Outline of the Social Safety Code and Action Plan for Art Education
20 May 2021

Introduction
Art education is convinced that social safety in education is crucial, consists of various facets, requires constant attention and hence is an integral part of studying and working.

Art education is a form of education centring not only on professional development but also on personal development. Physical and mental proximity plays a major role in this. While a great quality of art education, it is a vulnerability that we as a sector are aware of. There are relatively many individual forms of teaching and there is intensive collaboration between student and lecturer. This makes it all the more necessary to pay attention to social safety.

Art education has united as a sector to name the facets of social safety in a Social Safety Code. All art schools undertake to post on their own websites by 1 September 2021 how they implement the facets referred to in this Code. In addition, a joint venture is being set up between the art schools aimed at sharing knowledge and experiences regarding the various facets of social safety.

The following is an outline of the Social Safety Code for KUO. The code will be adopted in its final form in late June, and implemented and accounted for annually starting in the 2021/2022 academic year, in line with the activities of the 2021-2024 Art Education Sector Plan.

The Code consists of three parts:
1. The Social Safety Framework for Art Education, which defines social safety and sets out the overall objectives of the code;
2. Organisational Elements of Social Safety, which defines the minimum organisational elements required to ensure social safety at the art schools. In addition, a partnership will be set up to exchange knowledge and experience and to raise the level of knowledge together;
3. Social safety policy and monitoring, which describes the elements that should be included in a social safety policy document to be drawn up by each institution.

Part 1 – Social Safety Framework for Art Education
Definition of social safety
An educational institution is safe when the social, psychological and physical safety of students and staff is not compromised by the actions of others. This means that there is a safe and positive atmosphere within the educational institution. This also means that bullying, discrimination, intimidation, sexual harassment, aggression, violence and other forms of undesirable behaviour are unacceptable and that the institution will take action against them and prevent them as much as possible. The way in which the individual art schools / universities of applied sciences implement their social safety policy and account for it is up to the art schools / universities of applied sciences themselves. This is a framework of subjects and activities that are in any case pursued and implemented sector-wide.
The KUO Social Safety Code is based on the following basic documents: The Social Safety Code of the Association of Universities in the Netherlands (VSNU)[1] and the sector code of the umbrella organisations for primary and secondary education[2]. KUO, which is part of the higher professional education sector, endorses the HPE sector code that ensures the existence and publication of a code

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[1] [See also VSNU description https://vsnu.nl/nl_NL/nieuws.html/nieuwsbericht/512]
[2] [See Education Inspectorate's definitions of primary and secondary education; https://www.onderwijsinspectie.nl/onderwerpen/sociale-veiligheid]

of integrity (II.1.3). In addition, KUO endorses Sections II.1.5 and II.1.6 of the Sector Code, which provide for a safe environment for both staff and students.

It implements what the Higher Professional Education Collective Agreement (HPE CA) says about social safety: 'Social partners seek to create preconditions that promote that staff of universities of applied sciences can do their work safely, healthily and with pleasure, enabling them to contribute optimally to the provision of high-quality education and research.'[3]

Description of the general objectives

In art education, everyone should be able to work and study in a good atmosphere that is safe and transparent. It is crystal clear that undesirable behaviour such as bullying, discrimination, intimidation, sexual harassment, aggression, violence and other forms of transgressive behaviour are unacceptable and must be prevented.

This extends from education to the professional fields for which students are trained and with which intensive partnerships exist. Art education works in various ways, besides prevention, on other goals that contribute to strengthening a professional and respectful culture within the art schools. The most important pillars are that every signal is followed up, that we never look away and always take action. And that students and staff can and dare call each other to account for their behaviour and that it is clearly communicated where complaints and objections can be lodged.

Part 2 – Organisational Elements of Social Safety

The art schools ensure that the following elements have a recognisable and easy-to-find place in their organisation. They report on this on their website under the heading 'KUO Social Safety Code'.

- Presence of independent intermediaries for both students and staff.
- It is being investigated whether Mores, to which we are all affiliated, can take on a joint Ombud's office;
- Undesirable Behaviour Complaints Procedure
- Demonstrable active policy of inclusion and diversity, at least in the person of a designated officer or otherwise.

The art schools will also enter into a partnership in which each will participate actively. A central coordinating body will bring together people from the various art schools and develop instruments for sharing knowledge along the following three lines. These lines are:

a. Didactics and forms of teaching and assessment; The idea is to set up a platform where experts in this field from the various art schools can meet; where knowledge is exchanged and/or generated regarding pedagogical and didactic practices tailored to art education. In addition, the networks of art schools affiliated with the sector are actively engaged in collecting and exchanging knowledge and best practices in the field of inclusive education. This goes as far as making training available in the context of professionalisation.

b. Gathering and sharing knowledge in the field of inclusive education and inclusive curricula. The platform of associate professors of cultural diversity will be specially addressed for this purpose. Part of this could be the development of a 'scan' in the area of social safety that can be carried out at the art schools.

c. Inclusion and diversity; the idea is to have a student advisory board that can advise the Sectoral Advisory Board for Art Education as well as a platform where the officers and researchers concerned with this theme from the various art schools can meet.

Part 3 – Social Safety Policy and Monitoring

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[3] Preamble to CA 2020, p.9

The art schools will ensure that they have drawn up and implemented a policy document on social safety in consultation with the Employee Participation Body. They publish this policy document on their website under the heading 'KUO Social Safety Code'.

This policy document addresses at least the following topics:

- Social Safety Policy (including inclusion and diversity)
  Attention is paid annually to the activities and progress made by the art school in relation to the following subjects:
  - Sustainable and social HR policy
  - Way in which people at the institution treat each other (code of conduct or similar)
  - Didactics and safe forms of teaching and assessment
  - Design and implementation of inclusion policy.
- Regular tabling of the subject of social safety with various sections and the employee participation body within the art schools (to keep the discussion on and attention to this alive).
- Attention to social safety in student evaluations such as surveys
- Annual risk assessment in the field of social safety
- Monitoring of perceived social safety by students and staff

The document was agreed (informally) with the inspector of higher education social safety at this stage. Once this outline of the Social Safety Code for Art Education has been adopted by the administrative consultative body for art education, it will also be discussed formally with the inspectorate.