

# Political Platform Amendment

**Proposer:** CDN (decided on: 28.03.2025)

**Title:** Safe Space Policy

## **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

24 Secretariat/ Gender Working Group, and adopted by the General Assembly as an  
25 internal document of CDN in 2021. CDN aims to create a respectful, understanding  
26 and open space, and we encourage everyone, from organisers to participants, to  
27 be pro-active in creating an atmosphere where the safety of everyone is  
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.

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

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

## 80 **Verba:**

### 81 **Stereotyping and discrimination**

82 Stereotyping is acting based on assumed ideas or beliefs regarding someone based  
83 on their gender, sexual orientation, national, religious identity, physical  
84 appearance. Includes assuming facts about someone based on their identities. For

85 example: assuming that a feminine man is gay. Discrimination is the act of  
86 making unjustified distinctions between individuals on basis of race, gender,  
87 age, ethnicity, language, sexual orientation, disability or other  
88 characteristics. It involves restricting members of one group or an individual  
89 from opportunities that are available to others. Extreme discriminatory  
90 behaviours like racism, chauvinism, nationalism, linguicism, homophobia,  
91 transphobia and similar will not be tolerated in CDN activities.

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

## 95 **Objectifying**

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

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

## 102 **Sexual harassment**

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

108 Sexual harassment includes a wide range of behaviours and interpretations,  
109 examples of which can be found here  
110 (<https://www.un.org/womenwatch/osagi/pdf/whatisssh.pdf>)

## 111 **Mansplaining**

112 The explanation of something in a patronizing manner, usually by someone who is  
113 privileged because of their gender. This behaviour is often present in group  
114 discussions when the privileged person or a group of people are not allowing  
115 others to present, speak and behave in an authentic way. Mansplaining severely  
116 disturbs dynamics and create a sense of hierarchy and domination of a privileged

117 person or group.

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

## 121 **Invisibilising / belittling**

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

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

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

## 131 **Shaming and blaming**

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

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

## 141 **Ridiculing/bullying**

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

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

147 **Criticism without constructive feedback**

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

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

155 **Threatening and blackmailing**

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

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

164 **Ideological claims**

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

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

172 **Tools and mechanisms**

173 This chapter enlists some practical tools and practices that can help making and  
174 obtaining a safe space environment. These tips are mostly associated with

175 activity planning and executing, but most of them are suitable for an  
176 organizational level as well.

177 **Before an activity**

178 • **Inclusivity**

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

188 • **Ability**

189 Addressing the needs of everyone prior to the activity with a simple  
190 questionnaire (e.g. question box within an application form) will help  
191 organizers (CDN) to be aware of everyone's needs and assist accordingly if  
192 needed. Local PT (hosting the activity) will secure that the venue/hotel is  
193 accessible for all differently-abled people.

194 • **Accessibility**

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

201 • **Information**

202 Prior to the activity, Local PT should assemble an Infosheet with all the

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

208 **During an activity**

209 • **Introduction**

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

216 • **Spatial organisation**

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

222 • **Language**

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

227 Facilitators will make sure to speak slowly, clearly, avoiding jargon and  
228 excessive academic language. Acknowledging that the activity is held in English,  
229 participants will be encouraged to use the language sign 'L' when a word/phrase  
230 is unclear. Moreover, participants should be encouraged to speak in English also  
231 outside of sessions, not to exclude participants - when someone is using their  
232 native language, anyone can raise it with 'Bora Bora' rule. This will be a

233 gentle reminder for everyone to speak in English. Nonetheless, if someone does  
234 not speak English well, this should not be a basis for excluding person from  
235 activity and that CDN will strive to have at least one more person speaking some  
236 other language that person understands and helps with translation.

237 • **HEGs and Morning circles**

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

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

251 • **Safe Space Persons**

252 *Elaborated in the fourth chapter.*

253 • **Question/Feedback box**

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

261 **After an activity**

262

- **Evaluation**

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

267

- **Privacy**

268 No pictures shall be posted on public sites or social networks without the  
269 explicit consent of the individuals who can be identified in them. In the  
270 participants list, every participant will sign a separated column regarding the  
271 consent to be photographed and the consent to disseminate these pictures.

272

- **Data storage**

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

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

279

## **Reporting and measures**

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

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

290

## Definition of SSPs

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

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

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

310

## Prevention

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

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

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

323

## Identifying

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

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

333 • **Direct report to SSP;**

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

340 • **SSPs observation ;**

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

348 • **Feedback from the box**

349 The box represents an opportunity specifically for reporting of safe space  
350 violations. The tips can be reported anonymously and will be researched further  
351 by SSP and PT members. Messages in the feedback box don't necessarily have to be  
352 reports, but also suggestions, for example, to rearrange groups or be aware of

353 some situations happening outside the venue (for example accommodation). The box  
354 is checked daily for feedback along with other preventive measures, but should  
355 not stop participants of contacting SSP or other PT members on anything  
356 relevant.

357 **Reporting:**

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

360 • **the immediate reaction from the SSPs**

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

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

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

369 • **communication with victim/perpetrator**

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

375 • **communicating with the PT;**

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

380

## Measures

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

386

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

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

391

- 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  
transwomen are men.

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

402

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

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

407

### Other measures:

408

1. Group discussion can also be made during the event, where people

409                   collectively discuss the situation, and then participants can propose  
410                   measures.

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

413                   2.1 contact the authorities;

414                   2.2 expel the participant involved in the physical incident.

## 415                   **Safe space in online environments**

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

## 421 422                   **General rules of SS in an online environment**

### 423                   **1. Space for all**

424                   CDN chats are a space for all people, no matter one's gender, sexuality, race,  
425                   religion, nationality, physical ability, etc. Stereotypes and insults are not  
426                   allowed on chats. Personal opinion is valued, but it's crucial to give space to  
427                   people who are experiencing the discussed issues directly and encourage all  
428                   people to share their thought.

### 429                   **2. Respect**

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

### 433                   **3. Gender and pronouns**

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

437 **4. Trigger warnings**

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

440 **5. Misinformation**

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

442 **6. Verbal and non-verbal communication in calls**

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

447 **7 Safe space in EC and office**

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

460 **Methods of ensuring SS in online spaces**

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

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

470 If personal attacks, accusations, spreading misinformation or defensive  
471 communication occurs, chat members need to be reminded by the SSP to keep  
472 discussions constructive and reminded of the SS Guidelines and Policy. If

473 participants ignore this reminder then SSP needs to contact involved  
474 participants privately and bring to their attention the issue.

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

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

484 **Resources**

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

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