

Here For You: Companion Guide to the Action Plan

Table of Contents

About <i>Here For You</i>	2
Domestic Violence Overview	2
Important Terms and Concepts	4
The Impact of Domestic Violence and Trauma on Children	4
Behavior Changes in Children	4
Building Resiliency in Young Children	5
Creating Trauma Informed Classrooms	5
Building Resiliency: Best Practices	6
Helping Children Regulate Their Emotions	6
Recommended Resiliency Books to Include in Your Classroom	8
Additional Resources on Building Resiliency in Children	9
Supporting Victims & Survivors of Domestic Violence	9
Identifying and Addressing Domestic Violence Concerns	10
Designating a Family Support Coordinator	10
Things to Keep in Mind When Responding to Disclosures from Children:	11
Know Your Community-Based Services	11
Risk Factors: Danger Assessment (Red Flags)	12
Court Orders	12
What are protection orders?	12
Temporary or Emergency Restraining/Protection Orders	12
Final or Permanent Restraining/Protection Orders	13
Child Custody Orders	13
Developing Protocols and Procedures	14
Sample Procedures for Handling Court Orders	14
Sample Protocols for Documentation	15
Sample Record Storage Policy	15
Sample Policy: If Abuser Attempts to Pick Up Child Despite Court Order	16
Sample Policy: If the Survivor and the Abuser are Both On Site	16
Sample Protocols: If a Dangerous Domestic Violence Situation Occurs on Site:	17

Here For You: Companion Guide to the Action Plan

About *Here For You*

Here For You: Jewish Communal Support for Domestic Violence Survivors and their Children is a partnership between JCC Association of North America and JWI with the broad goal of encouraging Jewish communities to embrace DV survivors and their children to support them in their journey to safety and healing

This companion guide to the *Here For You* Action Plan is designed to help JCC educators and staff implement the Action Plan within their classrooms and programs. For more resources, contact Alana Blum, JWI's Senior Director of Community Response: ablum@jwi.org

Goals:

- To support Jewish Community Center families experiencing domestic violence by implementing trauma-informed and victim-centered policies and practices in the JCC.
- To integrate strategies within the JCC Early Childhood Centers, camps, and afterschool programs to foster safety and resilience for children exposed to domestic violence in their homes.

Domestic Violence Overview

Domestic Violence is a pattern of abusive behaviors where one person in a relationship exerts **power** to **control** the other. The behavior may be verbally, emotionally, physically, financially, or sexually abusive in order to harm, threaten, intimidate, harass, coerce, control, isolate, restrain, or monitor another person. Domestic violence occurs in intimate relationships where the perpetrator and the victim are currently or previously have been dating, living together, married or divorced. It affects millions of people across the US regardless of age, economic status, race, religion, or education.

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Abusers exert **power** and **control** by using:

- Intimidation and isolation
- Destroying property
- Displaying weapons
- Minimization, denial, and blame
- Shifting responsibility for abusive behavior
- Coercion and threats
- Threats of violence
- Emotional abuse
- Gaslighting, name calling, humiliation, put downs
- Economic abuse
- Preventing from getting/keeping a job, denying access to money
- Children
- Threats to file for custody if the survivor leaves
- Male privilege
- Gender Norms

Power and Control Wheel:

(Developed by the Domestic Abuse Intervention Project in Duluth, MN)



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Important Terms and Concepts

- **Trauma** is a psychological and emotional response to an event, experience, or circumstances that is deeply distressing or disturbing.
- **Trauma-informed** means understanding how trauma can impact learning, behavior, and perspective. Being trauma-informed entails helping to create a safe and supportive environment.
- **Adverse childhood Experiences (ACEs):** Adverse childhood experiences (ACEs) are potentially traumatic events that occur before a child reaches the age of 18. Such experiences can interfere with a person's health, opportunities and stability throughout his or her lifetime.

The Impact of Domestic Violence and Trauma on Children

More than 15 million children in the United States live in homes in which domestic violence has happened at least once. Witnessing domestic violence carries the same risk of harm to children's mental health and learning as if the children had been abused directly. Children who have witnessed domestic violence may feel fearful and anxious. They may always be on guard, wondering when the next violent event will happen. They will rarely communicate their needs in a clear, direct manner.

Behavior Changes in Children

Not all children respond to traumatic stress in the same way. Some common changes to watch for include:

- Showing signs of terror such as stuttering or hiding
- Mimicking abuse during play and increased aggression
- Struggling with peer relationships, emotional stability, and learning
- Having trouble concentrating
- Developing low self-esteem
- Withdrawing and showing a lack of responsiveness
- Excessive crying or irritation
- Showing signs of severe separation anxiety
- Experiencing developmental regression and loss of acquired skills
- Developing intense anxiety, worries, and/or new fears
- Experiencing physical symptoms, such as headaches and stomach aches
- Reverting to behaviors for when they were younger, such as bed-wetting, thumb-sucking, increased crying, and whining
- Suffering from eating and sleep disturbances

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Building Resiliency in Young Children

Resilience is the ability to cope with and adapt to stress brought on by a difficult life event or situation. Many factors contribute to childhood resilience, especially:

- Cognitive development/problem-solving skills
- Self-regulation
- Relationships with caring adults

The most important resource to help a child cope with exposure to violence is a strong relationship with a **competent, caring, positive adult**. As an educator, you can:

- Model healthy relationships
- Demonstrate respectful communication
- Teach alternatives to violence by helping kids learn conflict resolution skills and non-violent ways of playing
- Foster child's self-esteem by sharing compliments and affirmations
- Talk about emotions and model healthy ways to process feelings

Creating Trauma Informed Classrooms

In a trauma-informed school, the adults in the school are **prepared to recognize and respond** to those who have been **impacted by traumatic stress**. Having the **tools** to manage traumatic stress **empowers the members of the school**. The goal is to not only provide tools to cope with extreme situations but to create an **underlying culture of respect and support**.

Four Rs of Trauma-Informed Approach:

- **REALIZATION** about trauma and how it can affect individuals, families and systems
- **RECOGNIZE** signs of trauma
- **RESPOND** with trauma-informed approach in every part of the organization
- **RESIST RETRAUMATIZATION**

DOs AND DON'Ts OF A TRAUMA-INFORMED COMPASSIONATE CLASSROOM

- 1. CREATE A SAFE SPACE**
Consider not only physical safety but the children's emotional safety as well.
- 2. ESTABLISH PREDICTABILITY**
Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.
- 3. BUILD A SENSE OF TRUST**
Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.
- 4. OFFER CHOICES**
Empower students and offer "power with" rather than "power over" strategies.
- 5. STAY REGULATED**
Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

There's really only one DON'T
Let's not punish kids for behaviors that are trauma symptoms.

ECHO PARENTING & EDUCATION

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Building Resiliency: Best Practices

Give children choices: Traumatic events involve loss of control and/or chaos, so you can help children feel safe by providing them with choices when appropriate.

Create and maintain consistent daily routines for the classroom. Stability helps children understand that the world can be a safe place. They feel empowered when they know the order of events and how they will be carried out.

Tell children when something out of the ordinary is going to occur. The smallest, unexpected event—such as a loud noise or a visit from an outsider—can be a reminder of trauma and trigger a child’s stress responses.

Use techniques to support children’s self-regulation. Introducing breathing and other centering activities, such as mindfulness, helps children self-regulate.

Anticipate difficult periods and transitions during the school day and offer extra support during these times. Many different situations can remind children of their traumas, but your support can help to alleviate their responses.

Teach your child the importance of engaging and connecting with their peers, including the skill of empathy, and listening to others.

Nurture a positive self-view. Help children see how their individual accomplishments contribute to the wellbeing of the class. Find strengths even in children with the most challenging behaviors and remind them often of what they are doing well.

Understand that children cope by re-enacting trauma through play or their interactions with others. Resist their efforts to create a repetition of the trauma.

Helping Children Regulate Their Emotions

Teachers and caregivers play an important role in teaching children emotional self-regulation. Teaching children about emotions lays the groundwork for building emotional self-regulation and resiliency.

How to Help Children Name Their Emotions

- **Children’s books:** Read and discuss children’s books; invite children to identify the characters’ emotions and relate the characters’ experiences to their own
- **Feelings Chart:** An emotions or feelings chart is a visual representation of each emotion that your students may feel. You can use the chart to help children name and understand their emotions.
- **Acknowledge and validate students’ feelings:** Giving students the vocabulary to express their feelings and validating their emotions helps them recognize that their feelings are normal.

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Grounding Exercises for Children:

Grounding exercises are helpful when a child is in an over stimulated state or when they are feeling overwhelmed or experiencing anxiety. The exercises help bring children into contact with the present moment and regulate their emotions.

5-4-3-2-1 Coping Technique

5-4-3-2-1 Coping Technique

Have the child identify:

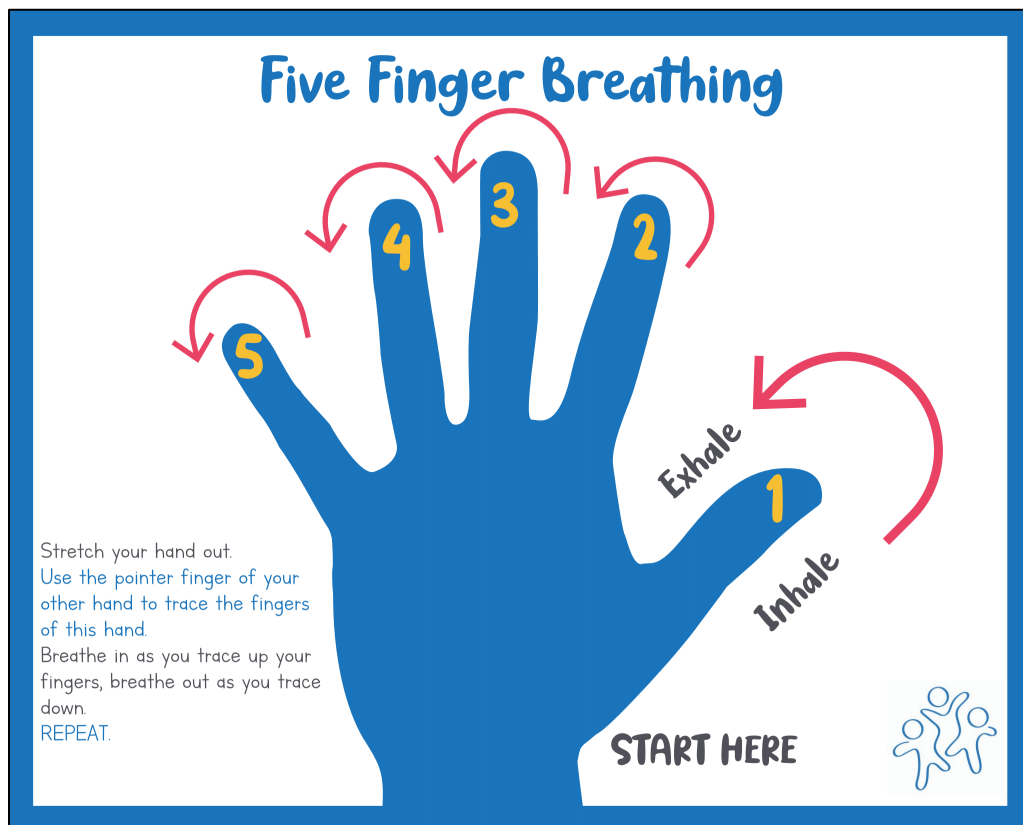
- 5 things you see
- 4 things you touch
- 3 things you hear
- 2 things you smell
- 1 thing you taste

Cross-lateral Movement

Cross-lateral Movement

1. Cross left ankle over right ankle
2. Extend arms, touch back of hands, point down thumbs
3. Cross right hand over left hand & interlace fingers
4. Hands to center of chest
5. Tip of tongue touches upper front teeth

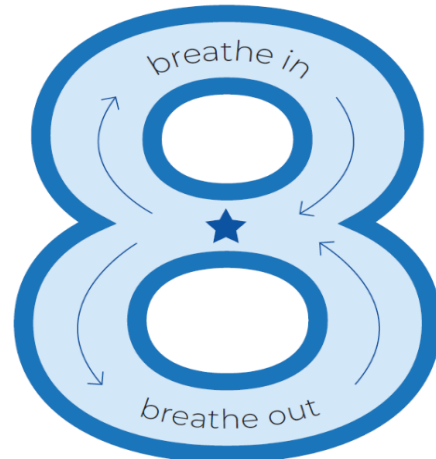
Five Finger Breathing



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Gentle 8 Breathing Exercise

This is a mindfulness breathing exercise that helps us to focus our attention on the present moment. Place your finger in the middle of the 8 and begin slowly tracing your finger around it. As you move around one side of the 8, breathe in, and as you move to the other side, breathe out. Repeat several times.



Some additional examples of grounding exercises:

- Deep Breathing
- Room Scan (ex: Point to all the blue items they see)
- Challenge them to name as many ice cream flavors as they can
- Brainstorm an animal for every letter of the alphabet
- Movement: Walking, Dancing, Drumming, Yoga

Recommended Resiliency Books to Include in Your Classroom

- ♦ The Bad Seed: Jory John
- ♦ Once I Was Very Very Scared: Chandra Ghosh Ippen
- ♦ A Terrible Thing Happened: Margaret M. Holmes
- ♦ Mommy's Black Eye: William Bentrin
- ♦ Anger is OKAY Violence is NOT: Federico Julie
- ♦ Hands Are Not for Hitting: Martine Agassi
- ♦ Listening to My Body: Gabi Garcia
- ♦ My Body Sends a Signal: Helping Kids Recognize Emotions and Express Feelings by Natalia Maguire
- ♦ On a Dark, Dark Night: Sara B. Pierce
- ♦ My Magic Breath: Finding Calm Through Mindful Breathing: Nick Ortner
- ♦ The Hugging Tree: A Story About Resilience: Jill Neimark
- ♦ Resilience: Jayneen Sanders
- ♦ Holdin Pott: Chandra Ghosh Ippen
- ♦ A Place for Starr: A Story of Hope for Children Experiencing Family Violence: Howard Schor

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Additional Resources on Building Resiliency in Children

- Federally-funded, interactive website on best practices for children exposed to violence, created by Futures Without Violence:
<http://promising.futureswithoutviolence.org/interventions-for-children/>
 - Comfy-Cozy Nest: Online story book and additional resources for children to promote self-regulation and special place imagery:
<https://sesamestreetincommunities.org>
 - Blissful Kids: User-friendly information for caregivers to talk with young children about how their brains work, a free e-booklet on mindful activities and other resources: <https://blissfulkids.com/>
 - Greentree Yoga: Free videos and resources on breathwork and movement for children and adults at <http://www.greentreeyoga.org/free>
-

Supporting Victims & Survivors of Domestic Violence

If an adult survivor discloses to you that they are experiencing abuse:



Best Practices:

- Thank them for sharing with you
- Listen and take them seriously, avoiding judgement
- Offer to introduce them to the Family Support Coordinator (FSC)
- Acknowledge that you are not the expert on this, but the Family Support Coordinator can help them find the expert. Avoid promises or predictions.
- Ask them if they feel safe returning home; The FSC can provide them with information for local shelters or hot lines.

Examples of what you can say when an adult survivor discloses this information:

- "It's not your fault"
- "I believe you"
- "You are not alone. I know there are resources that can help"
- "I'm glad you felt safe telling me. Can I introduce you to our Family Support Coordinator? They are familiar with resources that could be helpful"

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Identifying and Addressing Domestic Violence Concerns

- Let the families in your program self-identify, providing an easy and confidential way for families to do so
- If there is no emergency or imminent harm, “guessing” is not recommended. Talking with staff or others without the survivor’s permission can violate confidentiality
- Establish who is the “point person” in the program for addressing domestic violence concerns with families and staff (Family Support Coordinator)
- Let every family you serve know about the National Domestic Violence Hotline and the information on its website
- Develop a protocol for discreetly helping families seeking appropriate help. For example, brochures distributed to every family or signage in private places
- You may need to require the abuser to stay away from survivor and/or children. Make sure security personnel are aware of the situation and should enforce as necessary
- Keep records of abuser’s violations on site
- Identify emergency contacts (allies): Who can help survivor in an emergency? Family, friends, neighbors, co-workers?
- Be sure the survivor is well-prepared (e.g., survivor has a copy of protection or custody order on hand, notifying childcare or school of safety provisions in court order relating both to survivor and children)
- Evaluate and update safety provisions as necessary

Designating a Family Support Coordinator

The first step to providing a safe and supportive environment for families experiencing domestic violence is to designate a Family Support Coordinator (FSC) and being sure that all teachers know who the FSC is. The FSC will be the point person for anyone experiencing domestic violence and will refer families to domestic violence provider organizations accordingly. By designating one FSC who teachers refer parents or students to regarding domestic violence and or child abuse, JCCs can better ensure a consistent expert response.

We recommend appointing the Early Childhood Education Director or JCC’s COO or CPO as the FSC. The FSC should:

- Understand confidentiality¹
- Be available to respond to urgent situations
- Have access to a private space for conversations with parents/caregivers
- Have access to secure storage for any confidential records (preferably password-protected cloud storage, but at least locked file cabinet)

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Things to Keep in Mind When Responding to Disclosures from Children:

- Your first responsibility as a teacher is to follow school policies & procedures and state laws
- Just listening can help a child feel more supported
- If you are hearing something that suggests domestic violence, review and follow state mandated reporting policies and refer the child to the Family Support Coordinator as soon as possible
- If you refer a child to the Family Support Coordinator, tell the child that you are taking them to meet with someone who is safe to talk to
- Once the Family Support Coordinator has been notified teachers should discuss a communication plan moving forward for parents

Know Your Community-Based Services

The **best services** for survivors of domestic violence and their children are likely **already in your community**

Survivors may need referrals to:

- Shelter & Safety Planning
- Domestic violence counseling
- Children's counseling
- Legal services
- Housing
- Financial assistance and/or financial literacy training
- Job training

JWI can help you identify your local services, or you can go to <https://www.thehotline.org/get-help/domestic-violence-local-resources/>.

National Domestic Violence Hotline

Open 24/7/365, the [National Domestic Violence Hotline](https://www.thehotline.org) provides free and confidential essential support to domestic violence survivors, including crisis intervention information and referral services.

- 1-800-799-7233 / (1-800-799-SAFE)
- Text: "START" to 88788
- Chat live: <https://www.thehotline.org/get-help/>

JWI Directory of U.S. Jewish Domestic Violence Programs:

<https://www.jwi.org/directory>

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Risk Factors: Danger Assessment (Red Flags)

If one of your JCC members is a survivor of domestic violence, be sure to note dangerous “red flags:”

- Abuser threatens to use or use of weapon against victim or children
 - Abuser owns a gun
 - Abuser has substance abuse problems
 - Abuser controls most or all of victim’s daily activities
 - Abuser is violently and constantly jealous
 - Abuser has threatened or attempted to commit suicide
 - Victim believes perpetrator is capable of killing
 - Perpetrator spies on victim, leaves threatening notes or messages, destroys property
-

Court Orders

What are protection orders?

A court issues a protection order (sometimes called a restraining order) when someone asks (petitions) the court to restrain the actions of someone who has been found by the court to have threatened or perpetrated domestic violence.

A protection order is often time-limited

- Temporary emergency restraining/protection order (14 days or until next court hearing for full or permanent restraining/protection order)
- Final or permanent restraining/protection order (1 to 2 years, though in some places, lifetime orders)

Temporary or Emergency Restraining/Protection Orders

- Are the most common court orders issued in domestic violence cases
- Are issued ex parte (meaning only the petitioner was at the court hearing)
- Judge decides, on basis of testimony or evidence of petitioner only, whether protection is needed until a full hearing can take place in order to prevent imminent harm
- Can contain provisions that limit defendant’s
 - Use of violence, threats, stalking or harassment
 - Where defendant can go (for example, stay away from children’s school)
 - Use of family home or property
 - Custody or visitation with children

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- Temporary or emergency restraining/protection orders expire after about 2 weeks if no full hearing is scheduled or held to establish final or permanent protection order

Final or Permanent Restraining/Protection Orders

- Are issued after a hearing with both petitioner and defendant
- Judge decides, on basis of testimony or evidence of petitioner AND defendant, whether protection is needed
- Can contain provisions that limit defendant's
 - Use of violence, threats, stalking or harassment
 - Where defendant can go (for example, stay away from children's school)
 - Use of family home or property
 - Custody or visitation with children
- Final or permanent restraining/protection orders can last from 1 year to lifetime, depending on local law

Child Custody Orders

Issued in several different ways by court

- As a stand-alone order dealing directly with child custody
- As a part of a separation or divorce agreement or court order addressing separation or divorce
- As part of a temporary or final protection order

It is critical for the program to know that any of these court orders are in effect

- Let staff know parental schedules
 - "Dad picks up the children on Monday and Tuesday. Mom picks up the children on Wednesday, Thursday, and Friday. Let the Family Support Coordinator know if the parents try to make any changes."

Other Kinds of Court Orders:

Consent orders:

- Some court orders are negotiated by the parties
- Parties agree to honor the provisions
- Court signs off to indicate it has received the agreement
- Enforceable

Mutual orders:

- Court issues two protection orders, one for each party against the other
- Can be very difficult to manage
- Not considered a best practice for courts

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How do you know if it's a real court order?

STATE OF RHODE ISLAND
FAMILY COURT

PLAINTIFF
[REDACTED]

DEFENDANT
[REDACTED]

Pursuant to Chapter 15-15 of the General Laws of Rhode Island I request that the Court:

1. My full name, present street address, city and telephone number

IT IS FURTHER ORDERED that this order of protection shall remain in force until such time as the Court orders otherwise, but if you fail to appear in court on this date, the order may be extended and continue in effect until a new date set by the Court.

DATED: 10/25/2012

Defendant advised in Court of issuance and contents of Order.

Order to be served by other person (specify):

Return issued for Defendant (specify):

Order personally served on Defendant in Court.

ADDITIONAL SERVICE INFORMATION (specify):

The Criminal Procedure Law prohibits the presentation of a copy of this order of protection to any police officer or peace officer acting pursuant to his or her special duties and authority, and in some situations may require, such officers to assist a defendant who has obtained an order and to bring him or her before the Court in the manner authorized by law.

Provisional law requires that this order must be honored and enforced by state and other courts, including courts of a state, the District of Columbia, a commonwealth, territory or possession of the United States, if the person against whom the order is sought is an intimate partner of the protected party and the law or will be afforded reasonable notice and opportunity to be heard in accordance with such law sufficient to protect the protected party (R.I.C. § 15-15-20).

It is a criminal offense to:

- Violate any terms or conditions of this order or to seek, harass or contact domestic violence against an individual protected or family member;
- Violate any terms or conditions of a temporary, final, divorce or other financial or separation order; OR
- Violate any terms or conditions of a protective order issued for an individual protected or family member.

This document is provided for informational purposes only. It is not intended to constitute an offer of legal advice. It is not intended to constitute an offer of legal advice. It is not intended to constitute an offer of legal advice. It is not intended to constitute an offer of legal advice.

- Name of the court at the top of the form (can be state, county, city or local court)
- Names of both Plaintiff and Defendant
- Cites the part of the Code or law that authorizes the issuance of the order
- Signature of judicial officer (judge, magistrate, commissioner) + Court seal
- Effective start and end date to determine if it's still valid

You can always call the court named at the top of the order to ask for verification.

Developing Protocols and Procedures

You can adapt and implement the following policies and protocols as outlined in the *Here for You* Action Plan according to the specific needs of your JCC. You are encouraged to work with your security personnel and local domestic violence provider organization to review your own policies or protocols.

Sample Procedures for Handling Court Orders

- Obtain a copy of the protection or custody order to be held by designated staff; identify who is the protected party in a protection order, or which parent has legal and/or physical custody at what times, according to the terms of the custody order.
- Identify which staff members should have copies of the court orders
- Identify provisions relevant to your program's services, such as which parent can drop off or pick up the children at school or daycare on which days, etc.; let staff know the basic information:
 - "On Mondays, Tuesdays and Wednesdays, the mother will pick up or drop off the children, but on Thursdays and Fridays, the father will be

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doing pick up or drop off. Let the Confidentiality Officer know if any of the parents don't follow this schedule."

- Let staff know, without disclosing domestic violence information, that any change in drop off or pick up schedules should be reported immediately to the Family Support Coordinator, and the children should not be released without confirmation of the CO; the CO should immediately contact the parent who is protected by the court order and let that parent know.
- Have a clear schedule or protocol to ensure staff know which parent to contact if:
 - A child is sick
 - The child expresses concerns about things that are happening at home
 - The child is missing lunch or some other item needed during the day

Sample Protocols for Documentation

- Only basic information should be documented, because program records may be subject to subpoena
- Which parent picked up the children at a given time/day
- Tuition payments
- Children's health or behavior issues that might arise while the children are at the program
- Other issues directly related to the services the program is providing
- Do not document more subjective information, such as "Parents were arguing about who would take the child home" or "Parent could not say when other parent would pay the tuition"

Sample Record Storage Policy

- The FSC shall ensure that the JCC adopts a formal record storage policy and will oversee and maintain the procedures necessary to carry out the record storage policy securely.
- The control of survivor records belongs to the survivor and will only be released at the request of the survivor, under operation of law, or in response to a subpoena or other court order.
- Survivor records shall be kept in a secure location [locked room] [locked cabinet] [secure, password-protected electronic storage]. Only the FSC and the survivor shall have access to the records, unless compelled by subpoena or court order.
- Seven years after a survivor's JCC membership or JCC services concludes, the JCC will offer the records to the survivor and any remaining records will be shredded, permanently erased, or otherwise disposed of by the JCC.
- Informing the Survivor About the JCC's Records Policy: The FSC will tell the survivor that the JCC might document:

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- The date and time of the record
- The name of the survivor/children
- The residence of the survivor/children
- Contact information for the survivor/children
- Information about any incident that may have occurred on site
- Referrals made by the FSC/JCC
- Copies of a protection order (at the request of the survivor)
- Signed, time- and subject-limited informed consent release forms

Sample Policy: If Abuser Attempts to Pick Up Child Despite Court Order

1. If a court order (restraining order, custody order, protection order) prevents the abuser from coming near the children, coming onto the premises, or picking them up, the FSC should request a copy of the order and keep it in a secure record storage location.
2. If the abuser attempts to pick up children on site despite the court order, the FSC, along with security personnel, will show the abuser the copy of the order and tell the abuser that they cannot release the children to the abuser because it would be a violation of a court order. The FSC or security personnel will then ask the abuser to leave. The FSC should immediately notify the main custodial parent.
3. If the abuser still attempts to pick up the children or refuses to leave, the FSC or security personnel should:
 - a) Immediately contact law enforcement, and let law enforcement know that the abuser is there in violation of a court order and will not leave
 - b) Ask law enforcement to come immediately to the JCC to remove the abuser from the premises
 - c) Make sure that the survivor and children are escorted to a safe place by security personnel to wait for the arrival of law enforcement

Sample Policy: If the Survivor and the Abuser are Both On Site

1. If the survivor discloses domestic violence and the abuser is on site at the same time, refer the survivor to the FSC. The FSC will ask the survivor to come to the FSC's office or private room to discuss [select a topic that has nothing to do with domestic violence and is likely not to be of interest to the abuser, e.g., bringing snacks to a school celebration].
2. The FSC will help the survivor immediately connect with a local domestic violence victim services program (or if the program is not available, the National Domestic Violence Hotline).
3. The FSC will help the survivor carry out the safety steps the local domestic violence program (or National Domestic Violence Hotline) has recommended.

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4. If there is a concern that the abuser may become angry or violent if asked to leave without the survivor, the FSC will ask security personnel to assist in managing the situation.
5. If the abuser does act violently or belligerently, the FSC and security staff will contact local law enforcement.

Sample Protocols: If a Dangerous Domestic Violence Situation Occurs on Site:

- Planning Ahead with Staff and Community
 - Post signs in the JCC to encourage members to self-disclose if they are in potential danger from an abuser
 - Define staff responsibilities. Establish an internal crisis response team that includes management, security, public relations, legal, and/or IT
 - Establish relationships with local law enforcement and other emergency personnel (more details in the next section)
 - Know your first responders. Identify the Jewish community security director or regional security advisor in your area.
 - Develop a plan to keep staff members informed in a clear and timely manner
 - Review lockdown procedures with staff and members
 - During an Active Threat
 - Any threat or risk that put lives in immediate danger is an emergency and should be reported to law enforcement agency by calling 9-1-1. Be prepared to provide the 911 operator with the following information:
 - Exact location of the threat or danger you observed
 - As much detail as you can provide about the emergency; Try to stay calm and take note of the circumstances of the event, including physical descriptions of the perpetrators, license plate numbers and directions of travel if necessary
 - If a person is injured, tell the dispatcher as much as possible about how the injury happened and the person's condition
 - Follow your JCC's lockdown procedures
-
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About JWI

Jewish Women International (JWI) is the leading Jewish organization championing women and girls* – of every race, culture, ability, gender identity, and sexual orientation – by protecting their rights and safety, strengthening access to long-term economic security, and lifting and mentoring women leaders. JWI’s groundbreaking 2021 “[Domestic Violence in the Jewish Community: A Needs Assessment](#)” serving the Jewish community found that survivors’ healing and independence depends on the Jewish community’s capacity and willingness to meet their needs - and that a serious lack of communal support is a top obstacle for survivors. In response, Jewish Women International has established the National Center on Domestic & Sexual Violence in the Jewish Community housing initiatives that drive concrete long-term solutions to address domestic violence in the Jewish community.

Thank you for participating in *Here for You*. Please contact Alana Blum, JWI’s Senior Director of Community Response, with any questions: ablum@jwi.org.

| <https://www.jwi.org/here-for-you> |

Here for You was created with the generous support of



sre

safety respect equity

