

Code of Behaviour Fontys School of Fine and Performing Arts

Below, you will find guidelines for behaviour; they apply to all employees of Fontys School of Fine and Performing Arts (FHK). They entail standards of how we, collectively, secure a safe working and study environment. To guarantee safety, it is of the utmost importance that every FHK employee will keep to the agreements.

These guidelines complement the [Integriteitscode Fontys Hogescholen](#) and the [Regeling Ongewenst Gedrag](#) Fontys Hogescholen.

Fontys regulations

Below, you will find links to both extensive regulations. The [Integriteitscode Fontys Hogescholen](#): [Integrity Code Fontys University of Applied Sciences] relies on the responsibility for the students' and employees' well-being; everyone involved in the Fontys organization should act with integrity in all situations. Pivotal in the integrity code are the five hallmarks of ethical behaviour: respect, responsibility, professionalism, focus on sustainability and transparency.

The [Regeling Ongewenst Gedrag](#) Fontys Hogescholen [Rules and regulations with regard to improper behaviour Fontys University of Applied Sciences] includes further specifications of the concept of improper behaviour, as well as how to proceed when filing an official complaint. With regard to [improper behaviour](#), confidants use four terms: (sexual) harassment, discrimination and aggressiveness, and bullying and gossip.

(Sexual) harassment includes verbal, non-verbal and/or physical behaviour (with sexual connotations) aiming at or bringing about a violation of a person's dignity.

Discrimination is defined as making an impermissible distinction in favour of or against people.

Physical aggressiveness includes being kicked, beaten, spit at, or having one's possessions destroyed; verbal aggressiveness includes yelling, pushing, using abusive language and making threats; characteristics of psychological aggressiveness include a 'subtle' form of blackmailing people, humiliate them, put pressure on them or exclude them.

Bullying and harassing is the systematically annoying, in some cases supposedly funny, behaviour of one or more people towards another person. It can manifest itself by constantly using nasty and derogatory remarks and perform such actions towards one and the same person, as well as structurally ignoring someone. Gossiping (be it verbally or via e-mail, text message or chat) is talking about a person, who himself is not present, in an unpleasant and negative way.

Guidelines code of behaviour FHK

The FHK code of behaviour contains guidelines for behaviour, making sure that, collectively, we create a safe working and study environment. Below you will find what is expected from you and others.

Who can I turn to?

If you have questions about integrity, improper behaviour, or something is bothering you, bring it up for discussion. You can do so during a staff meeting with your manager or supervisor, or his or her deputy. Please notice: anyone can contact one of the Fontys [confidants](#) van Fontys.

How can I, as an employee, be sure that my behaviour towards students and co-workers is the proper one?

Towards students

- Make sure that the student's interest is at the heart of things; that his interest outweighs yours. The student's learning trajectory is leading.
- Make sure that you are constantly aware of the fact that there is a relative imbalance in power when communicating with students, that there is a relationship dependency; please keep that in mind when addressing a student.
- Maintain a professional distance towards students. Do not take on the role of a parent or a friend. If a student is in need of personal or emotional support, you refer him to his study career counsellor (SLB). The SLB will supply further personal and emotional guidance. If necessary, the SLB can refer the student to a student counsellor.
- If certain situations should strike you as out of the ordinary, you should start asking questions. Give the other person the opportunity to explain himself; do not start being judgmental but gather information. By being judgmental, the other person might feel too insecure to discuss matters with you. At all times, you must be aware of the dependency relationship and, as a consequence, the position of power you have over the student.
- Under no circumstances you are allowed to engage in a relationship of a personal or intimate nature with (underage) students.
- Should a relationship of a personal or intimate relationship emerge in a situation of dependency (manager – employee, teacher – student), it must be reported to your manager or supervisor; together; you can try and find a solution. In addition, the supervisor, student and SLB will discuss the matter. Make sure that during this talk you are also aware of your position of power; the student might consider himself on an unequal footing.
- If an intimate relationship with mutual consent should arise at work, your manager or supervisor must be informed.

Towards colleagues

- Ask questions when situations arise that you consider out of the ordinary. Give the other person sufficient space, start by gathering information and do not be judgmental. By being judgmental, others might feel insecure and not sufficiently at ease to discuss matters. Be conscious of the dependency relationship and, as a consequence, the potential imbalance of power between you and your colleague.
- Maintain a professional distance towards your colleague. Do not take on the role of a parent or a friend. If a colleague should feel the need for personal or emotional support, you refer him to his personal supervisor. For further personal or emotional support, a co-worker can also address a confidant.
- Inform your supervisor if an intimate and personal relationship with mutual consent should arise in a situation of dependency in the workplace.
- If a relationship with a personal or intimate nature should arise in a situation of dependency (e.g. superior – employee), you must also inform your (deputy) manager or supervisor to try and find a solution, together.

Specific agreements

- It is imperative for you to set a good example.
- Take the initiative in situations you consider to be out of the ordinary or uncertain by discussing them in private with colleagues and/or your superior. Address each other.
- Take notes of what happened in a concrete situation of improper behaviour, including place and date. This proves that you are focussed on facts rather than on opinions.
- In some educational situations, physical contact can be necessary (e.g. helping someone with and/or correcting a position); in that case, always ask the student if you are allowed to touch him or her and avoid one-on-one situations.

- The dressing room is the place to change clothes, not the classrooms, unless changing clothes is part of the training itself. If that is the case, there should be screens in the classrooms, comparable to those in the wings of the theatre.

Prevention/ standing organization

- Discuss this procedure at the start of the academic year; how to teach, change clothes. Make sure to come to transparent agreements, in advance, on how to approach someone physically.
- Discuss the use of social media with your students. Do not forget to address its velocity and the unsafe environment.
- Pay attention to the # Me Too discussion. Get your students involved. Give them the opportunity to indicate what they expect, and let them share their experiences if they want to do so.
- Create a habitat in which it is unambiguous what is right and what is not. This can be achieved by supervision and peer review on professional ethics, methods of teaching, interaction with students in classroom situations and elsewhere, and by the student's 'bildung'. Teach your students how to address other people's behaviour.
- During classes, confine yourself exclusively to examples that have been anonymised.
- Be perceptive of your way of teaching and contemplate how this might be perceived by students.
- Discuss with students where to draw the line, not only during their educational trajectory, but also later in a professional setting.
- Never enter the students' dressing room in your capacity as teacher. Address a student who is changing in your presence.
- Assess this working method on a regular basis.

What if you, as an employee, do not comply with the above mentioned?

Compliance with these agreements is crucial because we value a safe working and study environment. As a consequence, measures can be taken against anyone who does not act in accordance with these agreements. There is the possibility that, after having discussed the matter with the person involved, an investigation will be carried out that may have far-reaching impact (disciplinary or with regard to your legal position as an employee).

Approved by IMR and MT FHK, October 2019