliation. As a result, violence can lead to social isolation and school dropout. For a legal approach to be taken, an official report must be filed. It is essential for the school to take a clear stance on this issue. The victim must feel supported and reassured by the school administration, which must send a strong and decisive message both to the perpetrator (repressive action) and to the broader school community (preventive action). Providing support to victims when filing a report is recommended, as well as encouraging witnesses to give statements.

Legal Definition

Simple Assault (Article 300 WvS¹) – Intentionally causing pain or injury (including conscious awareness of the possibility of harm). Pain is defined as any significant or unpleasant physical sensation (e.g., a strong blow). Deliberate harm to a person's health is also considered assault (e.g., intentionally providing spoiled food).

Aggravated Assault (Article 302 WvS) – *The same as above but involving premeditation* (Article 303 WvS). This refers to intentionally (including with conscious awareness of potential harm) causing serious bodily injury, with or without premeditation. The intent is directed toward inflicting severe injuries (e.g., bone fractures).

Fighting (Article 306 WvS). Intentionally participating in an attack (the initiative comes from one party) or a fight (the initiative comes from both or multiple parties), involving at least three individuals.

Public Violence (Article 141 WvS) – Violence committed by multiple people together against individuals or property. At least two perpetrators must be jointly involved in the act of violence. Additionally, the violence must be public, meaning it occurs in a place where people are or are typically present, making it visible and unconcealed.

Clarification: Physical violence is often used as a means to dominate or control another person, thereby strengthening the perpetrator's own position within a group. It can also serve as a precursor to intimidation (see Verbal Aggression). Beyond the physical consequences (pain/injury) and the violation of personal freedom, victims are almost always subjected to severe psychological pressure. For these reasons, this form of aggression can never be tolerated.

School Measures

Situation assessment. The school decides whether to involve the police, or not.

- If the act of violence constitutes simple assault and involves only minor physical force of little significance (e.g., a slap on the back with an open hand), the school may choose to handle the situation internally.
- If the act involves significant physical force (e.g., kicking a victim repeatedly), injuries, persistent aggressive behavior by an offender, or group involvement, the police must be notified.

¹ WvS: Wetboek van Strafrecht (Dutch Criminal Code)

Primary Actions – If the school is handling the situation internally

- Implement school disciplinary measures, in accordance with school policies or a designated safety framework.
- Notify the police (as an informational report, not necessarily for immediate intervention).
- Record the incident in the student tracking system.

Secondary actions – if a police report is filed

- Notify the police if the incident aligns with the offenses described in the legal definition section.
- Inform the parents/guardians of suspects and victims when minors.
- Provide the police with all relevant information regarding the incident and involved individuals (this may include access to incident records if necessary).

Support Services available

- primary Care Physician (Doctor)
- Veilig Thuis (Safe at Home) -Domestic Safety Organization
- Victim Support Services
- Youth and Family Assistance
- Public Health Service (GGD)
- Police

Verbal Aggression

General Definition

Verbal aggression refers to threatening, discriminating, intimidating, seriously insulting, or verbally abusing a person—whether spoken, written, or through digital means (such as phone or internet communication). Bullying is defined as prolonged verbal or physical aggression by one or more students toward a peer. Bullying can be verbal, non-verbal, or physical. The school takes measures to prevent and combat bullying, recognizing that early intervention is crucial. The consequences of bullying can be devastating, not only for the victim but also for the perpetrator, both in the present and later in life.

Legal Definition

Threats (Article 285 WvS) related to:

- public violence committed collectively against individuals or property
- any crime that endangers public safety
- rape
- Sexual assault
- Any life-threatening crime
- Hostage-taking
- Assault
- Arson

Intimidation (Article 284 WvS) – Illegally coercing another person to act, refrain from acting, or tolerate something through the use of violence, another physical act, or threats of violence or another physical act directed either at the person themselves or at a third party. This also includes coercion through threats of defamation or libel.

Defamation and Slander (Article 261 WvS) – Intentionally harming a person's honor or reputation by accusing them of a specific act, with the intent to publicize the allegation. This also applies to written defamation (libel) when the statement is distributed or publicly displayed.

Simple Insult (Article 266 WvS) – Any intentional insult that does not constitute defamation or libel. This includes public verbal insults, insults in writing or images, insults made in a person's

presence (spoken or through actions), or insults conveyed through a written message or visual representation.

Discrimination (Articles 137c to 137f WvS) Intentionally making statements about a group of people based on their race, religion, or sexual orientation, including written statements.

Clarification: When verbal aggression is not accompanied by any physical act (making it difficult to prove or pinpoint) and does not exhibit a recurring or systematic pattern, it is up to the school to take the appropriate measures internally.

Caution: Verbal aggression is often difficult to prove. In such cases, witnesses who heard the statements can provide testimony. Therefore, it is recommended that the school handles these incidents directly. The designated police contact person may be consulted for advice. If verbal violence is accompanied by any physical act that reinforces the threat or intimidation, the police must be notified. The same applies in cases of repeat offenses or a systematic pattern of verbal aggression.

Threats and/or intimidation are often used as a means to control others, impose one's will, or strengthen one's position within a group. Beyond violating the victim's personal freedoms, these actions cause severe psychological distress. As such, this form of aggression can never be tolerated.

School Measures

Schools implement a preventive approach to bullying, primarily focused on students. This includes education on responsible social media use. The corrective approach involves a multi-tiered strategy, in which all parties involved (victim, bully, peers, parents/guardians, and staff) engage in discussions about their role in preventing and addressing bullying. In principle, these problem-solving discussions are led by the teacher. If these conversations do not lead to a resolution, further measures will be considered.

If a criminal offense is involved, the police may be contacted (depending on the specific circumstances) to intervene and help reduce bullying or verbal violence.

Primary Actions – If the school is handling the situation internally:

- Implement school-imposed disciplinary measures in accordance with school's policies, safety framework, or internal guidelines.
- If necessary, inform the police or seek their advice.
- Record the incident in the student tracking system.

Secondary Actions – If the Situation Falls Under Legal Definitions:

- Notify the police if the incident aligns with the offenses described in the legal definitions section. Provide all relevant information regarding the incident and individuals involved.
- Inform the parents/guardians of perpetrators and victims when minors.
- Support, if necessary, the victim in filing a police report.

Support Services available

- Primary care Physician (Doctor)
- Veilig Thuis (Safe at Home) -Domestic safety organization
- Victim Support Services
- Discrimination reporting centre
- Youth and Family Assistance
- Public Health Service (GGD)
- Police

Drugs and Alcohol

Use, Possession, and Supplying

General Definition

The possession of alcohol and drugs is strictly prohibited, as is the possession of medication that is not demonstrably necessary for the student's own health. Such medication must be handed over to school staff. Additionally, the distribution or sale of drugs or unauthorized medication is forbidden. The school regulations outline policies regarding smoking/vaping, alcohol, cannabis, and other (hard) drugs.

Legal Definition

- The use, possession, and distribution of substances listed in Schedules I and II of the Opium Act are prohibited under the Opium Act and, in some cases, the Food and Drugs Act.
- The Alcohol Act prohibits the use and possession of alcohol by minors and the sale of alcohol to individuals under 18 years of age.
- The Tobacco Act prohibits smoking inside public buildings, including schools, except in designated smoking areas.
- The Medicines Act regulates the production and/or distribution of pharmaceuticals used as drugs.

Clarification: In the case of indications or a conversation revealing that a student is under the influence of drugs or alcohol, the school must take action. Any student attending class while under the influence of alcohol or drugs must be removed from the lesson, regardless of their academic performance. Drug and alcohol use or possession not only disrupts the school environment but also poses a direct threat to the school's educational objectives. Distinguishing between possession for personal use and possession for distribution can be challenging. Therefore, the following guideline applies: If a student is found in possession of drugs and shares them with others, whether for profit or not, the police will be notified. This policy serves two purposes: To maintain a high threshold for drug use among students and to establish a clear and enforceable policy within the school.

Minors are not permitted to possess soft drugs for personal use, as coffee shops are legally only allowed to sell to adults. The policy regarding substance use and distribution must be strict—zero tolerance for drugs in any form. The school strictly prohibits bringing alcohol, drugs, or medication that are not demonstrably prescribed by a doctor onto school property or into school buildings. If the school becomes aware of, or has reasonable suspicion that, an individual has brought, possesses, or otherwise holds drugs or unauthorized medication on school premises, that person will be required to surrender the substances. No compensation will be provided for items surrendered. The school is not liable for any damage resulting from this measure.

This policy is a condition of admission to the school building and premises. It is clearly outlined in the school regulations to ensure legal compliance. Any surrendered drugs or unauthorized medication will be handed over to the police for destruction.

School Measures

The school assesses the situation to determine whether police involvement is necessary.

Primary Actions:

- Implement school disciplinary measures based on internal policies or safety regulations (see also: *Healthy School and Substances Regulations for Secondary Education*).
- Hand over drugs to the police.

- Inform the police or seek their advice, especially in cases where students are distributing drugs on school grounds, whether for profit or not.
- Determine which support organization should be involved for assistance, referrals, or preventive activities.
- Record the incident in the student tracking system.

Secondary Actions – If the situation falls under one of the legal definitions:

- Notify the police if the incident meets the legal definitions outlined in the clarification section.
- Inform parents/guardians of underage offenders and victims.
- Provide all relevant information regarding the incident and individuals involved, to the police.

Support services available

- Primary Care Physician (Doctor)
- Safe at Home- (Veilig Thuis - domestic safety organization)
- Victim Support Services
- Youth and Family Assistance
- Public Health Service (GGD)
- Police

Vandalism

General Definition

Vandalism refers to intentional damaging, rendering unusable, or removing of property belonging to another person.

Legal Definition

Vandalism (Article 350 WvS). Intentionally and unlawfully destroying, damaging, rendering unusable, or removing property that belongs, in whole or in part, to another person. The offender must have intent (conscious awareness of the possibility of damage) and must act without the owner's consent or permission. Graffiti also falls under this definition, as the effort and cost required to repair the damage qualify as property damage.

Public Violence (Article 141 WvS). Public and collective acts of violence committed against people or property. At least two perpetrators must jointly engage in the violence, and it must occur openly and visibly in a place where the public is present or typically present.

Public Mischief (Article 424 Sr. WvS). A person who commits acts of mischief against people or property on public roads or any publicly accessible place, causing danger or harm, is guilty of public disturbance and may be subject to a first category fine.

Clarification: Vandalism refers to the intentional destruction of property and is an expression of disrespect for others' belongings. It often stems from a general sense of dissatisfaction with one's own situation (e.g., jealousy, anger, or boredom), which then manifests in destructive behavior. When vandalism is specifically targeted at a chosen victim, it is important to examine the underlying reasons for the act, to prevent recurrence or escalation of harm to the victim.

Public mischief or public disturbance occurs when destruction is not intentional but rather an unintended consequence of an action. Examples include damage caused by throwing snowballs or knocking over rubbish bins.

When a minor act of vandalism results in limited damage, and compensation or repairs can be arranged, the school will function as a mediator to facilitate an agreement between the affected parties (victim(s) and offender(s)). The goal is for both parties to resolve the matter independently.

The school, however, is not responsible for arranging financial compensation but will enforce disciplinary measures against the inappropriate behavior.

The police will be notified when damage is significant, if there is recurring behavior or group involvement, or if compensation or repairs cannot be arranged.

School Measures

The school assesses the situation and decides whether police involvement is necessary (see clarification).

Primary Actions – When the school is handling the situation internally:

- Implement school disciplinary measures in accordance with internal policies or safety regulations.
- Facilitate mediation for compensation or repair by the offender.
- If necessary, inform the police or seek their advice.
- Record the incident in the student tracking system.

Secondary Actions – If Any of the Following Apply:

- a) Significant property damage has occurred. Or
 - b) Vandalism was committed by a group of students. Or
 - c) The offender refuses to cooperate with compensation or repairs.
- Notify the police if the incident meets the legal definitions outlined in the clarification section.
 - Inform parents/guardians of underage offenders and victims.
 - Mediate compensation through the offender's parents/guardians.
 - Provide the police with all relevant information regarding the incident and individuals involved.
 - Support and encourage the victim in filing a police report.

Support Services available

- Primary Care Physician (Doctor)
- Victim Support Services
- Youth and Family Assistance
- Public Health Service (GGD)
- Police

Weapon Possession and Usage

General Definition

Weapon possession refers to the possession of objects that have the characteristics of a weapon or that are used as weapons when such possessions are not necessary for educational purposes.

Legal Definition

Weapons prohibited by law and the associated illegal activities are defined in the Weapons and Ammunition Act. There is no concise legal definition applicable to all cases.

Clarification: Many weapons circulating among young people do not technically fall under the Weapons and Ammunition Act due to minor differences in size or design. The school, however, strictly prohibits possession or usage of any object that resembles a weapon or could be used as a weapon. If the school believes that an item could be used as a weapon, the police will be notified.

If the school knows or has a reasonable suspicion that a person is in possession of such a weapon, or if an object is observed being used as a weapon within the school building or on school grounds, the individual in possession will be required to surrender the item. All confiscated weapons will be

handed over to the police for destruction. No compensation will be provided for items surrendered. The school is not liable for any damages resulting from this measure. This policy is a condition for admission to the school building and premises. It is explicitly stated in the school regulations to ensure legal compliance.

The criminal procedure will be initiated if a weapon or related conduct falls under the Weapons and Ammunition Act.

School Measures

The school assesses the situation and determines whether police involvement is necessary (see clarification below).

Primary Actions – when the school is handling the situation internally:

- Implement school's disciplinary measures in accordance with internal policies or safety framework.
- Surrender confiscated weapons and objects to the police.
- Inform the police and/or seek their advice.
- Record the incident in the student tracking system.

Secondary Actions – when the situation falls under legal definitions:

- Notify the police when the incident meets the legal definitions outlined in the clarification section.
- Inform parents/guardians of underage offenders and victims.
- Conduct preventive locker searches in coordination with the police.
- Provide police with all relevant information regarding the incident and individuals involved.
- When weapon possession is involved, the student will be enrolled in the Person-Oriented Approach Program (PGA).

Support services available:

- Victim Support Services
- Safe at Home (Veilig Thuis: domestic safety organization)
- Youth and Family Assistance
- Public Health Service (GGD)
- Police

Criminal Exploitation

General Definition

Human trafficking manifests itself in various forms of exploitation through coercion (although coercion is not required in cases of sexual exploitation or organ trafficking involving minors) with the intent to exploit. There are four types of exploitation classified as human trafficking: Sexual exploitation, criminal exploitation, labor exploitation, forced organ trafficking. Young people are most commonly affected by the first two forms:

1. The most prevalent form of human trafficking is sexual exploitation, where victims are forced or facilitated into working in the sex industry. This includes forced prostitution and other sexual services, such as webcam sex. Traditionally through the "loverboy" method, where traffickers manipulated victims through romantic relationships and gifts. However, this tactic is becoming less common. Many victims are now recruited online, blackmailed, and threatened, often with explicit images. If a minor is involved, financial gain from their sex work alone constitutes human trafficking, even if no explicit coercion is used. Both victims and offenders are often young, with one in five traffickers under 23 years of age.
2. Criminal exploitation occurs when a person is forced to commit criminal acts or to beg. Examples include drug trafficking, misuse of bank accounts ("money mules"), shoplifting, or other illegal activities. Many victims do not report being exploited, as they may believe they are criminally liable for their actions and thus do not seek help.

Legal Definition

Article 273f WvS (Dutch Criminal Code)

1. A person guilty of human trafficking is punishable by imprisonment for up to twelve years or a fine of the fifth category for the following offenses:
 - 1°. Anyone who, through coercion, violence, or any other act, or by threatening violence or any other act, through extortion, fraud, or deception, or by abusing a position of power arising from factual circumstances, exploiting a vulnerable position, or offering or receiving payments or benefits to obtain the consent of a person who has authority over another, recruits, transports, transfers, harbors, or receives another person—including exchanging or transferring control over that person—with the intent to exploit them or to remove their organs.
 - 2°. Recruiting, transporting, transferring, housing, or receiving a person under the age of eighteen—including the exchange or transfer of control over them—with the intent to exploit them or remove their organs (coercion is not required).
 - 3°. Recruiting, taking along, or abducting another person with the intent to bring them to another country to perform sexual acts with or for a third party in exchange for payment.
 - 4°. Forcing or persuading another person—using any of the means mentioned in section 1°. —to make themselves available for labor, services, or organ donation, or undertaking any action knowing or reasonably suspecting that the person will be exploited.
 - 5°. Anyone who causes another person to engage in sexual acts with or for a third party in exchange for payment, or to make their organs available for payment, or who undertakes any action knowing or reasonably suspecting that the person will, as a result, engage in such acts or provide their organs for payment—when the person is under the age of eighteen.
 - 6°. Deliberately profiting from the exploitation of another person.
 - 7°. Deliberately profiting from the removal of another person's organs, knowing or reasonably suspecting that the organs were removed under the circumstances described in section 1°.
 - 8°. Deliberately profiting from another person's sexual acts with or for a third party in exchange for payment, or from the removal of their organs for payment, when the victim is under eighteen years of age.
 - 9°. The person who, using one of the means mentioned under 1°, coerces or induces another to benefit from the proceeds of their sexual acts with or for a third party or from the removal of their organs.
2. Exploitation includes, at a minimum, exploitation of another person in prostitution, other forms of sexual exploitation, forced or compulsory labor or services, including begging, slavery, and practices comparable to slavery, servitude, and exploitation through criminal activities.
3. A person guilty of human trafficking is punishable by up to fifteen years of imprisonment or a fine of the fifth category if:
 - 1°. The offenses described in section 1 are committed by two or more individuals acting together.
 - 2°. The victim of the offenses described in section 1° is under eighteen years of age or is a person in a vulnerable position who has been exploited.
 - 3°. The offenses described in section 1° were preceded, accompanied, or followed by violence.
4. Should any of the offenses described in section 1 result in serious bodily injury or pose a life-threatening danger to another person, the penalty then increases to up to eighteen years of imprisonment or a fine of the fifth category.
5. If any of the offenses described in section 1 result in the victim's death, the penalty is life imprisonment or temporary imprisonment of up to thirty years, or a fine of the fifth category.
6. A vulnerable position is defined as a situation in which a person has no real or acceptable alternative but to submit to the exploitation.
7. Article 251 applies correspondingly.

Clarification: Article 273f WvS is the longest and most complex article in the Criminal Code. Human trafficking involves the recruitment, transportation, or trade of people against their will with the intent to exploit them. This means that human trafficking always includes a form of coercion and an intent to exploit, where the perpetrator gains a personal benefit.

In cases of sexual exploitation of minors, coercion is not explicitly required. This means that simply renting out a prostitution window to a minor can already constitute human trafficking.

School Measures

- Contact the police. Preferably in consultation with the victim but still notify the police, even if consultation is not possible. They can assess the situation and provide appropriate support services.
- Contact can also be made with the Crisis Intervention Team (CIT) of Youth Protection West in order to report the case and/or seek advice.

The police must always be notified when a student is suspected of being a perpetrator.

- In cases of human trafficking involving minors, the parents/guardians of both the victim and the accused are informed—after consultation with the designated school confidential advisor.

Available Support Services

Victims of human trafficking often face multiple challenges, including an (acutely) unsafe situation, and possible involvement in a criminal investigation. To address these complex needs, human trafficking care coordinators have been established throughout the country. These specialists have expert knowledge of victim support services in their region and maintain connections with national and superregional organizations for specialized shelter and assistance.

In the Haaglanden and Hollands-Midden regions, the coordination of human trafficking victim support is managed by: Humanitas Expertise Center for Sexuality, Sex Work, and Human Trafficking (ESSM) or the Foundation for Assistance and Shelter in Prostitution (SHOP). SHOP also has a care coordinator specializing in youth. It is strongly recommended to contact SHOP's human trafficking care coordination team to develop a personalized support plan for the victim.

If there are signs of a forced return to the victim's country of origin as part of a forced marriage, the Crisis Intervention Team (CIT) of Youth Protection West should be contacted.

Theft

General Definition

The act of stealing or robbing.

Legal Definition

Simple theft (Article 310 WvS). The act of taking an object, in whole or in part, belonging to another person with the intent to unlawfully appropriate it. The goal of taking the object must be to claim ownership and treat it as one's own. If an item is stolen with the intent to sell it, it still constitutes theft, as the perpetrator acts as if they have full ownership of the item.

Aggravated theft (Article 311 WvS) – includes all elements of simple theft (Article 310 WvS) but is committed under specific aggravating circumstances, such as: theft occurring during a fire or explosion, theft committed by two or more individuals acting together, theft in which the perpetrator gained access to the crime scene or obtained the stolen item through: forced entry (breaking or forcing locks, climbing in), use of false keys, a fraudulent order, disguise or impersonation.

Theft with Violence (Article 312 WvS). Theft under Article 310 (Simple Theft) or Article 311 (Aggravated Theft) is classified as theft with violence when it is preceded, accompanied, or followed by violence or threats of violence against a person, committed with the intent to: facilitate

or prepare for the theft, escape after being caught in the act- either for oneself or accomplices- or secure possession of the stolen goods.

Extortion (Article 317 WvS). When a person, through violence or threats of violence, forces another person to hand over an item that wholly or partially belongs to them or to a third party, with the intent of gaining an advantage for themselves or someone else.

Blackmail (Article 317 WvS), is similar to extortion except that instead of violence or threats of violence, the perpetrator uses defamation, libel, or the disclosure of a secret to coerce the victim into handing over an item that wholly or partially belongs to them or to a third party.

Trafficking and Dealing (Articles 416 and 417bis WvS). Intentional or negligent handling of stolen goods occurs when a person: buys, receives, or possesses stolen or illegal goods, offers stolen or illegal goods for sale, or purchases items such as moped parts, car radios, fireworks, clothing, CDs, etc., while reasonably suspecting that they were stolen or unlawfully sold.

Clarification: In the case of a petty, one-time theft, where none of the aggravating circumstances outlined in Articles 311 (Aggravated Theft), 312 (Theft with Violence), 317 (Extortion), or 318 (Blackmail) apply, and where compensation or return of the stolen item can be arranged, the school will handle the matter internally. The specific measures taken will depend on the victim's preference. However, if the theft involves repeat offenses, an item of more than minor value, any of the aggravating circumstances listed in Articles 311, 312, 317, or 318 or if compensation or return of the stolen item is impossible, then the school will also notify the police, in addition to school-imposed measures.

School Measures

The school assesses the situation and determines whether police involvement is necessary (see clarification).

Primary Actions – when the school is handling the situation internally:

- Implement school disciplinary measures in accordance with internal policies or safety framework.
- Mediate the return of the stolen item or arrange compensation.
- Record the incident in the student tracking system.

Secondary Actions – If the situation falls under legal definitions:

- Notify the police if the incident meets the legal definitions outlined in the clarification section.
- Inform parents/guardians of minor offenders and victims.
- Provide the police with all relevant information regarding the incident and individuals involved.
- Support and encourage the victim in filing a police report.

Support Services Available

- Safe at Home (Veilig Thuis -domestic safety organization)
- Victim Support Services
- Youth and Family Assistance
- Public Health Service (GGD)
- Police

Firework Possession and Dealing

General Definition

The possession, use, or trade of fireworks.

Legal Definition

As outlined in the Fireworks Decree (Vuurwerkbesluit) and its annexes: The possession and/or sale of fireworks outside the legally designated period, as well as the possession or sale of prohibited fireworks at any time.

The following activities are considered criminal offenses:

- possessing commercial fireworks outside the legally designated period.
- possessing professional fireworks at any time.
- setting off commercial fireworks outside the legally designated period.
- setting off professional fireworks.
- engaging in the trade of fireworks.

Clarification: Fireworks are not inherently dangerous if they meet safety regulations, are approved, used during authorized periods, and ignited according to safety regulations. However, setting off fireworks in or near groups of people, such as on school grounds, poses a real risk of serious injury—especially when it becomes a game or challenge among students.

Exploding fireworks can also create distress, leading to irritation, aggression, or conflict.

Additionally, fireworks typically cause noise disturbances and disrupt lessons.

For these reasons, the school strictly prohibits bringing fireworks into the school building or onto school property.

If the school knows or suspects that a person has brought fireworks into the school building or onto school grounds, the fireworks will be confiscated. If the quantity is substantial, the fireworks may be handed over to the police for destruction. The school does not provide compensation for confiscated fireworks. The school is not liable in any way for any damage resulting from this measure.

The ban on bringing, possessing, or otherwise holding fireworks within the school building or on school grounds is a condition for admission to the school premises. This rule is explicitly stated in the school regulations, allowing the school to enforce it directly.

The school will always notify the police when prohibited fireworks are involved. The same applies when a student possesses more than one firework or engages in the sale of fireworks outside the permitted period. The police may be consulted for advice on whether an offense has been committed, the severity of the violation, and whether a formal police report is necessary.

School Measures

The school assesses the situation and determines whether police involvement is necessary (see clarification).

Primary Actions – when the school is handling the situation internally:

- Implement school's disciplinary measures in accordance with internal policies or safety framework.
- Surrender confiscated fireworks to the police if the quantity is substantial.
- If necessary, inform the police and/or seek their advice.
- Record the incident in the student tracking system.

Secondary Actions – In the case of:

- a. Illegal fireworks.
- b. Possession of more than a minor quantity (more than one firework) outside the permitted period.

- c. Engaging in the sale of fireworks.
- d. Setting off fireworks outside the permitted period.

The school can:

- Notify the police if the incident involves actions described in the clarification and aligns with the legal definition.
- Inform parents/guardians of underage offenders and victims.
- Provide the police with all relevant information regarding the incident and individuals involved.

Support Services Available

- Victim Support Services
- Safe at Home (Veilig Thuis -domestic safety organization)
- HALT office
- Youth and Family Assistance
- Public Health Service (GGD)
- Police

Sexual Misconduct

A new law on sexual offenses (Title XIV, Sexual Offenses, Dutch Criminal Code) recently came into effect. As of July 1, 2024, victims of sexual assault and rape can file a police report if it is clear that they did not consent to sexual activity. The law explicitly states that sexual contact must be voluntary and equal, making sexual misconduct punishable more frequently and at an earlier stage, both offline and online. Additionally, the law criminalizes sexual harassment in public spaces and the sending of sexually explicit messages to minors (sexchatting). The term "morality offenses" (zedenmisdrijf) has also been replaced with "sexual offenses" (seksuele misdrijven).

General Definition

Sexual misconduct occurs when someone is subjected to unwanted sexually charged attention in the form of verbal, physical, or non-verbal behavior that is perceived as unpleasant or distressing. Examples include unwanted touching, sexually explicit online messages, sexual harassment, or sexual abuse. Such behavior can cause significant physical, mental, and emotional harm to the victim, those around them, and even the perpetrator themselves. It is often associated with abuse of power. This includes any such behavior occurring at school, whether between students or involving school staff, and may be either intentional or unintentional.

If a school staff member engages in sexual abuse, it is classified as a sexual offense under the law. In such cases, both a reporting duty (meldplicht) and a legal obligation to file a police report (aangifteplicht) apply. This mandatory reporting duty is specifically required when the victim is a student under the age of eighteen at the time of the abuse.

Clarification: Schools are required to create and maintain a safe learning and working environment for both students and staff. Sexual harassment occurs in all types of schools and is often linked to an imbalance of power, such as between teachers and students or between men and women. Sexual harassment can occur between various parties within the school environment:

- Student to student
- Staff member to student
- Student to staff member
- Staff member to staff member (this category is not covered in this protocol).

Experiencing sexual harassment often has negative consequences for the victim. For students, it may lead to changing subjects or leaving school, school absenteeism and poor academic performance, and long-term psychological and/or emotional harm.

Sexual harassment may involve a broad range of physical behaviors, including hugging, kissing, sitting on someone's lap, unwanted touching, blocking someone's path or pressing against them, deliberately bumping into someone, sexual assault or rape. Sexual harassment can also occur through verbal expressions, such as: sexually suggestive remarks or ambiguous statements, sexual jokes, crude humor, or bragging about sexual experiences, comments on appearance or clothing, asking about someone's sexual experiences, making invitations with ulterior motives or pressuring for dates, invitations for sexual contact or threats.

Sexual harassment can also be expressed through non-verbal behavior, including staring, leering, or winking, peeking into clothing, giving sexually suggestive gifts.

Only the person experiencing sexual harassment can formally file a complaint, with or without the help of the school's designated contact person or via the school confidential advisor from the complaints committee or school board. Third parties who suspect sexual harassment may however report their concerns. But the victim must be consulted before any further action is taken.

Mandatory Reporting of Sexual Abuse and Sexual Harassment

The mandatory reporting duty (meldplicht) is laid down in the "Regulation on Sexual Abuse and Sexual Harassment in Education", published by the Ministry of Education, Culture, and Science (OCW) in September 1999. In a nutshell: If a school staff member commits sexual abuse against a student, or if there is a reasonable suspicion of such abuse, school boards are required to immediately contact the Confidential Inspector (vertrouwensinspecteur). If, after consultation with the Confidential Inspector, there is reasonable suspicion that the abuse has occurred, the school board must file a police report immediately.

The mandatory reporting duty is also recorded in article 4a of the Primary Education Act (Wet op het Primair Onderwijs), article 3 of the Secondary Education Act (Wet op Voortgezet Onderwijs) and article 4a of the Expert Centers Act (Wet op de Expertisecentra). Additionally, school staff members are legally required to immediately inform the school board if they become aware of sexual abuse or harassment involving a student or a staff member. School Measures (see also the complaints procedure for further details).

- The school's designated contact person assesses whether the confidential advisor should be involved.
- The police can be contacted for immediate advice.
- Each school location has an appointed contact person, who serves as the first point of contact for questions or complaints. This individual's role is communicated to staff, students, and parents/guardians.
- The school has appointed both an internal and an external Confidential Advisor.
- In cases of sexual harassment involving minors, the parents/guardians of both the victim and the accused are always informed, after consultation with the Confidential Advisor.
- The school's 'school and staff handbook' provides information to staff, students, and parents/guardians about: how sexual harassment cases are handled and how to file a complaint. The school also actively implements preventive measures and activities.
- The school establishes internal policies on handling sexual misconduct during internships, as students remain under the school's responsibility while on placement.

Support Services Available

- Primary Care Physician (Doctor)
- Safe at Home (Veilig Thuis -domestic safety organization)
- Victim Support Services
- Youth and Family Assistance
- Public Health Service (GGD)
- Police

Unauthorized Visitors in and around the school

General Definition

Unauthorized visitors may include:

- individuals engaged in criminal activities (drug dealing, trafficking in stolen goods, Loverboy-related exploitation);
- students from other schools who cause disturbances.
- Individuals who come to intimidate or assault someone, such as: parents confronting students, staff, or school administration.

Legal Definition

Trespassing (Article 461 WvS). Anyone who, without authorization, enters another person's property, where access has been clearly prohibited by the rightful owner, or allows livestock to enter such property, is punishable by a fine of the first category.

Unlawful Entry (Article 139 WvS)

- Anyone who unlawfully enters a public service building or, after unlawfully entering, refuses to leave immediately upon the order of an authorized official, is punishable by imprisonment of up to three months or a fine of the second category.
- A person is considered to have unlawfully entered if they have gained access by forcing entry or climbing in using false keys, a forged order, or a disguise or who entered without the prior knowledge of an authorized official, and not as a result of an accidental mistake, and is found inside during hours designated for nighttime rest, shall be considered to have unlawfully entered.
- If the offender makes threats or uses means intended to cause fear, the penalty increases to imprisonment of up to one year or a fine of the third category.
- If the offense is committed by two or more individuals acting together, the prison sentences in the first and third sections may be increased by one-third.

Clarification: The situations described above can be intimidating or highly distressing. If actual threats, physical violence, or verbal aggression occur, it has a negative impact on the feeling of safety in and around the school.

If the individual in question returns despite an initial warning, every citizen in the Netherlands has the legal right to detain a suspect caught in the act. School leadership can exercise this right to intervene when students, parents, or other individuals re-enter the school or school grounds without permission after being warned. The same applies in cases of unlawful entry (lokaalvredebreuk).

School Measures

The school assesses the situation and determines whether police involvement is necessary.

Primary Actions – When the school is handling the situation internally:

- School staff can instruct unauthorized individuals in and around the school to leave the premises and issue a verbal warning.
- School staff can inform the parents/guardians of the student involved, and request their cooperation in stopping the undesired behavior.
- If the problem persists, the school administration may issue a formal written access ban as a second step.
- School staff are encouraged to engage in dialogue with individuals lingering around or inside the school, especially if they are minors. If the school of attendance of the individual

can be identified, it is advisable to contact them. Experience has shown that collaborative discussions between schools can be effective in addressing the issue.

Secondary Actions – In cases of unauthorized entry despite an access ban:

- The school can detain the individual (ensure witnesses are present) and call the police. (A word of caution: detaining is not the same as capturing or locking someone up. The individual could otherwise claim "kidnapping" or unlawful deprivation of liberty).
- If the issue persists or escalates, (whether in frequency or severity), the school should contact the police for further action.

Support Services Available

- Safe at Home (Veilig Thuis -domestic safety organization)
- Victim Support Services
- Youth and Family Assistance
- Police

5. Checklist for Locker Inspections

To prevent weapon, or drug possession on school grounds, the school may conduct preventive locker inspections.

Legal Requirements for Conducting Locker Inspections:

- Establish clear agreements regarding locker inspections within the school.
- Include these agreements in the school regulations and inform parents accordingly.
- Clearly define in the school regulations what constitutes a weapon or drug within the school environment. This definition must at least comply with the legal definition (see legal definitions for weapons and controlled substances).

Police conditions for potentially assisting with locker inspections.

- The school has included a locker inspection policy in its school regulations, and these regulations are known to students and, for minors, their parents/guardians.

OR

- The school has specified in the locker rental terms that inspections may take place, and these rental terms have been signed by the student or their parent/guardian.

Approach

- The school administration opens the lockers, the police is present to assist.
- Operational police officers are present in uniform.

If prohibited items are found, the school administration must follow these procedures:

- All hard drugs and weapons must be handed over to the police, who will officially confiscate them.
- As school administration, it can sometimes be difficult to assess whether an object qualifies as a weapon as intended in Article 2, Paragraph 1, Category 4, Section 7 of the Weapons and Ammunition Act (WWM). Therefore, it is recommended to seek advice and/or support from the police. The police may decide whether to confiscate the item or not.
- It is up to the school administration to determine the appropriate course of action for other items.

Procedure

1. The school administration meets with the student, asks why the item was in their locker, what their intentions were, and if an agreement can be reached regarding the handling of the item.

2a. If the school administration is able to reach a satisfactory agreement:

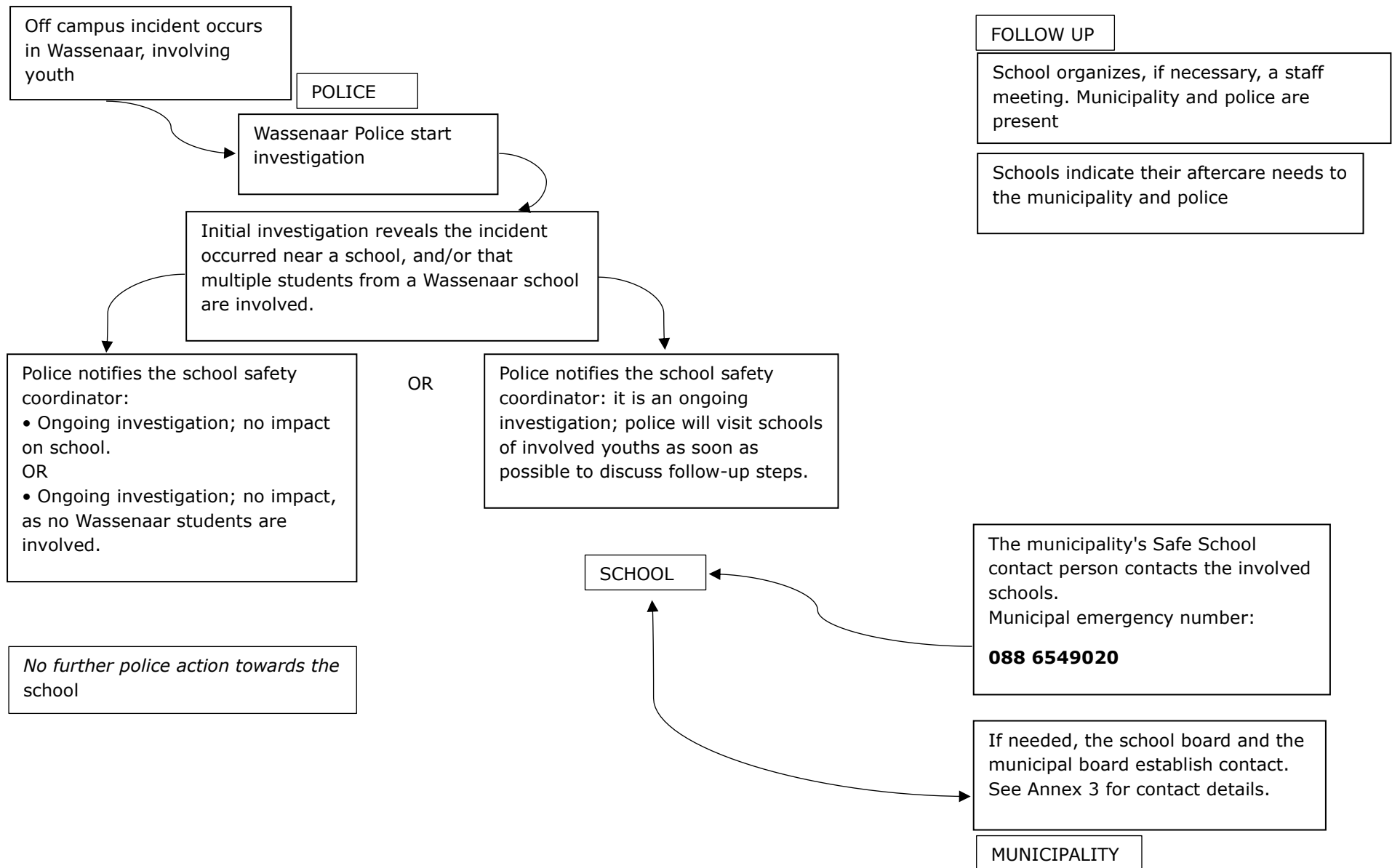
- The police do not need to take further action.
- The school administration may confiscate the item or ask the student to voluntarily hand it over.
- Parents/guardians of the student in question must be informed of the confiscation. If requested, the item may be returned to the parents/guardians—except in cases involving weapons, as outlined in a separate policy.

2b. If the school administration is unable to reach a satisfactory agreement or has concerns about the student's responses:

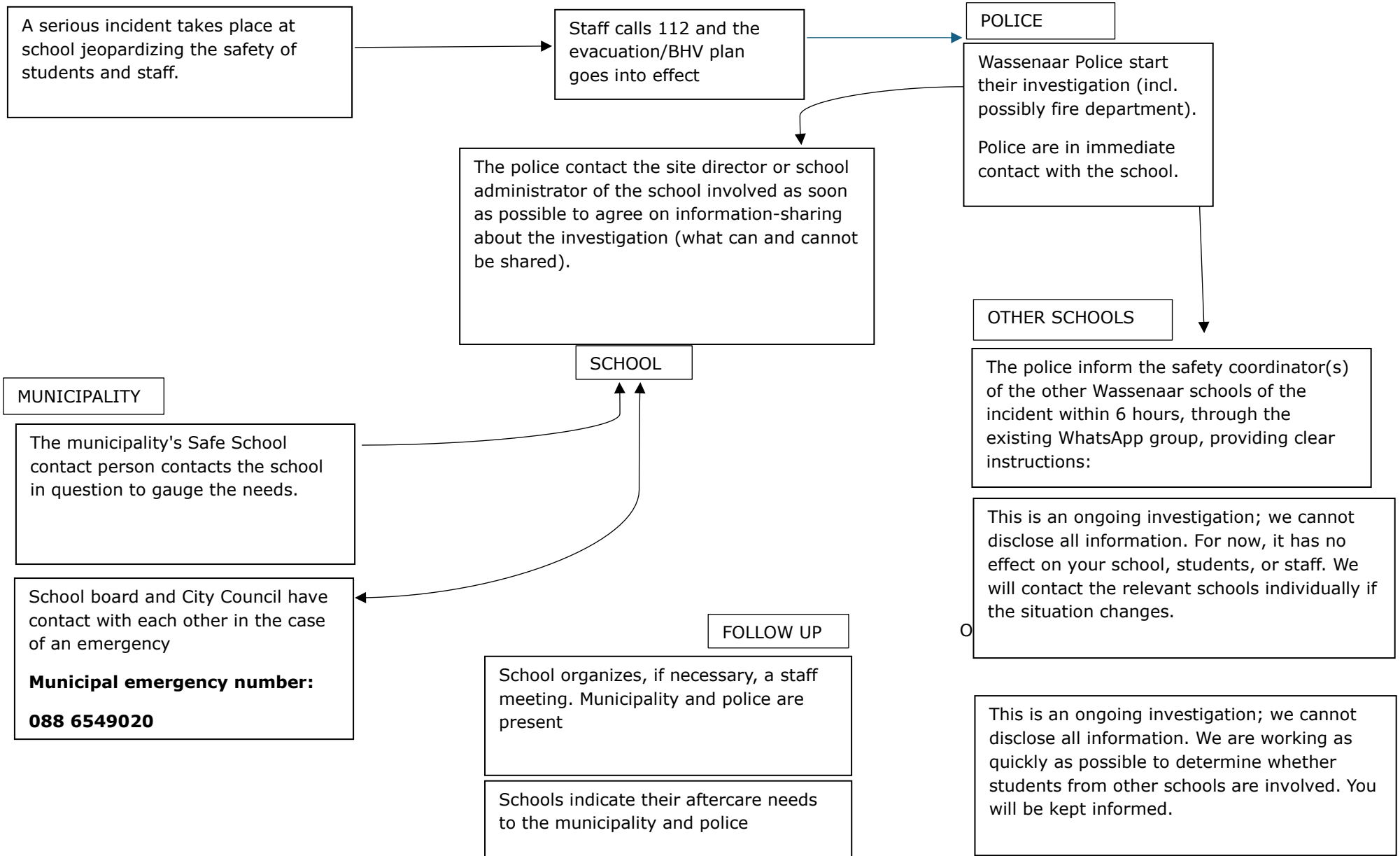
- The police question the student.

- The police may, if necessary, take a witness statement from the school administration.
- The police evaluate the students' explanation and assess the circumstances:
 - If there are no indications that the student intended to cause harm or threaten someone with the item, the school administration takes over the case and follows the procedure outlined in 2a.
 - If there are indications that the student intended to cause harm or issue a threat, the police confiscate the weapon based on Article 2, Paragraph 1, Category 4, Section 7 of the Weapons and Ammunition Act (WWM). The police ask the student to voluntarily surrender the item.

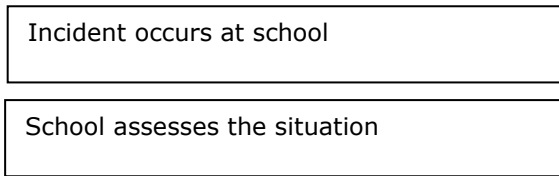
Annex 1 Decision tree for off-campus incidents



Annex 2 Decision tree for at-school incidents



Annex 3 Overview of primary and secondary incidents



Primary: the police are not involved, school deals with the situation themselves.
Guideline: one-time, individual, low harm/impact or to be mediated

- Situation (i.a.):
- Bullying
 - Verbal aggression
 - Drug and alcohol use
 - Vandalism with no more than minor damage
 - Minor theft, where compensation or return can be arranged by the school
 - Unauthorized visitors in and around the school (possibility of citizen's arrest)

- Actions (i.a.):
- Measures determined by the school
 - Seek advice from the police
 - Inform parents/guardians
 - Support the victim in filing a police report
 - Mediate between the victim and the offender regarding compensation
 - Determine which organization to involve: (Support Services, Public Health Service (GGD), Victim Support, etc.)
 - Record the incident in the student tracking system

Secondary: police is involved.
Guideline: i.a. repeated incident, group context, considerable damage, non-negotiable

- Situation (i.a.):
- Severe assault: involving more than minor physical force, injury, persistent aggressive behavior, or group involvement
 - Intimidation
 - Arson
 - Criminal exploitation
 - Distribution of (soft) drugs, whether for profit or not
 - Vandalism involving more than minor damage, repeat offenses, or group offense
 - Weapon possession and use
 - Possession of more than one piece of fireworks, prohibited fireworks, or engaging in the trade of fireworks

- Actions (i.a.):
- Notify police
 - Inform parents/guardians of underage offenders and victims
 - Forward all relevant information related to facts and persons to police
 - Determine which authority to involve (Support System, GGD, Victim Support etc.)
 - Preventive locker check (in case of drug or weapon possession)
 - Include student in Personalized Approach (in case of weapons possession)

Other:
 Sexual misconduct: It is always mandatory to immediately contact the school's Confidential Advisor. See also pages 21 and 22.

Note: this is a summary of pages 9 t/m 24 of the procedural guidelines. Check the protocols in the procedural guidelines for more information on steps to take by specific incident.
 Even in primary incidents (where the incident is initially resolvable by the school itself), the school can always seek advice from the police.

Annex 4 contact persons

Function/name	Telephone number	E-mailadress
Emergency number Municipality Wassenaar/ contact person Safe School (public order and safety advisor)	088-6549020	Veiligheid@wassenaar.nl
Mr. L. de Lange Mayor of Wassenaar	06-15946897	burgemeester@wassenaar.nl
Mr. R. Bloemendaal Alderman Education in Wassenaar	06-51330771	Rbloemendaal@wassenaar.nl
Mr. R. Lemmens Team Chief Police Unit Den Haag Basis team Wassenaar	06-57568482 / 0900-8844	Rik.lemmens@politie.nl
Ms. R. Kuit Youth Officer Police Unit Den Haag Basis team Wassenaar	06-50559180 / 0900-8844	Rosalie.kuit@politie.nl
Ms. W. Groen Rector Rijnlands Lyceum Wassenaar / International School Wassenaar	06 26270322 / 070-5110400	W.groen@rijnlandslyceum-rlw.nl
Ms. S. Hazeu Care Coordinator Rijnlands Lyceum Wassenaar / International School Wassenaar	06-46616110	S.hazeu@rijnlandslyceum-rlw.nl
Mr. J. Schoots Rector Stichting S. Adelbert College Wassenaar	06-27017532 / 070 511 9224	J.schoots@adelbert.nl
Mr. M. Woudstra Director and Board Chair Stichting voor Protestants Christelijk Onderwijs Wassenaar (De Herenweg school voor christelijk basisonderwijs)	06-49494329 / 070-5114223	Directie@herenwegschooll.nl
Ms. E. Sanders Director and Board Chair Vereniging tot exploitatie Montessorischoolonderwijs Wassenaar	06 40106369 / 070-5113388	directie@montessorischoolwassenaar.nl
Mr. R. de Jong Director and Board Chair Stichting Katholiek Onderwijs Wassenaar	06-23644029	rob44@casema.nl
Mr. J. Dohle Director St. Jozefschool Wassenaar	06-10781058 / 070-5113934	jos@bsjozef.nl
Mr. P. van der Marel Director St. Bonifaciuschool Wassenaar	06-24586208 / 070-5116379	p.vandermarel@bonifaciuschool.nl
Ms. C. de Wild Director St Jan Baptist	06-30267471/ 070-511 5085	directie@bsjanbaptist.nl
Ms. S. Schouwenaar-Planken Director and Board Chair Stichting Openbaar Primary Education Wassenaar (Bloemcampschool)	06-15565911 / 070-5179783	sschouwenaar@bloemcampschooll.nl
Mr. P. Keijzer Director and Board Chair Stichting Kievietschool	06-49798458 / 070-5179252	directeurbestuurder@kievietschooll.nl
Mr. C. Lowe Director American School of the Hague	06-5331173	travensbergen@ash.nl

Contact person Ton Ravensbergen (business manager)		
Mr. E. Los Director and Board Chair Vereniging Nutsschool Wassenaar	06-19462516 / 070-5114461	elos@nutswassenaar.nl