

# Code of conduct

## PARTS

This code of conduct determines which behaviour PARTS encourages and what the school does to install a healthy, caring and safe environment for learning and working. It also describes how PARTS prevents and reacts to unwanted behaviour.

### 1 Why a code of conduct?

PARTS wants to be a healthy, caring and safe environment for learning and working. Safety and mutual respect are core values to create a stimulating environment in which students can develop and challenge their skills and artistic vision. PARTS is an educational institution for dance where the body plays a central role, meaning that working processes are, by definition, of a searching and fragile nature, requiring **mutual trust**.

Throughout the programme different teachers offer a **collective framework for learning**. Feedback, criticality, experimentation, physical interaction, and collaboration are elements deemed important for the learning process. Such a process is only possible in a **general climate of care and respect**.

In an educational context where teachers work with short contracts and freelance basis, it is crucial to have **clear agreements**. The PARTS staff supports the teachers in carrying out their educational tasks while encouraging them to acknowledge and implement this code of conduct in their classes. The staff, specifically the tutors and the coordinator of PARTS, also ensure the continuity of the curriculum. The tutors play an important role in signalling possible issues and directing students to the appropriate person for assistance, such as the psychologist or the confidential advisor.

PARTS believes it is important to be a **multivoiced institution** where different perspectives can thrive while embracing diversity. Hosting a diverse community where different values, cultures and visions live together, PARTS believes it is important to treat these differences with respect and to welcome this diversity, but also to be aware of one's own (possibly privileged) position. PARTS is a place where **dialogue is essential**. Everyone is entitled to express their opinion in their own way. However, **sexist, racist or otherwise discriminatory views have no place in the school**.

For all of the reasons above, PARTS finds it essential to have an open discussion culture where students can express themselves freely in a caring and safe environment for learning and

working. Therefore, PARTS strives to stimulate a respectful attitude, prevent unwanted behaviour, and respond firmly in case unwanted behaviour does occur. It does so by providing care for all parties involved and taking measures against inadmissible behaviour.

This code of conduct determines the outlines of what is considered a respectful attitude (section 3), and what is considered unwanted behaviour, including conflicts, discrimination, bullying, violence, harassment, and sexual harassment at school (section 4). The code of conduct also describes how to prevent unwanted behaviour (section 4.3), and how to react in case it does occur, including opening the conversation, signalling incidents (section 5.1), and/or submitting a report (section 5.2). The code of conduct concludes with contact information (section 6), the legal framework (section 7), and mentioning of its sources (section 8).

## 2 For whom?

The code of conduct is aimed at everyone working and learning at PARTS: students enrolled in the programme (included in the House Rules), teachers (attached to the teaching contract), staff (part of the rules and regulations), and third parties (attached to the collaboration agreement).

## 3 Respectful attitude

### 3.1 What is a respectful attitude?

A respectful attitude stimulates a caring and safe environment for learning and working in which vulnerable learning processes are possible while reaching the high-quality requirements of the dance education at this school. For PARTS, the following values are key to a respectful attitude:

- **Open discussion culture:** Everyone should feel safe to start a conversation, to open a discussion, or to reach out to the tutors or teachers. In case a problem occurs, open communication will be stimulated. A culture of open communication is as much about listening as it is about speaking.
- **Care:** Everyone respects each other (peers, teachers, students, staff, observers), supports them, and accepts support from others within personal boundaries. We care for the bodies and well-being of others as we do for our own. We care for the things and beings around us, including the material elements of the classrooms and common spaces.
- **Shared responsibility:** Everyone is responsible for a respectful learning and working environment. This means that bystanders also carry responsibility for calling out or reporting any unwanted behaviour they may witness.
- **Consent:** The permission for something to happen or the agreement to do something. It is advised to always seek clear consent and to give the possibility for communicating any hesitation in case of doubt. Consent can be withdrawn at any time. The notion of consent always depends on the context, for instance, what is consented to in studio practice or the space of performance might not be consented

to outside of it. Pressure may also make somebody agree to an activity or situation, for instance, in the context of abuse of power. However, even when students are encouraged to express any discomfort, it is important to note that overcoming the (initial) refusal to do something can sometimes be part of the learning experience.

- **Sustainability:** Everyone should respect the physical environment of the school. This also involves the economical use of energy, leaving no trash behind, and recycling.

We would specifically like to mention **intimate relationships between a student and a teacher, or between employees and staff members who are in a hierarchical relationship with one another**. This includes voluntary relationships on an equal basis, in which there is certainly no question of coercion, (sexual) intimidation, blackmail, or abuse of (power) positions. Even if considered wanted by both parties involved, they should be aware of the complexities it entails in a hierarchical or educational context. In the case of an intimate relationship between a student and teacher or a staff member and student, the teacher or staff member must report the relationship to the deputy director. In this case, the school will withhold the teacher from evaluating the student. Teachers are not allowed to evaluate students with whom they have a personal relationship or to whom they are related. The evaluation will be carried out by a colleague.

The school cannot end the collaboration with a teacher or staff member involved in a relationship with a student that is considered wanted by both parties. However, the school is entitled to do so if the mutual consent between both parties is not respected.

## 3.2 PARTS' commitment to encouraging a respectful attitude

PARTS stimulates a respectful attitude by facilitating dialogue and by lowering the threshold to start a conversation:

- Teachers clearly communicate **class etiquette and values** at the beginning of each course in order to stimulate a respectful attitude. PARTS provides a general document with class etiquette and values that teachers are asked to apply to their classes, even if adaptations are necessary.
- Several times per semester, a **student staff meeting** takes place. In these meetings, student representatives and staff can identify and address problems.
- During the **introduction weeks**, group sessions are held in which sensitive themes are addressed. The focuses, among others, are on anti-racism and privilege awareness.
- PARTS encourages students to express themselves in their own way, and supports those who find it difficult to do so, for instance, via representation in the student staff meetings. The confidential advisors can also help them in speaking freely or expressing grievances. The school encourages the use of inclusive language and offers workshops on this.

- PARTS recruits staff and teachers who stand behind the schools' values. The school takes specific recruiting measures to diversify the staff and teaching body.
- Students should feel free, at any time, to reach out to the tutors or anyone they are confident with at any time, to share their problems.

## 4 Unwanted behaviour

PARTS does not tolerate behaviour that might endanger the physical and mental well-being of individuals and groups. This is true for unwanted behaviour in the context of the school (studio, common spaces, workplace, etc.) and in specific contexts outside the school premises like internships, exchange projects, and residencies. Everyone enrolled or involved in a PARTS programme is held responsible and accountable for their actions within the school context.

PARTS acknowledges that judgement can change over time. Even if behaviour is considered wanted at a certain point in time by the parties involved, in hindsight it might be judged differently.

### 4.1 Definitions

To address unwanted behaviour, definitions are important. They build a common ground for conversation. However, definitions are not absolute, but subject to changing social norms, developments and contexts.

Any kind of behaviour that threatens the well-being, mental or physical health of students, staff or teachers is considered unwanted behaviour. It is important to note that unintentional unwanted behaviour also is considered unwanted.

Unwanted behaviour can take many forms. We especially want to draw attention to the following forms:

- **Bullying:**
  - What is it? Bullying is unwanted conduct that aims to harm a person's personality, dignity, or integrity. It is behaviour that creates a hostile or offensive environment. Bullying is a set of similar or divergent behaviours occurring inside or outside the school during a certain period of time.
  - What types of bullying exist? Bullying can be of **physical** (e.g. hitting, kicking, pushing), **verbal** (both written and spoken, both individually and collectively, e.g. insult, ridicule, saying mean things), **material** (e.g. taking or damaging things), and **social or relational** nature (e.g. gossiping, ignoring, excluding). **Cyberbullying** refers to bullying through information and communication technologies (e.g. spreading offensive content through social media).
- **Aggression or violence:**
  - What is it? Aggression is forceful and hostile behaviour toward another person that can result in emotional or physical harm.

- What types of aggression exist? Aggression can be of **physical** (e.g. hitting, kicking, spitting), **verbal** (both written and spoken, both individually and collectively, e.g. name-calling, yelling, ranting, threatening, intimidating), **material** (e.g. destruction of material, vandalism), and **non-verbal** nature (e.g. threatening gestures).
- **Unwanted sexual behaviour:**
  - What is it? Unwanted sexual behaviour includes any form of sexually connoted conduct with the purpose or effect of violating another's dignity, creating an offensive, humiliating, threatening environment.
  - What types of unwanted sexual aggression exist? Unwanted sexual behaviour can be of **physical** (e.g. unwanted touches, stares with excessive or offensive sexual desire, injuries, rape), **verbal** (both written and spoken, both individually and collectively, e.g. compromising proposals, mocking remarks of a sexual nature about appearance and/or clothing, gender and sexual preference, insisting on sexual contacts, telling about your own sex life, telling lewd jokes, (unambiguous) ambiguous remarks or innuendo), and **non-verbal** nature (e.g. illegally collecting or distributing images, showing pornographic material, photos, texts, videos... via notes, publications, social media, email, text messages).

Unwanted sexual behaviour exists in many forms:

  - **Sexual harassment:** Conduct of a sexual nature that violates someone's dignity. Sexual harassment refers to sexual coercion (implicit or explicit attempts to force sexual cooperation) and unwanted sexual attention. Unwanted sexual attention does not need to involve physical contact. It includes verbal sexual harassment (e.g. making sexual comments, inappropriate advances or demands, compliments, allusion, or suggestive invitations) or unwanted exposure to pornography. Sexual harassment occurs without a person's consent and may sometimes happen without the victim's knowledge.
  - **Sexual assault:** A criminal act that is sexual and physical. It ranges from unwanted touching and kissing to rubbing, groping, or forcing the victim to touch the perpetrator in sexual ways.
  - **Sexual violence:** Includes acts that are not codified in law as crimes but are harmful and traumatic. Sexual violence includes using false promises, insistent pressure, abusive comments, or reputational threats to coerce sex acts. It can encompass non-physical acts.
- **Discrimination:**
  - What is it? Discrimination is unfairly excluding or wronging individuals or groups, and/or treating them unequally because of individual characteristics.
  - What types of discrimination exist? Discrimination can occur, among other things, on the basis of gender, gender identity, sexual orientation, skin colour, ethnicity, language, age, social origin, neurodiversity, or the ability of a body.
- **Abuse of power:**

- What is it? Power abuse is the manipulative use of power by a person in a position of institutional or social authority. This occurs when authority and power are wielded with the result of abusing someone who is less empowered professionally or socially. Abuse of power can also occur when a person uses their power for personal gain.
- What types of power abuse exist? Power abuse includes ridiculing, speaking ill or humiliatingly of others behind their backs or in front of them, lying and misleading, ignoring, rewarding (whether or not visible to third parties) 'wrong' behaviour for the corruption of others, imposing duties or tasks unrelated to school or work, forcing people to do or undergo unwanted activities, selectively applying or ignoring organisational regulations.

It is important to note that other forms of unwanted behaviour are possible, and that the forms mentioned above can occur intersectionally.

Some forms of unwanted behaviour are considered crimes and are punishable under law. This is the case for:

- Discrimination, bullying, hate speech and hate crimes against a person or group of persons because of specific personal characteristics
- Sexism
- Forms of aggression
- Violations of physical sexual autonomy (assault and rape)
- Violations of psychological sexual autonomy (voyeurism, revenge porn, public defamation, sexism)
- Sexual or sexist harassment, e.g. sexism, stalking

## 4.2 Risk factors

The context of an artistic educational facility that mainly works around and with the body entails specific risk factors in which unwanted behaviour might occur. Even though these factors cannot be eliminated, it is important to give them extra attention:

- **Physicality, intimacy, and body work:** In a context where body work, bodily exposure, and bodily transmission are central, physical boundaries can easily be crossed and unwanted behaviour like ableism and body shaming may occur.
- **Artistic and educational context:** Becoming and being an artist means experimenting, leaving your comfort zone, and crossing boundaries. These are also part of what it means to be in a school. Artistic and learning processes can be extra vulnerable for students in a phase of life where mental and physical development is central.
- **Power dynamics:** Different kinds of relationships in a school come with different kinds of power dynamics, some of them occurring at the same time. These include the (hierarchical) relationships between teacher and student, choreographer and dancer, student and future employer, management and employee. Extra

attentiveness to these dynamics is important in evaluation situations, such as auditions and exams. There may also be a dependency relationship, provoked by the professional leverage, after the teaching assignment because of the teacher's professional position in the field. It's important to be aware that young adults, in search of their own artistic and personal identity, might be more sensitive to power dynamics.

- **Sector specific factors:** High competition, short contracts, and precarious socio-economic status are characteristics of the arts sector. These factors increase the risk of unwanted behaviour.
- **Interconnection of work and private life:** In the context of a school (specifically an art school), work and private life often interconnect, resulting in 'grey zones' in which unwanted behaviour can occur.
- **Institutional sexism and racism:** Even if PARTS aims to be a multivoiced institution that's aware of its own privileged position, it is part of a cultural field in which sexist and racist views and practices are still frequently institutionalised. This often coincides with a culture of silence, preventing victims and bystanders from speaking out.
- **Cultural, socio-economic and linguistic diversity:** Hosting a very diverse student and teacher community, plus regularly engaging in projects abroad, means that additional stress may occur. This is due to the confrontation of different cultural backgrounds, socio-economic realities, and (mother) tongues.

These risk factors often intertwine and can have an impact on each other.

### 4.3 How does PARTS prevent and respond to unwanted behaviour?

PARTS tries to create an environment in which unwanted behaviour does not occur, encouraging students, teachers, staff, and third parties to treat each other respectfully. To prevent unwanted behaviour, PARTS takes a range of measures which are reviewed regularly by members of the PARTS community and revised if necessary:

- PARTS asks its **teachers** to treat students respectfully and with care, acknowledging the different ways individuals process material, skills, and knowledge. PARTS asks teachers to make the values of the school and the class explicit, to introduce potentially sensitive methods and topics beforehand as precisely as possible, and to regularly check whether people are comfortable before, during, and after sessions. Treating students with respect entails, among other things, that teachers acknowledge the relationship and power dynamic between teacher and student. PARTS mainly engages freelance teachers. For this reason, the school staff (the coordinator and tutors) are responsible for actively keeping these rules of conduct a top priority.
- PARTS introduces the code of conduct to all students through a workshop, ensuring that everyone is aware of the code with complete understanding. Furthermore,

- posters with a flow chart of the steps to take and whom to contact if unwanted behaviour occurs are placed accessibly in the school (entrance, dressing rooms, etc.)
- During the introduction weeks, workshops on **inclusive communication and privilege awareness** are held by an expert in order to provide concrete tools to deal with the diversity in the group. The school organises activities focussing on anti-racism (e.g. decolonial walk).
  - The Western frame of reference, which builds the core of the programme, is complemented and challenged by other approaches to dance from different cultures and by adding **critical theory and decolonial thinking** to the curriculum.
  - At the beginning of each year and whenever the need occurs, **awareness sessions and workshops** are organised about themes such as psycho-social and physical well-being.
  - A **primary care psychologist** is present at the school for three hours a week. Apart from prevention work (e.g. information sessions), the psychologist can treat students for shorter trajectories and refer them to other psychologists. PARTS has reserved financial means to support financially vulnerable students when referred to professional care outside the school.
  - The school has **confidential advisors**: two external confidential advisors for students and one internal and one external confidential advisor for staff. It's their role to listen, to mediate, and to help navigate signalling issues (5.1) and filing reports (5.2). For more information on the confidential advisors see 5.1.3.
  - The confidential advisors for students and the psychologist organise introductory sessions to clarify their role and lower the threshold to start a conversation and seek help. They also organise **preventive sessions and group discussions**. The confidential advisors receive yearly training.
  - PARTS encourages students to be vocal about their needs. Different consultation structures facilitate their participation: the weekly student briefing, the consultation between student representatives and staff, and the plenary student meeting.

However, if unwanted behaviour does occur despite all the preventive measures, PARTS encourages everyone involved **to reach out and to listen** to one another. This applies to those subjected to unwanted behaviour, those who have witnessed it, and those who think they have performed it.

If a direct conversation with the parties involved is, for some reason, impossible or doesn't have the desired effect, or if the involved parties feel it's important to take the next step, PARTS encourages **signalling** the unwanted behaviour. The school provides a range of ways for people to reach out and seek help:

- Everyone can **signal** a case of unwanted behaviour—see 5.1. **Signalling** does not only apply to those who have been subjected to unwanted behaviour, but also to those who have witnessed or perpetrated it. The goal of signalling a case of unwanted behaviour may differ from person to person, e.g. signalling the behaviour to the school, asking for mediation or intervention, etc.



- It is also possible to signal unhealthy behaviour (mental health problems, eating disorders, substance abuse, etc.) if you are worried about a fellow student, teacher or colleague.
- The confidential advisor registers signals anonymously and communicates them to the director and the board.
- If a signal doesn't have the desired effect, the person subjected to unwanted behaviour can make a **report**—see 5.2.
- The [confidential advisor](#) registers signals and other incidents anonymously [and communicates these to the director and the board](#).

These options are not to be considered as a step-by-step plan. Different situations call for different approaches.

The school takes responsibility for treating every report seriously and puts everything into effect with care and quick response for everyone involved. Generally, PARTS can only respond to incidents and cases that have taken place in the school context. This includes all incidents occurring on campus during and outside teaching hours (24/7) and at school activities outside the school premises. However, in the case of unwanted behaviour outside the school context, the management can intervene if deemed necessary. If there is a case of unwanted behaviour between a teacher and student after the teacher has finished their teaching assignment, but while the student is still enrolled, this may be a reason to exclude the teacher from following collaborations.

## 4.4 How can you respond to unwanted behaviour?

If you witness unwanted behaviour, speak up and make clear that this behaviour is not tolerated. Support the victim by listening to them and encouraging them in case they seek additional help.

If someone tells you about a case of unwanted behaviour, support them and take them seriously. Be aware of the difference between perception and truth. Encourage the student or colleague to speak to the perpetrator of unwanted behaviour about the incident and/or seek help. Use the steps described in this document as a guideline.

# 5 How to signal and report unwanted behaviour

## 5.1 Signalling unwanted behaviour

PARTS encourages a working and learning context in which conversation is central, and everyone can indicate their limits. When unwanted behaviour is signalled, it is always taken seriously.

### 5.1.1 Who can signal unwanted behaviour?

- If you have been subjected to unwanted behaviour
- If someone lets you know that they have been subjected to unwanted behaviour
- If you witness unwanted behaviour
- If you (think you) have performed unwanted behaviour

### 5.1.2 Who do you talk to about it?

**All contact details are mentioned under 6.**

#### For students

We encourage you to talk about unwanted behaviour within PARTS:

- With the party involved, if it feels safe
- With someone you know and trust within the school, e.g. a fellow student, a teacher, a tutor, or the coordinator:
  - Diane Madden (tutor for Training)
  - Lise Vachon (tutor for Training)
  - Manon Santkin (tutor for STUDIOS)
    - Marie Goudot (tutor for STUDIOS)
    - Steven De Belder (coordinator for Training & STUDIOS)
- With the confidential advisors:
  - The students' confidential advisor, Nelle Hens
- With the psychologist and student counsellor:
  - Britt Vandeveld
- If you wish to report anonymously, that is possible by logging in to this email account (this info will be added later)

#### For teachers & staff

We encourage you to talk about unwanted behaviour within PARTS:

- With the party involved, if it feels safe
- With your supervisor
- With the confidential advisors:
  - The staff confidential advisor, Steven Peeters
  - The external prevention advisor psychosocial aspects of PARTS: Mensura
- If you wish to report anonymously, that is possible by logging in to this email account (this info will be added later)

#### Support outside of PARTS

There is a range of organisations you can turn to outside of PARTS:

- **1712** is the professional helpline of the Flemish Government for questions about violence, abuse, and child abuse.

- **ENGAGEMENT** is an artist-led movement tackling sexual harassment, sexism, and abuse of power in the Belgian arts field.
- The **Planning Familial Rosa** offers confidential medical, juridic, and psychological support for several situations, including discrimination, sexual abuse, and harassment.
- **SOSviol** provides confidential medical, juridic, and psychological support to individuals subjected to rape and sexual violence. Support is provided in French.
- **Rainbowhouse Brussels** is home to various French and Dutch speaking LGBTQIA+ associations. The organisation helps you find your way to legal, social, psychological, or medical assistance.
- **CHS (Community Help Service)** provides support to the international community of Brussels for a comprehensive range of mental health issues.
- **Genderkamer Vlaamse Ombudsdienst** is part of the Flemish Ombudsman Service and handles questions about gender discrimination or transgressive behaviour. It also handles complaints.
- **Unia** is an independent public institution that fights discrimination and promotes equal opportunities. It also handles discrimination complaints.
- The **Institute for the Equality of Women and Men** provides information for gender discrimination victims. It also handles complaints about gender discrimination.
- **UMC Sint-Pieter care center after sexual violence** offers support to all victims of sexual violence 24 hours a day, 7 days a week. It offers medical and medico-legal care as well as psychological support and follow-up.
- Employees (both staff and teachers) can also turn to the **external prevention advisor psychosocial aspects of PARTS**: Mensura.

### 5.1.3 Contacting the confidential advisor: what to expect

The confidential advisor is there to support students, teachers, and staff in preventing and dealing with psycho-social risks at PARTS. This includes the risk of conflicts, discrimination, bullying, violence, harassment, and sexual harassment (among others) at school. The confidential advisor can be contacted for individual cases of unwanted behaviour, as well as for unwanted behaviour of a collective nature.

Confidential advisors listen in all confidentiality. This means that the content of a conversation with a confidential advisor will not be shared to third parties unless explicitly desired. It is possible to take a third party to an advisor meeting. The advisor does not offer a solution, but listens without judgement and looks into possible ways to meet the person's needs. They give information about possibilities and rights. Such information may involve a constructive conversation with the involved party(ies), referral to assistance, and mediation with the parties involved (possibly with an external mediator). The advisor can assist in filing a report. They can also facilitate further steps, but only if the person signalling/reporting agrees. The only exception to this rule is when the nature of what is being shared makes disciplinary proceedings unavoidable or is a criminal offence. The advisor guides and supports the person along the steps they wish to take.

## 5.2 Reports

If the steps and measures described above don't lead to recognition, reconciliation, and/or recovery of the unwanted behaviour, or if the seriousness of the facts requires so, it is possible to file a report.

It is important to first utilise the established channels within the school before going public with a report or call in external organisations.

### 5.2.1 Who can file a report?

The reporting procedure is open to students, teachers, staff (fixed and freelance), and anyone actively involved in a PARTS project. Both victims and witnesses can file a report.

### 5.2.2 How do you file a report?

A report must be submitted via email, in writing, and preferably in English. It should include a description of the facts, the time and place they took place, and who was involved. The confidential advisor can assist during the writing, for instance, when putting the experience into words proves difficult or if the plaintiff feels insecure using English.

The handling of the report involves talks with everyone involved. That is why it is not possible to file the report anonymously. However, the people involved in handling the report have the duty of discretion even if they are not bound by professional secrecy.

### 5.2.3 How does PARTS handle a report?

Reports are handled by the deputy director. In the event of a conflictual involvement of the deputy director or the director, the president of the board Hugo Degreeef and a board member handle the report.

The deputy director reads the report and invites the person who submitted it for a **personal interview**. If the report should be incomplete, the lacking information will be gathered during this interview. Following this first interview, the deputy director informs the accused and invites them to a personal interview. She can also invite other persons involved (e.g. bystanders) for a personal interview. The deputy director drafts a written summary of each interview. Every party gets the chance to read the summary and make adjustments.

Based on the separate interviews, the involved parties are invited to participate in a **hearing**. Parties may be accompanied by personal support and/or a counsellor. The coordinator takes the minutes of the hearing. Based on the hearing, the deputy director decides the following steps to take. These may involve formal apologies to the victims and bystanders, mediation, internal

coaching by the psychologist, or external coaching such as a compulsory course. In serious cases, the deputy director may take disciplinary actions:

- For employees, this might be a written warning and/or reprimand, an adjustment of the job description, a suspension, or a dismissal.
- For teachers, both employees and self-employed, it might involve a written warning and/or reprimand, a reshuffling of the teaching assignment to avoid further contact with the plaintiff, termination of the teaching assignment, or removal from the teaching staff for three years or more in accordance with the three-year cycle at PARTS.
- For students, it might involve a written warning and/or reprimand, a transfer to another group and/or a modification of the curriculum to be followed, suspension and denial of access to the premises of the school for a maximum period of one year, permanent termination of enrollment.
- For third parties, it might involve a termination of the collaboration.

Any decision should be clearly motivated, including in the case of the deputy director deciding no further steps are to be taken. She can ask a third party for advice while handling a report in the case of severe sanctions, for instance, a conflict mediator or a board member. In this case, there is guaranteed anonymity for the parties involved. The deputy director briefs the director on the report and can invite her to be involved in the procedure at any time.

All parties involved can ask the confidential advisor and/or the psychologist for assistance during the reporting procedure.

PARTS will handle reports as quickly as possible, but depending on the kind of report (the parties involved, the complexity), the procedure might take a shorter or longer time to manage.

### 5.2.3 Appeal

In case one of the parties involved doesn't agree with the decision, it's possible to file an appeal. The Board of Directors handles the appeal and will make the final decision.

### 5.2.4 Archiving of complaints

Information related to the report can be important for the handling of future reports. Thus, all documents related to the report are archived digitally in a folder. These documents can only be consulted by the director, deputy director, and chair of the board. All hard copies related to the process will be destroyed once scanned and added to the folder. All parties are entitled to inspect and obtain copies from the archive. An anonymized report of the facts is added to the register in the annual report.

## 6 Contact information

**Signal unwanted behaviour within PARTS:**

- With the tutors:
  - Diane Madden (Training):  
[diane.madden@parts.be](mailto:diane.madden@parts.be)
  - Lise Vachon (Training):  
[lise.vachon@parts.be](mailto:lise.vachon@parts.be)
  - Christine De Smedt (STUDIOS)  
[christine.desmedt@parts.be](mailto:christine.desmedt@parts.be)
  - Marie Goudot (STUDIOS):  
marie.goudot@parts.be
- With the coordinator:
  - Steven De Belder (Training & STUDIOS):  
[steven.debelder@parts.be](mailto:steven.debelder@parts.be)  
0032 499 209 516
- With the confidential advisors:
  - The students' confidential advisor Nelle Hens (on maternity leave until February 2024):  
[nelle.hens@parts.be](mailto:nelle.hens@parts.be)  
0032(0)497 78 80 59
  - Aike Roodenburg (replacing Nelle Hens during her maternity leave)  
[aike.roodenburg@parts.be](mailto:aike.roodenburg@parts.be)  
0031 6 10585402
  - The teachers' and staff confidential advisor Steven Peeters:  
[steven.peeters@parts.be](mailto:steven.peeters@parts.be)  
0032 496 42 34 78
- With the psychologist and student counsellor:
  - Britt Vandevelde:  
[britt.vandevelde@parts.be](mailto:britt.vandevelde@parts.be)  
0032 (0) 493 444 028

**File a report of unwanted behaviour within PARTS:**

- With the deputy director:
  - Charlotte Vandevyver:  
[charlotte.vandevyver@parts.be](mailto:charlotte.vandevyver@parts.be)  
0032 2 344 55 98
- With the president of the board (Hugo De Greef) and a board member (Karine Van Doninck), in the event of a conflictual involvement of the deputy director:
  - Hugo De Greef:  
[hugo.de.greef@hekwa.eu](mailto:hugo.de.greef@hekwa.eu)
  - Karine Van Doninck  
[karine.van.doninck@ulb.be](mailto:karine.van.doninck@ulb.be)

## Support outside of PARTS:

- [1712](#) (EN/FR/NL)
  - Call— 1712
  - Email— <https://1712.be/en/mail-1712>
  - Chat— <https://1712.sittool.net/chat>
- [ENGAGEMENT](#) (EN/NL)
  - Email— [contact@engagementarts.be](mailto:contact@engagementarts.be)
- [Planning Familial Rosa](#) (EN/FR/NL)
  - Call— +32 (0)2 546 14 33
  - Email— [planningrosa@fsmbe.be](mailto:planningrosa@fsmbe.be)
- [SOSviol](#) (FR)
  - Call— 0800 98 100 Monday to Friday from 8 am to 6 pm (free and anonymous)
  - Chat— Monday and Friday from 5 pm to 9 pm, Wednesday from 2 pm to 6 pm
  - Email— [info@sosviol.be](mailto:info@sosviol.be)
- [RainbowHouse](#) (LGBTQIA+) (EN/FR/NL)
  - Call— +32 (0)492 40 84 84
  - Visit— Rue du Marché au Charbon 42 - 1000 Brussels
- [Community Help Service](#) (CHS) (EN)
  - Call— +32 (0)2 648 40 14
- Genderkamer Vlaamse Ombudsdienst
  - Ombudswoman Gender Annelies D'Espallier:  
Email— [annelies.despallier@vlaamseombudsdienst.be](mailto:annelies.despallier@vlaamseombudsdienst.be) (NL)
  - Psychologist Nina Callens:  
Email— [nina.callens@vlaamseombudsdienst.be](mailto:nina.callens@vlaamseombudsdienst.be) (NL/FR/EN)
  - Psychologist Viktor Van der Veken:  
Email— [viktor.vanderveken@vlaamseombudsdienst.be](mailto:viktor.vanderveken@vlaamseombudsdienst.be) (NL/FR/EN)
- [Unia](#):
  - [Online reporting form](#)
  - Call— 0800 12 800 (from Belgium) or +32 (0)2 212 30 00 (from other countries). Every weekday from 9.30 am to 1.00 pm
- [Institute for the Equality of Women and Men](#) (FR/NL)
  - [Contact form](#)
  - Call— 02 233 44 00
  - Email— [gelijkheid.manvrouw@igvm.belgie.be](mailto:gelijkheid.manvrouw@igvm.belgie.be)
- [UMC Sint-Pieter care center after sexual violence](#) (FR/NL)
  - Call— +32 (0)2 535 36 66
  - Visit— Rue Haute 320 - 1000 Brussels
  - Email— [CPVS@stpierre-bru.be](mailto:CPVS@stpierre-bru.be)
- [Unia](#) (EN/FR/NL)
  - [Online reporting form](#)

- Call— 0800 12 800 (from Belgium) or +32 (0)2 212 30 00 (from other countries). Unia can be reached by phone every weekday from 9.30 am to 1.00 pm
- Police: the police in the Brussels' region is divided into six zones. Find your zone and the contact numbers [online](#)
- Permanently employed staff can also turn to the external prevention advisor psychosocial aspects of PARTS and the external service for prevention at work [Mensura](#)

## 7 Legal framework

It is useful to be familiar with the legal framework concerning well-being in the workplace and punishable behaviour:

- [The Act on Well-being at Work](#) determines that every employer must take measures to prevent or limit psychosocial risks at work and the resulting damage. This Act also deals with psychosocial well-being and mentions bullying, physical and psychological violence, sexual harassment, stress, burnout, and conflicts.
- [The Anti-discrimination Law](#) makes discrimination of any kind punishable by law.
- [The Antisexism Act](#) makes forms of sexual street harassment and sexual harassment in public places punishable.
- [Sexual criminal law](#) considers following acts as sexual crimes:
  - Violations of physical sexual autonomy: indecent assault and rape
  - Violations of psychic sexual autonomy: voyeurism, so-called revenge porn, public defamation, sexism
  - Sexual or sexist harassment: sexism, incitement to sexual harassment, stalking

## 8 Sources

This code of conduct was approved by the Board of Directors of PARTS.

It was created with the input of Charlotte Vandevyver (deputy director). The student representatives, the PARTS staff, the confidential advisor for students, the Board of Directors, and the Faculty members provided feedback.

It was edited by Esther De Soomer and proofread by Tesa Hall.

The code drew inspiration from documents of different fellow institutions and

- Sociaal Fonds Podiumkunsten, and more notably the [Toolbox against transgressive behaviour](#)