

Social Safety Policy

Study Association INPUT

2025-2026



Table of Contents

1. Introduction	2
2. Social Safety: Definition	3
2.1 What is Social Safety?	3
2.1.1 Bullying	3
2.1.2 Aggression	4
2.1.3 Violence	4
2.1.4 Discrimination	5
2.1.5 Sexism & Misogyny	5
2.1.6 Sexual Harassment, -Assault and -Misconduct	5
2.2 Why is Social Safety Important?	6
2.3 What does INPUT do to act on social safety issues?	7
2.3.1 How does INPUT try to prevent social safety issues?	7
2.3.2 What does INPUT do when it does occur?	7
3. Bystander Intervention	8
3.1 What is the “Bystander Effect”?	8
3.2 Why do Bystanders Matter?	8
3.3 How can Bystanders Intervene?	9
3.4 Implementation within INPUT	10
4. Confidential Contact Person(s)	11
4.1 Confidential Contact Person	11
4.2 Internationalization Integration Officer (IO)	12
4.3 Expectations	12
4.4 CCP’s and IO within INPUT	13
5. Code of Conduct	14
6. Useful Resources	15
6.1 Resources within the Association	15
6.2 Resources within the University	15
6.3 Resources outside of the University	16
7. References	17

1. Introduction

Dear members of Study Association INPUT,

In recent years, the importance of social safety has become increasingly evident but what does social safety truly mean? It is the foundation that ensures individuals feel secure, respected and supported in their communities, free from discrimination, harm or exclusion. Within academic settings, social safety plays a crucial role in fostering an environment where students, staff and faculty can participate without fear of harassment, bias or marginalization. It extends beyond physical safety to include emotional and mental well-being, creating a space where people of all backgrounds can thrive and contribute freely.

At Study Association INPUT, we are committed to fostering such an inclusive environment, where everyone can express themselves authentically, regardless of background, ethnicity, sexual orientation or any other characteristic.

This initiative is led by the Faculty of TSB and supported by Faculty Association IDEA, which aims to enhance the social climate within the faculty and create a culture of safety and inclusion. Through their efforts, they advocate for policies and practices that contribute to a supportive, positive academic environment for all.

We wish you a socially safe academic year and are dedicated to ensuring that the environment within INPUT remains one that upholds the standards of respect, inclusion and support we all strive for.

On behalf of Study Association INPUT's daily board.

2. Social Safety: Definition

2.1 What is Social Safety?

Social safety is a concept focused on fostering an environment where individuals feel respected and protected, are free from harm, where positive social interactions are promoted and where there may be a sense of community well-being. It puts the emphasis on improving social behavior through accountability, clear communication and mutual respect, and it is there to ensure that all members and participants are aware of the established rules within the association.

In a socially safe environment, trust is created by consistently addressing and preventing inappropriate behavior, which includes, but is not limited to: bullying, aggression, violence, discrimination, racism, sexism, misogyny and sexual harassment. Such spaces encourage inclusivity and equity, where everyone is allowed to be themselves without fear of judgement.

Social safety also focuses on proactive measures, such as education and training. This to ensure and promote empathy and conflict resolution, fostering a culture of support and understanding. Socially safe environments enhance cooperation, reduce conflict and contribute to the overall well-being and mental health of individuals, ultimately strengthening the association as a whole.

2.1.1 Bullying

Bullying can be defined as the repeated aggressive behavior aimed at harming, intimidating or exerting control over someone who may be perceived as vulnerable. It may often include an imbalance of power between the two parties involved. The imbalance may be social, physical or psychological.

Bullying may be defined in various forms: physical-, verbal-, social/ relational- and cyberbullying. Physical bullying includes actions like hitting, kicking and pushing. Verbal bullying includes name-calling, insults and threats designed to cause emotional pain. Social/relational bullying includes spreading rumors, exclusion from social groups and any other tactics which are used to damage a person's social reputation. Lastly, cyberbullying includes the usage of digital platforms in order to harass, intimidate or embarrass someone.

The behavior typically becomes a pattern, with the usage of force, coercion or emotional manipulation. It can have a deep effect on victims, often leading to issues like anxiety, depression and low self-esteem. The power imbalance, whether it may be through status, physical strength or influence, reinforces the bully's control and will make it difficult for the victim to respond or escape the situation.

It is important to note that although bullying is given a definition, it will always remain a subjective conduct and can never be fully defined and explained. It is important that a victim reports the bullying to either a board member or a CCP, otherwise the association can not act on the claims of bullying.

2.1.2 Aggression

Aggression can be defined as behavior directed toward other individuals with the intention of causing harm, injury or distress. It involves an individual acting in a way that they believe will lead to a negative or harmful impact on the other person. Typically, the aggressor is motivated by some form of perceived provocation or frustration and they carry out the behavior with the specific goal of inflicting harm, whether physical, emotional or psychological. The key element in defining aggression is intent, the offender's awareness and belief that their actions will cause harm to the other party.

It is important to distinguish between purposeful harm and accidental harm, as this distinction plays a crucial role in understanding aggression. While aggression is characterized by intentionality, accidental harm, by definition, occurs without the intent to harm. If a person causes injury or distress without the conscious goal of doing so, such as in an unintentional accident, this would not be classified as aggression, despite the negative outcome. In other words, according to the definition, for an act to be considered aggression, it must stem from a deliberate desire or intent to harm. Therefore, behaviors that result in harm without malicious intent or purpose, such as a momentary lapse of judgment or an accident, do not meet the criteria for aggression as defined above.

2.1.3 Violence

Violence is the use of physical force or power, either threatened or actual, that results in or has the potential to cause harm, injury, or damage to individuals, property, or communities. It is a sub-class of aggression, distinguished by its goal of causing extreme harm, whether physically, emotionally or psychologically. Violence can take many forms, including physical violence (such as hitting, assault or murder), psychological violence (such as threats, intimidation or emotional abuse), sexual violence (such as rape or sexual assault), and structural violence (such as systemic inequality or oppression).

While all violence involves aggression, violence typically carries a heavier intent, with the goal of causing significant damage or harm. It may be intentional or unintentional and can occur in various contexts, from families and communities to workplaces and broader societal scales (such as war or civil conflict). It often leads to both immediate and long-term physical, emotional and psychological harm, leaving victims with trauma that can persist throughout their lives.

The prevention of violence requires addressing its root causes, such as inequality and social injustice, promoting non-violent conflict resolution, and ensuring that victims have access to adequate support and protection. In doing so, society can reduce the incidence of violence and its harmful effects on individuals and communities.

2.1.4 Discrimination

Discrimination is defined as the unequal treatment or disadvantage of people based on personal characteristics such as age, gender, race, religion, sexual orientation, disabilities or other identity characteristics.

There are three forms of discrimination that are mainly acknowledged, namely direct, indirect and institutional discrimination. Direct discrimination is openly treating someone differently, this can be based on the characteristics named above. Indirect discrimination usually unintentionally disadvantages certain groups. Institutional discrimination occurs when either organizations or governments make systematic distinctions that can lead to inequality.

2.1.5 Sexism & Misogyny

Although both are gender-based discriminatory, there is a difference between the two which should be established. The difference between sexism and misogyny lies primarily in the intensity, intent and manifestation of gender-based prejudice, though both are deeply rooted in the unequal treatment of women. Sexism refers to discrimination or prejudice based on gender, often leading to the belief that one gender is superior or inferior to another. In the context of sexism, it typically manifests as discriminatory attitudes or practices that disadvantage women. Sexism can be subtle, structural, or cultural in nature and may not always stem from hatred toward women but rather from ingrained societal norms or stereotypes about gender roles. It is important to note that sexism is not only about discriminating against women, it can also have a negative effect on men, transgenders and those not identifying with a specific gender.

Misogyny on the other hand, is hatred, dislike, or contempt for women in specific. While sexism involves discrimination based on gender, misogyny takes it a step further, representing a deeper animosity or hostile attitude towards women in specific. It is often more overt and emotionally intense than sexism and can manifest in direct harm or violence.

2.1.6 Sexual Harassment, -Assault and -Misconduct

Sexual harassment is a form of gender-based discrimination that involves unwelcome behavior of a sexual nature, creating a hostile, intimidating or offensive environment. It can manifest as physical actions, verbal comments or non-verbal gestures, and can occur anywhere, in workplaces, educational institutions, public spaces or any other environment. Sexual harassment includes, but is not limited to, unwanted sexual advances, inappropriate jokes, explicit content or sexual gestures. It can manifest both in person and online. It not only undermines an individual's dignity but also has significant psychological and emotional consequences, such as anxiety, depression and a diminished sense of self-worth. In the Netherlands, sexual harassment is recognized as a violation of rights and is addressed through various legal protections and policies aimed at creating a safe and respectful environment. It is prohibited through the *Algemene Wet Gelijke Behandeling (AWGB)/ General Act Equal Treatment (GAET)* Article 1a sub 1

through 4. The impact of sexual harassment extends beyond the victim, affecting the overall atmosphere in communities and organizations. Preventing sexual harassment requires clear policies, training programs and accessible reporting mechanisms to ensure that individuals are protected from discrimination and exploitation in all settings.

Sexual assault refers to any non-consensual sexual act or attempt to obtain a sexual act by violence, coercion, manipulation or intimidation. It includes, but is not limited to, unwanted touching, groping, coercion into sexual activity or rape. Sexual assault is considered a criminal act under Dutch law and can have profound and lasting effects on survivors, including trauma, fear and long-term psychological harm. Any instance of sexual assault is treated with the utmost seriousness and requires immediate action, including the option of contacting law enforcement and specialized support services such as Centrum Seksueel Geweld.

Sexual misconduct is a broader term that encompasses inappropriate, exploitative or abusive behavior of a sexual nature that may not fall within the strict legal definitions of harassment or assault but is still harmful and unacceptable. Examples include abusing positions of power or authority to seek sexual favors, exploiting blurred boundaries in social or academic settings or repeated inappropriate behavior that creates discomfort. Sexual misconduct undermines trust, safety and equality within the association and will not be tolerated in any form.

2.2 Why is Social Safety Important?

Social safety is fundamental to the well-being, development and participation of all members within Study Association INPUT. It ensures that individuals can engage in activities, contribute to committees, and build connections without fear of exclusion, harassment or harm. When members feel safe and respected, they are more likely to express themselves authentically, collaborate openly and take part in shaping the community.

The absence of social safety can have severe consequences, both for individuals and for the association as a whole. Individuals who experience or witness unsafe behavior often suffer from stress, anxiety or diminished self-esteem, which can affect their academic performance and overall mental health. On a collective level, unsafe environments discourage participation, create division and undermine the culture of trust and inclusion that INPUT seeks to foster.

Prioritizing social safety also reflects INPUT's commitment to broader societal values of equality, respect and diversity. Universities and study associations are more than academic institutions; they are communities where students develop personally and professionally. A socially safe environment contributes to that growth by allowing everyone, regardless of background or identity, to thrive.

By ensuring social safety, INPUT not only prevents harm but also actively builds a stronger, more inclusive association. Members learn the value of accountability, mutual respect and empathy; qualities that extend far beyond the association and into their academic, personal and professional lives.

2.3 What does INPUT do to act on social safety issues?

2.3.1 How does INPUT try to prevent social safety issues?

To realise social safety within INPUT, the Association strives to prevent the concepts that were given above, like bullying, aggression, discrimination etc from happening. INPUT promotes social safety by creating a respectful atmosphere and by ensuring there are clear and accessible channels for members to raise concerns.

Our association strives to be a place where everyone feels welcome, safe and respected. An open climate is encouraged, where members can share concerns or experiences regarding social safety without fear of negative consequences. The board is responsible for actively promoting safe behaviour and intervenes when it notices inappropriate or unsafe behavior. By demonstrating exemplary behaviour, the board sets a standard for members to follow. In doing so, the association shows its members that it takes responsibility for maintaining a safe environment.

Furthermore, the committees are the heart of the association, the board ensures that social safety is explicitly addressed within them. At the start of each academic year, the committees discuss behavioral expectations, ensuring that all committee members know that social safety is taken seriously and that there is space to talk about concerns. The coordinator of the committee is the contactperson for their committee, to make sure that committee members know where to go to with concerns. Additional support is offered through support channels, those being the CCP's and IO.

2.3.2 What does INPUT do when it does occur?

When the matters taken to prevent an unsafe environment and a social safety issue does occur, the association will handle the situation accordingly. INPUT abides by the code of conduct, outlined in this policy. Depending on the situation and the 'heaviness', INPUT will take the necessary actions. This can vary from a warning to a suspension. Before action is taken, the board will have a conversation with the person in question. The procedure for this is as follows; firstly, after a concern is raised, there will be a confidential conversation with the person who raised the concern. Secondly, there will be a confidential conversation with the person the concern was about. Based on the conversation, the board will decide what the proper consequences or interventions are. When needed, the assistance of the Foundation 'Stichting INPUT Actief' can be requested.

3. Bystander Intervention

3.1 What is the “Bystander Effect”?

The bystander effect is a well-documented psychological and social phenomenon in which individuals are significantly less likely to intervene in an emergency or problematic situation when other people are present. Instead of prompting action, the presence of multiple witnesses often results in collective inaction. This occurs because the sense of responsibility becomes diffused across the group: each person unconsciously assumes that someone else will step in, and as a result, no one does. The individual’s perceived duty to act diminishes in proportion to the number of others around them, creating a silent paralysis that allows the situation to continue.

In addition to this diffusion of responsibility, the bystander effect is reinforced by the human tendency to look to others for social cues in uncertain or ambiguous situations. When people see that no one else is reacting, they may interpret the absence of action as a signal that the behavior or incident is not actually serious, even if it clearly is. This phenomenon, known as pluralistic ignorance, traps individuals in a cycle of hesitation where everyone is waiting for someone else to make the first move.

Fear of misjudging the situation or drawing negative attention to oneself further discourages intervention. Many bystanders worry about embarrassing themselves, escalating the conflict or being criticized by others for overreacting. This concern for self-image often outweighs the instinct to help, particularly in public settings where one’s actions are highly visible. Moreover, if the situation seems threatening or dangerous, self-preservation instincts can intensify the hesitation to intervene, leaving the person in distress without immediate support.

As a consequence, harmful behavior frequently persists not because those present approve of it, but because the social and psychological dynamics of the group discourage active intervention. The bystander effect demonstrates that in moments where collective responsibility should be strongest, it often weakens, enabling misconduct, harassment or aggression to continue unchecked. Overcoming this tendency requires awareness, empowerment and a culture that normalizes stepping forward rather than remaining silent.

3.2 Why do Bystanders Matter?

Undesirable behavior often continues because others present do not intervene. Many people remain passive due to fear, doubt or the belief that “someone else will act” - a phenomenon known as the bystander effect. This effect can create an environment in which harmful behavior appears tolerated, even if most people present silently disapprove. However, research shows that when bystanders act, the situation can de-escalate, victims feel supported and the social norm shifts toward respect and safety. Intervention demonstrates that the community does not accept inappropriate behavior and that those affected are not alone. Even small actions, such as expressing disapproval, checking in with the victim

afterwards or distracting from the situation, can significantly reduce the harm experienced. Bystanders matter because they help break the cycle of silence. When no one responds, the behavior may escalate, the victim may feel abandoned and the perpetrator may assume their actions are acceptable. Conversely, visible intervention signals that the community values accountability, compassion and respect.

It is important to recognize that intervention is not always about direct confrontation. Each situation requires judgment and members should always prioritize their own safety. Options include: Direct action, indirect action, seeking support and providing aftercare.

Through these actions, bystanders contribute to a culture where harmful behavior is no longer ignored or normalized.

3.3 How can Bystanders Intervene?

It must be acknowledged that in a socially unsafe environment, not only those involved can help or intervene but also bystanders or witnesses. Below is a guide on how to intervene as a bystander:

1. **Notice the situation:** Be aware of your surroundings. Many problematic situations escalate because people fail to recognize or acknowledge them.
2. **Interpret the situation as problematic:** Ask yourself: Is this behavior inappropriate, harmful or unsafe? Trust your instincts; if it feels wrong, it likely is.
3. **Take responsibility:** Avoid the “bystander effect” (assuming someone else will act). If you see something, it is also your responsibility to respond in some way.
4. **Decide how to intervene:** Choose a safe and appropriate strategy. Possible options include:
 - Direct: Speak up and address the behavior (e.g., “That’s not okay”).
 - Distract: Defuse the situation indirectly (e.g., changing the topic, asking a question).
 - Delegate: Seek help from someone else (e.g., board member, CCP, IO, staff).
 - Delay: Check in with the affected person afterwards if immediate intervention feels unsafe.
 - Document: Collect as much proof as possible of the unsafe situation and document it all together (e.g. film the unsafe situation or make a photo).
5. **Act:** Carry out your chosen strategy. Even small interventions can make a significant difference in supporting victims and showing that inappropriate behavior is not tolerated.

It is important to note that there are also additional insights to the “bystander effect” and its complimenting interventions. It is important to keep these in mind when defining and dealing with bystanders:

1. **Barriers to Action:** fear of escalation, not knowing what to say, uncertainty if the behavior is really harmful, social pressure or fear of backlash.
2. **Enablers of Action:** having clear guidelines, training, support structures (like CCPs), and role models who demonstrate intervention.

3. **Outcome:** By intervening, bystanders not only protect the immediate victim but also help set a social norm where discrimination, harassment and aggression are visibly rejected.

3.4 Implementation within INPUT

Within larger groups, the bystander effect can occur more frequently. To reduce the likelihood of the effect taking place within the association, the board will raise awareness among the members of what the bystander effect is and how it can be prevented. For example, this will be done by drawing attention to the existence of the social safety policy during the first committee meeting of the academic year.

The board will lead by example for the members, as the board needs to be the first one to act in socially unsafe situations. To break the effect, the board will consciously act in accordance with the earlier described steps; direct, distract, delegate, delay and document. By increasing awareness and encouraging active intervention, the board aims to create a culture in which members feel responsible for each other's well-being.

4. Confidential Contact Person(s)

A confidential contact person, to be referred to as ‘CCP’ or ‘Trust Person’ is a member of Study Association INPUT who has 1. been appointed by the current acting board as a CCP/ the IO and 2. has followed a specific training for CCPs through the university, used to train them for situations where they may be needed and which may occur. Study Association INPUT knows two CCPs each year and one internationalization (integration) officer, which will be referred to as ‘IO’.

4.1 Confidential Contact Person

Study Association INPUT follows the ‘TSB Confidential Contact Person (CCP) Policy’ which was established by Faculty Association IDEA in collaboration with the four TSB study associations Complex, INPUT, POLIS and Versot. The definitions of a CPP according to the TSB CCP Policy:

1. A CCP within an association is the point of contact for anyone who is confronted with transgressive behavior or who wants to discuss an incident or situation confidentially.
2. The CCP provides support, guidance, advice, and if necessary, arrange some sort of aftercare. They will provide information about what steps the reporter can take to solve the problem. These can be as broad as submitting a formal complaint, to referring to counselors and options are provided by Tilburg University and the association.
3. When a situation is urgent, or the CCP does not feel like they can help the reporter enough, the CCP is always able to refer the person to the Confidential Advisor. The task of the Confidential Advisor is to assist, inform, guide and advise the employee or student about possibilities to put an end to the undesirable behavior. If necessary, the Confidential Advisor can advise and assist in any further steps to be taken.
4. Within an association, there is the possibility of having more than one CCP. When appointing more than one CCP, diversity is kept in mind.

CCPs also have the right to certain resources within the associations and faculty, namely:

1. The CCP is given the resources of a training provided by Tilburg University. The CCP is expected to also attend other trainings, interventions and coaching sessions provided to make sure the CCP is kept up to date with all relevant information.
2. The CCP is provided with a route given by the CCP training initiated by Tilburg University, including the set-up of the conversation, guidelines for preparations, the conversation, the ending and what to do afterwards. On top of that some helplines regarding the conversation are given.
3. The association offers several helplines the reporter can be referred to. These include both university services as outside parties. These helplines are also included in a separate page of the website with links included. This way the CCP has a compact overview of reliable services.

4.2 Internationalization Integration Officer (IO)

The IO at Study Association INPUT plays a vital role in fostering the integration of international students into the study association and promoting an inclusive, cross-cultural environment. This responsibility includes developing and overseeing an internationalization strategy that addresses both long-term and short-term goals, ensuring that internationalization remains a central focus throughout the year. The IO works closely with the board, particularly the board member responsible for internationalization, holding regular meetings to discuss progress and developments. A key part of the IO's role is to gather feedback from both Dutch and international students, through direct communication or surveys, to assess how internationalization is being experienced and identify areas for improvement. This feedback will help guide the strategy and ensure that international students are being supported effectively. Additionally, the IO fosters collaboration between international and Dutch students by encouraging them to work together in mixed committees, helping break down cultural barriers and promoting integration. The IO also acts as a confidential support person for international students, providing a trusted point of contact for any concerns or issues. As well as the two CCPs that Study Association INPUT has, the IO will also receive a CCP training. In all of these tasks, the IO must take a proactive role in ensuring a welcoming and safe environment where both international and Dutch students feel at home and can collaborate effectively. Ultimately, the IO's role is essential in ensuring that international students are well-integrated and engaged in the community, contributing to a more open and inclusive culture within Study Association INPUT.

4.3 Expectations

The CCP serves as a neutral support resource for all association members and non-members present at activities, offering a listening ear and information. They handle reports objectively and independently from the board, though they maintain confidential communication when necessary. The CCP cannot act on formal complaints but guides reporters on appropriate steps.

If a formal complaint is made, three options exist: report internally to the board, escalate to Tilburg University's Confidential Advisor or report to the police if the issue is legally actionable. The CCP may refer cases if they have personal conflicts and can consult Tilburg University's Confidential Advisor for support. Reports are registered in a logbook, noting anonymous details and actions taken. Complaints about the CCP go to the board or, if unsafe, directly to the University's Confidential Advisor. The CCP also provides policy feedback but cannot implement changes. They must follow the association's and University's codes of conduct.

The CCP is bound by a duty of confidentiality, ensuring all conversations and information are kept private. Confidentiality breaches are only permitted in rare cases involving severe criminal offenses or urgent safety concerns and any breach is discussed with the board and potentially Tilburg University's CCP. The reporter's input is included if desired.

The CCP securely stores information, maintaining privacy and deleting data after its purpose is served, except for a confidential logbook retained for seven years. This logbook, detailing only essential case outlines, is not transferred to new CCPs. The CCP is solely responsible for managing and deleting confidential emails before their term ends.

Accessibility is ensured through various communication methods like email and messaging apps, with associations promoting CCP availability. The CCP provides the board with general, anonymized activity reports, discussed at General Member Meetings without revealing personal data.

4.4 CCP's and IO within INPUT

It is important for the members of INPUT to be aware of the existence of the CCP's and the IO. To ensure members know where they can find their contact information, they are promoted on the Instagram account once per block and on the website, this way raising awareness. Additional information can be found under the title 'Useful Resources', further in the document.

5. Code of Conduct

Every year, INPUT enforces her code of conduct. In the conduct, rules and expectations are listed and are applicable to all members of the association, both daily board members, active members and general members. They apply to the activities, INPUT room and general ground of INPUT.

Below are listed the rules and expectations listed in the code of conduct:

1. When the house rules of INPUT are violated, there will be consequences. This can be a warning or even denial of membership;
2. You treat each other with mutual respect;
3. You treat the properties and the room of INPUT decently;
4. You are required to have a valid ID with you when visiting INPUT activities;
5. To possess and/or use and/or trade drugs is forbidden during INPUT related activities;
6. It is forbidden to drink alcohol under the age of 18;
7. The possession of weapons and/or sharp and/or dangerous objects is strictly forbidden;
8. Aggression or troublesome behavior is absolutely not tolerated;
9. Racist, sexist, offensive and/or discriminating statements, in any form, will not be tolerated;
10. Unwanted intimacies will not be tolerated;
11. People who are (clearly) under the influence of soft and/or hard drugs can be denied access to INPUT related activities;
12. Access to activities and spaces of INPUT will be at your own risk. INPUT will not be responsible for theft, destruction, loss or damage at INPUT activities or locations;
13. When accessing an INPUT event or location, the individual accepts these regulations;
14. The board has the authority to deny someone access to an activity, at all times.

In the case of uncertainties and/or discrepancies within the code of conduct and the social safety policy, note that the code of conduct is leading.

6. Useful Resources

Note that these resources may be subject to change. They were up to date in the academic year of 2025 - 2026. It is also important to note that most external sources are in Dutch and may not be translatable. If you are in immediate danger, always call 112.

6.1 Resources within the Association

Chairperson (Daily Board)	voorzitter@studievereniginginput.nl
Secretary (Daily Board)	secretaris@studievereniginginput.nl
Treasurer (Daily Board)	penningmeester@studievereniginginput.nl
External Affairs (Daily Board)	ceb@studievereniginginput.nl
Internal Affairs (Daily Board)	coordinator@studievereniginginput.nl
Confidential Contact Person (1)	trustpersoninput1@gmail.com
Confidential Contact Person (2)	trustperson2input@gmail.com
Internationalization Integration Officer	confidentialcontactpersoninput@gmail.com

6.2 Resources within the University

Student Psychologist	studentpsychologist@tilburguniversity.edu
Student Dean	deanofstudents@tilburguniversity.edu
Omdubs Officer	i.segers@tilburguniversity.edu
Student Support Services	https://www.tilburguniversity.edu/students/quick-start/support
Study Advisor (TSB Faculty)	j.r.l.smulders@tilburguniversity.edu m.j.c.bluekens@tilburguniversity.edu
Confidential Counsellor University	k.j.m.vanoosterbosch@tilburguniversity.edu m.syropoulos@tilburguniversity.edu a.m.h.bisschops@tilburguniversity.edu

6.3 Resources outside of the University

General Practitioner	-
Psychologist	-
Advies- of Meldpunt Zorgwekkend Gedrag	0800-1205
Centrum Seksueel Geweld (Sexual Abuse)	0800-0188 / centrumseksueelgeweld.nl
COC Nederland (LGBTQ+)	020-6234596 / coc.nl
Discriminatie.nl	0900-2354354 / discriminatie.nl
Slachtofferhulp Nederland	0900-0101 / slachtofferhulp.nl
Police	0900-8844 / 122 / politie.nl
Suicide Prevention	0900-0113 / 113 / 113.nl
Perspectief Herstelbemiddeling	030-2340045 / perspectiefherstelbemiddeling.nl
Fier	088-2080000 / fier.nl
Veilig Thuis	0800-2000 / vooreenveiligthuis.nl
Blauwe Maan	013- 543 75 01/ https://www.blauwemaan.nl/en/

7. References

Centrum Seksueel Geweld. (2024, November 27). Seksueel geweld - Centrum Seksueel Geweld.

<https://centrumseksueelgeweld.nl/seksueel-geweld/>

Confidential Advisors | Tilburg University. (n.d.). Tilburg University.

<https://www.tilburguniversity.edu/about/conduct-and-integrity/confidential-advisor>

Contact. (n.d.). politie.nl. <https://www.politie.nl/contact>

Dean of students | Tilburg University. (n.d.). Tilburg University.

<https://www.tilburguniversity.edu/students/tutoring/deans-students>

Direct hulp voor slachtoffers. (n.d.). Slachtofferhulp Nederland. <https://www.slachtofferhulp.nl/>

Fier. (2024, November 13). Fier - bescherming. behandeling. toekomst. <https://www.fier.nl/>

Education coordinators | Tilburg University. (n.d.). Tilburg University.

<https://www.tilburguniversity.edu/students/tutoring/education-coordinators>

Landelijk punt discriminatiezaken - discriminatie.nl. (2024, February 21). discriminatie.nl.

<https://discriminatie.nl/>

Ministerie van Algemene Zaken. (2024, August 22). Discriminatie en racisme. Rijksoverheid.nl.

<https://www.rijksoverheid.nl/onderwerpen/discriminatie-en-racisme>

Ministerie van Justitie en Veiligheid. (2024, August 14). Wat is discriminatie? *College Voor De Rechten Van De Mens*.

<https://www.mensenrechten.nl/mensenrechten-voor-jou/discriminatie-en-gelijke-behandeling/wat-is-discriminatie>

Ministerie van Onderwijs, Cultuur en Wetenschap. (2024, August 1). Emancipatie. Rijksoverheid.nl.

<https://www.rijksoverheid.nl/onderwerpen/emancipatie>

Ministerie van Onderwijs, Cultuur en Wetenschap. (2022, December 10). Sociale veiligheid.

Adviescommissie Divers En Inclusief Hoger Onderwijs En Onderzoek.

<https://www.dihoo.nl/onderwerpen/sociale-veiligheid>

Movisie. (2021, June). Omstanders activeren: Wat werkt bij de aanpak van grensoverschrijdend gedrag? [PDF]. Movisie.

<https://www.movisie.nl/sites/movisie.nl/files/2021-06/Omstanders-activeren-stappenplan.pdf>

Orange The World. (2024, August 19). Campagnethema - Orange The World. Orange the World.

<https://www.orangetheworld.nl/over-de-campagne/campagnethema/>

Psychologists for students | Tilburg University. (n.d.). Tilburg University.

<https://www.tilburguniversity.edu/students/tutoring/psychologist>

Ombuds officer | Tilburg University. (n.d.). Tilburg University.

<https://www.tilburguniversity.edu/about/conduct-and-integrity/ombuds-officer>

Over ons | 113 Zelfmoordpreventie. (n.d.). <https://www.113.nl/over-113/over-ons>

Sexual Harassment | RAINN. (n.d.). <https://rainn.org/articles/sexual-harassment>

Wat is herstelbemiddeling? (n.d.). Perspectief Herstelbemiddeling.

<https://perspectiefherstelbemiddeling.nl/zo-werkt-het/wat-is-herstelbemiddeling>

Wat is Veilig Thuis - Veilig Thuis Midden Brabant. (2023, February 27). Veilig Thuis Midden Brabant.

<https://www.veiligthuismiddenbrabant.nl/wat-is-veilig-thuis/>

Wetten.nl - Regeling - Algemene wet gelijke behandeling - BWBR0006502. (2020, January 1).

<https://wetten.overheid.nl/BWBR0006502/2020-01-01>



T6.23 | www.inputenoutput.nl | info@studievereniginginput.nl
Warandelaan 2 | 5000LE Tilburg