

## SP Safe Space Policy

Organization: CDN  
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Agenda item: 3. Organisational and Governance Documents

## Motion text

### 1 Introduction

2 Cooperation and Development Network Eastern Europe is a capacity-building  
3 network comprised of different youth and green-minded organisations from Eastern  
4 and Central Europe. Fighting for a Green movement is our common goal but at the  
5 same time, we acknowledge that we differ a lot based on the diverse cultural  
6 environments we come from. In addition, patriarchy/sexism/ nationalistic  
7 discourses are highly embedded in our societies, therefore the creation of a  
8 safe space is a crucial component for CDN activities in helping to dismantle  
9 existing power structures and challenge oppressive mechanisms. This way we  
10 ensure the creation of a welcoming environment where participation is equalised  
11 for all despite the ethnicity /religion/ sexual orientation/gender identity/  
12 class background and different abilities of all (participants, Executive  
13 Committee, Prep Teams and Office).

14 In general, Safe space policies are the rules by which a community agrees to  
15 behave. They help in guaranteeing that everyone feels free to express themselves  
16 and help prevent some of the problems common in our societies (such as racism,  
17 sexism, transphobia, etc.) from becoming part of the community.

18 This document provides an overview of what safe spaces are, the definition of  
19 inappropriate behaviour, and what key principles/mechanisms should be followed  
20 when establishing such spaces in CDN's activities and structures (CDN Executive  
21 Committee and Office, Prep Teams and Working Groups). This document is developed  
22 by a Working team comprised of some of the members of CDN Executive Committee/  
23 Secretariat/ Gender Working Group, and adopted by the General Assembly as an  
24 internal document of CDN in 2021. CDN aims to create a respectful, understanding  
25 and open space, and we encourage everyone, from organisers to participants, to  
26 be pro-active in creating an atmosphere where the safety of everyone is  
27 validated.

28 This document is a result of consecutive meetings of the Working team throughout  
29 the period between November 2020 - February 2021. The document refers to  
30 experiences documented by previous CDN EC members and Secretariat, who have  
31 recorded cases where safe space was breached at CDN activities. Guidance has  
32 also been taken from other similar youth-oriented organisations, which have  
33 documents in establishing safe spaces, and we are grateful towards all the  
34 organisations who shared with us their resources (see more on page 12).

35 This document is just a set of mechanisms/ techniques for constructing a safe  
36 space environment but is not a definitive document. We welcome you all to give  
37 us feedback and further suggestions for ensuring safe space at the following  
38 email address: [office@cdnee.org](mailto:office@cdnee.org).

## 39 Types of unacceptable behaviour

40 In this chapter, we will explain the types of behaviours that violate the safe  
41 space as a whole and which we aim to prevent. In case of recognizing some of  
42 these behaviours, please report to Safe Space Persons (SSP). We are aware safe  
43 space is an individual perception, and this list contains general behaviours,  
44 whilst other violations are not excluded. Any other situations that are not  
45 mentioned here but would lead to someone feeling uncomfortable, unsafe or  
46 excluded will be assessed as a violation of safe space and people are welcomed  
47 to voice them out.

48 Disclaimer: This chapter contains examples of unacceptable types of behaviour  
49 which some readers might find triggering. Examples are listed for the purpose of  
50 better understanding of these types of behaviour. The following behaviours can  
51 vary from moderate to severe violations of safe space, and the measures are  
52 taken accordingly (elaborated further in the last chapter).

### 53 Physical:

#### 54 Breaking personal boundaries

55 Indicating personal boundaries, whether physical or emotional should be a basis  
56 prior to interaction and should be respected at all times. The boundaries are  
57 often defined internally and presented with body language and verbal statements.  
58 These need to be observed, recognized (or verbalized) and respected.

59 Example: Person X has said they do not want to be touched, and person Y teases  
60 them and “jokingly” touches the person X, and gets within their personal space  
61 without their consent.

#### 62 Physical assault

63 Inflicting physical harm or unwanted physical contact upon someone. Any kind of  
64 physical violence or touching without consent is completely unacceptable. Any  
65 kind of touching between people has to be consensual and thoroughly  
66 communicated. Physical assault can also be sexual harassment and is a severe  
67 violation of safe space and personal boundaries. In the physical form of sexual  
68 harassment, assault can be anything from inappropriate touching and teasing to  
69 severe sexual assault and rape (further explained in point Sexual harassment).

70 Example: Person X punches person Y because of a disagreement of their opinions  
71 during an intense informal discussion about some topic.

#### 72 Usage of hate/disrespectful symbols

73 Carrying (jewellery, clothing, accessories) or physically presenting (writing,  
74 drawing, mimicking) disrespect and/or hate symbols connected to religious,  
75 national and extreme ideological beliefs. List of international recognized hate  
76 symbols (link: <https://www.adl.org/hate-symbols>).

77 Example A: During an art session on a CDN activity, the participant draws a  
78 swastika on a piece of paper and shows it to others.

79 Example B: participant comes to an activity wearing a T-shirt with disrespectful  
80 writings about Muslims.

## 81 Verba:

### 82 Stereotyping and discrimination

83 Stereotyping is acting based on assumed ideas or beliefs regarding someone based  
84 on their gender, sexual orientation, national, religious identity, physical  
85 appearance. Includes assuming facts about someone based on their identities. For  
86 example: assuming that a feminine man is gay. Discrimination is the act of  
87 making unjustified distinctions between individuals on basis of race, gender,  
88 age, ethnicity, language, sexual orientation, disability or other  
89 characteristics. It involves restricting members of one group or an individual  
90 from opportunities that are available to others. Extreme discriminatory  
91 behaviours like racism, chauvinism, nationalism, linguicism, homophobia,  
92 transphobia and similar will not be tolerated in CDN activities.

93 Example: A group of participants in a session refuse to involve a participant  
94 with hearing difficulties because this person speaks in a manner the group finds  
95 uncomfortable.

### 96 Objectifying

97 This behaviour conveys the idea of treating a person as a commodity or an  
98 object. Another form, sexual objectification is the act of treating a person as  
99 a mere object of sexual desire. Everyone's individuality and autonomy are their  
100 own and objectifying behaviour is destructive of these characteristics.

101 Example: participant X is told by another participant "hey girl! You would be  
102 prettier if you smiled".

### 103 Sexual harassment

104 Even though sexual harassment can be physical, it's verbal form is explained in  
105 this chapter. Along with objectifying and bullying, it is the root of other  
106 unacceptable behaviours that can lead to physical assault. Sexual harassment  
107 involves the use of explicit or implicit sexual overtones, non-verbal cues and  
108 signals, unwanted and non-consensual touch and sexual assault.

109 Sexual harassment includes a wide range of behaviours and interpretations,  
110 examples of which can be found here

111 (<https://www.un.org/womenwatch/osagi/pdf/whatish.pdf>)

### 112 Mansplaining

113 The explanation of something in a patronizing manner, usually by someone who is  
114 privileged because of their gender. This behaviour is often present in group

115 discussions when the privileged person or a group of people are not allowing  
116 others to present, speak and behave in an authentic way. Mansplaining severely  
117 disturbs dynamics and create a sense of hierarchy and domination of a privileged  
118 person or group.

119 Example: A cis-gender white man dominates the discussion about gender equality  
120 and argues with the points of the wage gap and denies the existence of  
121 inequality.

## 122 Invisibilising / belittling

123 The act of not giving chance to speak, speaking over someone, ignoring opinions  
124 etc.

125 Excluding someone from the conversation on purpose by either not giving them a  
126 chance to speak, speaking over them or ignoring what they are saying. To  
127 marginalize someone and to erase or ignore their presence or contribution.

128 Example: During an event, participants are divided into small groups and working  
129 on some presentation. Within one group, one participant is missing because has  
130 gone to the bathroom, Meanwhile, the rest continue with the work and take some  
131 important decision without the presence of this participant.

## 132 Shaming and blaming

133 Shaming is the act of bringing negative attention to an individual or a group  
134 because of their opinions; actions; physical, racial, ethnic, religious or  
135 cultural characteristics or activities. Blaming an individual or a group is a  
136 way of shaming them based on actions and the development of a situation.  
137 Unexpected or undesirable results are not a responsibility of the action doer,  
138 and no one should be blamed or feel guilty.

139 For example: participant X is approached by another participant and asked: “What  
140 is wrong with you? Why do you behave like this?” or “The situation that happened  
141 is your fault and you should face consequences”

## 142 Ridiculing/bullying

143 Using dismissive language or behaviour towards someone. Especially problematic  
144 when done based on someone’s gender identity, sexual orientation, language,  
145 national or religious identity. Bullying can be verbal, but also physical and  
146 then is seen as physical assault.

147 Example: Participant X calls participant Y offensive names and laughs at them.

## 148 Criticism without constructive feedback

149 Criticism, if presented in a constructive way, is a tool for growth and  
150 development, however it is often misunderstood. If offered without constructive  
151 feedback, criticism can be connected to insulting, ridiculing and similar  
152 behaviors. However, everyone must be aware of different levels of knowledge,  
153 language, experience, and different opinions, and give feedback accordingly.

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154 For example: While discussing over a topic participant X responds to participant  
155 Y in the following way: “This is stupid, you should stop talking”.

## 156 Threatening and blackmailing

157 Threatening behaviour includes physical or verbal actions that don’t involve  
158 actual contact/injury (moving closer aggressively), general verbal or written  
159 threats to people. Blackmailing is manipulative behaviour that includes the act  
160 of demanding personal and material belongings or degrading and non-consensual  
161 activities with the threat of revealing personal information or compromising  
162 autonomy.

163 Example: Person X found out person Y is queer, and forces person Y to give them  
164 money or they will “out” them on social media.

## 165 Ideological claims

166 (Extremist) Ideological claims are strict beliefs about certain groups,  
167 geographical locations, religious beliefs, cultures and similar identifications  
168 that lead to conflict or violent thoughts and actions.

169 For example: As it is stated in CDN Political Platform, we should strive to  
170 acknowledge and reject the politics of division and politics that seek to use  
171 nationalistic or any other exclusionary rhetoric at the expense of minorities  
172 and vulnerable groups.

## 173 Tools and mechanisms

174 This chapter enlists some practical tools and practices that can help making and  
175 obtaining a safe space environment. These tips are mostly associated with  
176 activity planning and executing, but most of them are suitable for an  
177 organizational level as well.

## 178 Before an activity

### 179 • Inclusivity

180 One of the first steps in the creation of an inclusive environment is enabling  
181 the participation of people of different backgrounds. When selecting  
182 participants, CDN Secretariat, EC member(s) and Prep Teams (PT) are paying  
183 special attention to underrepresented groups and ensuring their participation.  
184 Depending on the topic of the activity, CDN will spread its calls for  
185 participants to various channels, putting efforts into reaching out to these  
186 marginalized groups even outside of the Green family. Both regional and gender  
187 balance (a minimum of 50% of participants are young people that self-identify as  
188 woman, trans or genderqueer) are taken into consideration.

### 189 • Ability

190 Addressing the needs of everyone prior to the activity with a simple  
191 questionnaire (e.g. question box within an application form) will help

192 organizers (CDN) to be aware of everyone's needs and assist accordingly if  
193 needed. Local PT (hosting the activity) will secure that the venue/hotel is  
194 accessible for all differently-abled people.

195     • Accessibility

196 When checking potential venues for the activity, Local PT should take into  
197 account a provisional number of participants and search for working areas that  
198 can host this number of people comfortably (and in different arrangements - e.g.  
199 sitting in circle). It is recommended to choose well-lit venues and ensure  
200 accessibility to all different venues/toilets/rooms of use to participants/Prep  
201 Teams/EC Office members.

202     • Information

203 Prior to the activity, Local PT should assemble an Infosheet with all the  
204 essential information (local transport & hotel), including a brief cultural and  
205 political background, as to make participants more comfortable with their  
206 travelling. CDN will provide all the other key information about the event  
207 itself, along with the schedule (agenda) and this policy, to familiarize new  
208 participants with the Safe Space.

## 209 **During an activity**

210     • Introduction

211 At the beginning of each activity, CDN organizes an introduction session, going  
212 through the agenda, background of the project and CDN. During the Introduction  
213 session, PT will go through moderation rules and introduce diverse communication  
214 tools that will be used throughout the activity. During an introduction session  
215 or shortly after, CDN will propose a round where participants will express their  
216 needs on obtaining a safe space throughout the activity.

217     • Spatial organisation

218 How CDN arranges participants and chairs in the room depends on the session  
219 itself - whether there's a movement involved, small groups division, etc.  
220 However, it is recommended arranging participants in a circle/horizontal  
221 arrangement, rather than having a classroom arrangement, for having a more  
222 inclusive environment. Moreover, working room/venue should be noise sensitive.

223     • Language

224 Facilitators (CDN) will take steps to equalize participation, ensuring all  
225 participants are heard and diverse gender identities are respected - at the  
226 beginning of an activity, all participants will be asked to share their pronouns  
227 and have them along with their name attached visibly.

228 Facilitators will make sure to speak slowly, clearly, avoiding jargon and  
229 excessive academic language. Acknowledging that the activity is held in English,  
230 participants will be encouraged to use the language sign 'L' when a word/phrase  
231 is unclear. Moreover, participants should be encouraged to speak in English also

232 outside of sessions, not to exclude participants - when someone is using their  
233 native language, anyone can raise it with 'Bora Bora' rule. This will be a  
234 gentle reminder for everyone to speak in English. Nonetheless, if someone does  
235 not speak English well, this should not be a basis for excluding person from  
236 activity and that CDN will strive to have at least one more person speaking some  
237 other language that person understands and helps with translation.

238       • HEGs and Morning circles

239 HEGs are designated groups of smaller number of participants, organised almost  
240 every day of the activity after a full-day programme and moderated by one of the  
241 PT members. This is a space where participants can reflect and share how they  
242 felt throughout the day in a more intimate environment. Each PT member shares  
243 the main thoughts/comments/concerns expressed by the participants during HEGs at  
244 the evening PT meeting. PT can make changes in an agenda, raise some points  
245 during a Morning Circle or introduce new rules according to the results of HEGs  
246 evaluation.

247 Morning circles are organized every day, before the actual programme begins and  
248 are moderated by one of the PT members. During this circle with all of the  
249 participants, PT will go through any changes/announcements/technical reminders  
250 for the day in question. This is also a space for PT to remind everyone of safe  
251 space and raise a point if anything had happened against safe space guidelines.

252       • Safe Space Persons

253 Elaborated in the fourth chapter.

254       • Question/Feedback box

255 During the event, there shall be a box where participants can leave written  
256 notes to facilitators and the PT members with feedback and questions. Some  
257 people might prefer this way of flagging something up, asking a specific  
258 question, or asking for support or a need to be met. The question/feedback box  
259 should be placed in a visible place where everyone can access it, and its  
260 purpose should be explained at the beginning of the activity. Other tools for  
261 anonymous messages can be also used for this purpose.

## 262 **After an activity**

263       • Evaluation

264 Participants share how they felt during the event and tell if there were any  
265 situations that made them feel uncomfortable. Safe space persons can also be  
266 contacted online after the activity for the purpose of improving CDN safe space  
267 regulations.

268       • Privacy

269 No pictures shall be posted on public sites or social networks without the  
270 explicit consent of the individuals who can be identified in them. In the

271 participants list, every participant will sign a separated column regarding the  
272 consent to be photographed and the consent to disseminate these pictures.

273 • Data storage

274 CDN stores personal data (collected through application forms) of the  
275 participants/Prep-team members and ensures the safety of data. Data erasure can  
276 be done on the demand of the participant.

277 Finally, the best and most basic preventive measure is to educate ourselves,  
278 acknowledge privileges we have and build understanding and solidarity for one  
279 another.

## 280 Reporting and measures

281 The aim of this chapter is to create a sustainable system to prevent, identify  
282 and react to different types of unacceptable behaviour (outlined at chapter 2),  
283 which is not in compliance with the rules for the provision of a safe space  
284 environment in CDN activities (online and offline). These guidelines are written  
285 from the perspective of an international umbrella youth organization.

286 Disclaimer: This chapter contains hypothetical cases of unacceptable behaviour  
287 which some readers might find triggering. Examples are listed for the purpose of  
288 better understanding of these types of measures taken against these behaviours.  
289 The following cases can vary from moderate to severe violations of safe space,  
290 and the measures are taken accordingly.

### 291 Definition of SSPs

292 The central pillar of the Safe Space preventive measures and reporting mechanism  
293 evolve around the concept of Safe Space Persons (SSP). The SSPs are elected by  
294 the organizers prior to the event and are usually members of CDN EC /  
295 Secretariat/ Prep-teams that aim to prevent, identify and react to cases of  
296 unacceptable behaviour not only during activity sessions but applicable to  
297 breaks and informal parts of events. An SSP should be a person who is  
298 internalized with the Safe Space document and preferably has participated in  
299 previous CDN events. Depending on the capacities, it is recommended to elect two  
300 SSPs.

301 Safe space persons are beforehand provided with Safe space Toolkit, a document  
302 created by CDN along with Safe Space policy document, which provides knowledge  
303 and detailed procedures of creating safe space and dealing with its potential  
304 violations.

305 SSPs are present at events to help raise awareness about the topic, intervene in  
306 questionable situations where Safe space principles are breached, and provide a  
307 listening ear to participants who have felt harassed. Nonetheless, we highly  
308 encourage everyone to be proactive in creating an atmosphere where the safety of  
309 others is validated. In case of a safe space breach, there are three stages that  
310 an SSP goes through: 1- Prevention; 2- Identifying; 3- Reporting.



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## 311 Prevention

312 The main aim is always to prevent unacceptable behavior from happening and safe  
313 persons should guarantee this. Before the start of an offline/online event, they  
314 can briefly present the Safe Space document and measures/mechanism entailed in  
315 the document. Prevention methods are elaborated in chapter 3.

316 Since the document will be sent to participants in advance, the safe space  
317 person should open the floor for questions from the participants, in case that  
318 there is something unclear from the document. After the presentation, the safe  
319 space person should let participants know that he/she/they are the right person  
320 to approach, in case that somebody faces unacceptable behaviour, and this  
321 behaviour goes unnoticed from the safe space person.

322 Along with the preventive measures from chapter 3, participants and SSP should  
323 conduct regular emotional screening and be observant.

## 324 Identifying

325 Safe Space persons are trained to identify unacceptable behaviours in CDN  
326 activities and observe participants in a non-intrusive way for the sake of  
327 timely reactions. Unacceptable behaviours are not necessarily obvious and  
328 visible for bystanders and (if not verbalize) can be recognized through body-  
329 language. SSPs are trained to recognize subtle signs and react if someone feels  
330 uncomfortable. This of course depends on the specific context.

331 The key action in creating safe space, along with prevention, is identifying the  
332 breaches of safe space and boundaries in groups and on a personal level. There  
333 are different ways of recognizing and identifying safe space violations:

- 334 • Direct report to SSP;

335 These are usually subtle cases when the SSPs are notified or approached by  
336 participants/ or active bystanders who have noticed some kind of violation or  
337 strange situation. This can be a person directly seeking action to prevent  
338 further harassment, a complaint against other participant, seeking advice etc.  
339 If someone from bystanders notices someone else is feeling uncomfortable, they  
340 can inform SSP who will take further measures.

- 341 • SSPs observation ;

342 As mentioned previously, SSPs are observant and notice disturbed power dynamics,  
343 uncomfortable situations etc. by observing body language of participants  
344 (Example: Person A repeatedly sits next to person B on a break, each time person  
345 A moves away and appears uncomfortable. This keeps on happening and person B is  
346 retreating to their room). SSPs in these cases approach these participants and  
347 make sure to understand if there is some underlying issue that needs to be  
348 resolved.

- 349 • Feedback from the box

350 The box represents an opportunity specifically for reporting of safe space  
351 violations. The tips can be reported anonymously and will be researched further

352 by SSP and PT members. Messages in the feedback box don't necessarily have to be  
353 reports, but also suggestions, for example, to rearrange groups or be aware of  
354 some situations happening outside the venue (for example accommodation). The box  
355 is checked daily for feedback along with other preventive measures, but should  
356 not stop participants of contacting SSP or other PT members on anything  
357 relevant.

## 358 Reporting:

359 The SSP serves as the first line of contact and provides a type of first aid.  
360 Depending on the context, there are different ways of reporting the incident:

- 361 • the immediate reaction from the SSPs

362 In this scenario, the SSP are reacting immediately on spot to address the issue  
363 that have disrupted the safe space. This is sometimes done in a very intrusive  
364 way.

365 Techniques: educating participants, collective emotion check, body awareness  
366 exercise etc.

367 Examples: For instance, an SSP notices that only some participants are speaking  
368 in a discussion, therefore the SSP suggest to leave space for others who have  
369 not engaged much with the discussion.

- 370 • communication with victim/perpetrator

371 In case when there is a breach of Safe Space, SSPs try to identify the victim  
372 and perpetrator and have a moderated conversation separately with each of the  
373 sides involved in the dispute. Through this conversation, the SSP can understand  
374 the reasoning behind the perpetrator's behaviour and provide emotional support  
375 to the victim.

- 376 • communicating with the PT;

377 After consulting with both sides involved in the incident, SSPs sum up the case  
378 to the PT. This way, the PT can adjust the sessions accordingly in order to  
379 avoid similar cases for the rest of the programme, and make sure that everyone  
380 feels included and comfortable.

## 381 Measures

382 Based on the scale of the misbehaviour (mild-severe-extreme) there are different  
383 measures to be taken by the SSPs and PT of the activity. We will exemplify this  
384 by showing one hypothetical incident and different escalation of it from mild to  
385 an extreme incident. Let's imagine that we are facing a case where a transgender  
386 participant is being misgendered by another participant.

- 387 • Mild case: After the SSPs approach the "harasser", it turns out that this  
388 is done unintentionally due to the lack of information on the topic/  
389 misuse of the PGP.

390 Measures: moderated communication/ SSPs remind participants again to read the  
391 Safe space document and ask if something is unclear.

- 392 • Severe: After the SSPs approach the “harasser”, it turns out that this is  
393 done intentionally due to the discrimination based belief. For instance,  
394 person believes, that only ciswoman are categorized as women and  
395 transwomen are men.

396 Measures: Emotional support to the victim, explanation to the harasser why their  
397 behaviour is unacceptable and they are asked to apologize to the harassed  
398 person. We can communicate with the problematic participant that if the  
399 behaviour will be repeated, then further measures will be taken. This will be  
400 taken into consideration for their future participation at CDN events, follow-up  
401 from the EC. If the participant is part of CDN MO, CDN EC will proceed with  
402 contacting the MO contact person.

- 403 • Extreme: when it involves instances of physical harassing/unwanted touch  
404 etc.

405 Measures: They can bring people to a safe place, away from whomever they felt  
406 harassed by. Furthermore, decisions and actions regarding what happens to people  
407 and an event remain with the organizers and/or CDN EC.

408 **Other measures:**

409 1. Group discussion can also be made during the event, where people  
410 collectively discuss the situation, and then participants can propose  
411 measures.

412 2. In case if there`s an extreme situation (ex. if there is a fight, if the  
413 safety of participants is risked), then the next measure will be:

414 2.1 contact the authorities;

415 2.2 expel the participant involved in the physical incident.

## 416 **Safe space in online environments**

417 CDN online spaces in which SS needs to be monitored include chats, mailing lists  
418 and online calls. This is monitored by SSP in accordance to SSP document and “SS  
419 guidelines for online spaces”. If possible, every chat should have at least one  
420 - preferably more SS persons who will overlook discussions and react in case of  
421 SS breaches.

422

423 **General rules of SS in an online environment**

424 1. Space for all

425 CDN chats are a space for all people, no matter one's gender, sexuality, race,  
426 religion, nationality, physical ability, etc. Stereotypes and insults are not  
427 allowed on chats. Personal opinion is valued, but it's crucial to give space to

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428 people who are experiencing the discussed issues directly and encourage all  
429 people to share their thought.

## 430 2. Respect

431 There should be respect towards everyone no matter their identities. No  
432 previously outlined unacceptable behaviours are allowed in CDN chats. Trying to  
433 force religious and/or cultural beliefs is forbidden.

## 434 3. Gender and pronouns

435 Every member should respect other people's pronouns which should be clearly  
436 defined (or clarified if not clear). Disrespectful remarks towards a person's  
437 gender and gender identity is unacceptable.

## 438 4. Trigger warnings

439 If a participant is discussing topics that could be triggering to someone, it's  
440 crucial to use trigger warning (TW) or content warning (CW).

## 441 5. Misinformation

442 It's prohibited to spread misinformation in the chats.

## 443 6. Verbal and non-verbal communication in calls

444 Be aware of distracting behaviours you might show in videos, which might be  
445 interpreted as offensive, insulting or simply distract the speaker (eg.  
446 discussions in chats of the meeting, facial expressions, physical needs,  
447 personal obligations, discussions in chats).

## 448 7 Safe space in EC and office

449 In order to ensure SS in the working structures of CDN, there should be similar  
450 concepts of ensuring SS in terms of unacceptable behaviours and general rules.  
451 It is recommended that 2 safe space persons are appointed - one from office and  
452 one from EC, who mutually consult and communicate on ensuring SS in these  
453 structures. Along with standard preventive methods of ensuring safe space, it is  
454 recommended that SSPs conduct regular (at least every 2 months) SS check with  
455 all members of structures, including persons under temporary contracts with CDN.  
456 In addition to the previously mentioned examples of SS breaches, the SSPs shall  
457 pay attention to the following conditions and situations: burnout states, mental  
458 health issues, communication within the team, working hours and vacation times  
459 etc. SSPs will gather recommendations on the improvement of working conditions,  
460 structure them, and regularly implement new positive practices.

## 461 Methods of ensuring SS in online spaces

462 SSP is responsible for chat monitoring, issuing warnings, ending conflicts, and  
463 reporting members that have been warned more than three times for not following  
464 the SS guidelines. SS guidelines are a document outlining procedures and  
465 unacceptable behaviours which can occur in online spaces and ways how to  
466 overcome them, similar to outlined SS policy procedures.

467 Additionally, SSP for online spaces should be aware and moderate gender balance  
468 and encourage all groups concerned to participate in the discussion. SSP can  
469 restrict people from dominating discussions in order to provide SS for everyone  
470 to share.

471 If personal attacks, accusations, spreading misinformation or defensive  
472 communication occurs, chat members need to be reminded by the SSP to keep

473 discussions constructive and reminded of the SS Guidelines and Policy. If  
474 participants ignore this reminder then SSP needs to contact involved  
475 participants privately and bring to their attention the issue.

476 If necessary SSP should create smaller chats for specific conversations. In case  
477 that conversations are getting out of hand then SSP (also an admin) should  
478 install slow mode (in Telegram chats).

479 In online meetings in cases of inappropriate verbal and non-verbal communication  
480 or breaking of moderation, SSP should remind of the SS guidelines and if the  
481 behaviour is not stopped after 3 warnings, SSP can restrict online activity as a  
482 meeting admin. In extreme cases of this behaviour, SSP can restrict activity  
483 without warning and contact the involved persons with a warning and  
484 clarification.

#### 485 Resources

486 Hereby we would like to thank the following organisations for providing  
487 materials and resources with us in the process of creating the Safe Space  
488 Policy.

- 489 • Col·lectiu Eco-Actiu/ The Ulex project [“Anti-oppression toolkit: A](#)  
490 [facilitator’s guide”](#)
- 491 • Association des États Généraux des Étudiants de l’Europe (AEGEE) [“Smash](#)  
492 [guidelines: Structural measures against sexual harassment”](#)
- 493 • Federation of Young European Greens (FYEG) [“Smash Glass ceiling: Handbook](#)  
494 [for brave feminist leaders”](#)
- 495 • Federation of Young European Greens (FYEG) [“Internal Rules of Procedure”](#)
- 496 • European Network of Equality Bodies (Equinet ) [“Safe Space Policy for](#)  
497 [Equinet Events”](#)