

WELCOME

Welcome to the Kink Education Code of Conduct (KECC).

We are the KECC Collective, a group of professional kink educators and producers. For the last year and a half, we have been working together to create a code of conduct that codifies our beliefs and values about kink education. Today we are publishing the first version of the code and committing ourselves to following it.

We consider ourselves professionals not because of how much money we make, but because we hold ourselves to professional standards. We deliver high quality education and we are rigorously ethical in our conduct.

As professionals, we are alarmed and distressed by the consent crisis in kink education. We believe educators should be a force for good, but we have seen too many of our peers take advantage of their positions to prey on others.

Misconduct by educators is especially harmful because educators by definition exist to set an example that others follow. Educators who model unethical behavior cause widespread harm by establishing that behavior as normal and appropriate. The kink world deserves better.

The KECC is our attempt to do better. We've put a tremendous amount of work into it and we hope that individuals and organizations outside the KECC Collective will find it useful. If you like it, we invite you to adopt it or to use it as a starting point for your own code of conduct.

With respect,

The v. 1 KECC Collective

Dr. Smartyants (Full Circle Kink)

Jim Duvall

Martin Dinn

Sar Surmick (Consent Academy)

Shay

Sophia Sky (Pan Eros Foundation)

Tornus (Full Circle Kink)

YumYumPanda

FREQUENTLY ASKED QUESTIONS

Why is the KECC so long?

We realize the KECC can be a little daunting. We worked hard to make it as concise as possible, but every line of the KECC exists for a reason and we believe every line is necessary. Rather than being theoretical, many of the items in the KECC address specific patterns of harm that we've observed or experienced.

You don't pay me enough to follow all these rules!

We believe that professionalism is a mindset, not an income level. As professional educators, we are committed to a high standard of ethical conduct regardless of how much we get paid. As professional producers, we choose to hire educators who share our commitment to professionalism.

Doesn't the KECC infantilize students?

We do not believe that adhering to professional ethics infantilizes anyone, denies anyone agency, or prevents anyone from having fun.

Who are you to tell other people what to do?

We are adopting the KECC for ourselves and our organizations. While we hope others will find it useful, we are not telling other organizations or educators what to do. As producers, it is our job to decide who we choose to work with and who we choose not to work with. By adopting the KECC, we are setting clear and transparent expectations of our educators.

Why isn't the KECC Collective more diverse?

We agree that the KECC Collective does not represent the kink community as well as it should. We solicited input on the KECC from a wide range of individuals and organizations, but we understand that soliciting input is not equivalent to inclusion in the core group. We are committed to doing better and are actively seeking out people of diverse backgrounds, experiences, and perspectives to join the collective and work on version two of the KECC.

Who enforces the KECC?

No individual or organization is responsible for monitoring who has adopted the KECC or whether those who have adopted it are abiding by it. It is up to each individual, organization, and the community at large to hold us accountable to the values and behaviors we support.

Adopting the KECC doesn't mean you're a perfect person who never makes mistakes. It means you commit to trying hard to follow it and to being accountable when you fall short.

Why isn't {great idea} in the KECC?

Version one of the KECC is inevitably an imperfect and incomplete document that will need updates as practices and terminology change and we learn from experience. We will begin work on v. 2 in late 2019.

ADOPTING THE KECC

We hope individuals and organizations will adopt the KECC, either in its current form or by modifying it to suit their needs and values. We've licensed the KECC under a Creative Commons Attribution-ShareAlike 4.0 International License to make it easy for you to modify it if you choose to do so.

It is our expectation that individuals and organizations who adopt the KECC will post it wherever they have an online presence and explicitly state that they've voluntarily committed to following it.

Each individual and organization who adopts the KECC is their own autonomous entity. Adopters are solely responsible for maintaining alignment with the KECC and for developing and implementing their own process to address transgressions. The KECC Collective does not provide any kind of oversight or enforcement.

Adopting the KECC doesn't mean becoming a member of the KECC Collective. The primary responsibility of the Collective is to write, review, and update the KECC. If you are interested in being part of that project and feel you have relevant strengths and experience, we'd love to hear from you. We particularly welcome people with diverse backgrounds, experiences, and perspectives. You can contact us at contact@thekecc.org.

INTRODUCTION

The Kink Education Code of Conduct (KECC) establishes a code of conduct for kink educators and producers. It provides practical guidance for navigating many of the ethical dilemmas we face and creates a framework for clear communication between educators and producers.

The KECC is a roadmap for reasonable human beings, not a precise legal code. You should interpret it using good judgment and good faith, seeking always to adhere to the spirit of the code.

This is the educator version of the KECC.

MODELING CONSENT

I consistently practice excellent consent in private and in public. Excellent consent is:

- Verbal or written when I am teaching or playing in public. Verbal, written, or covered by a pre-existing relationship or negotiation when in private.
- Done with an understanding of both my capacity and the capacity of the other individuals involved.
- Fully informed, where all parties understand what is agreed to.
- Expressed with explicit or enthusiastic agreement.
- Consistent and continuous, where any doubt or confusion means stopping.
- Not coerced, not forced, and free of manipulation.

I practice and model excellent consent during my classes:

- I have no implied consent to touch or demonstrate on any student. I obtain specific verbal consent from each person before touching them.
- I do not conduct new negotiations or solicit new consent in front of a classroom audience.
- I teach consent in every class.
- I provide sufficient information to my students so that they don't have doubts about whether they are witnessing a consent violation during any classroom demo.

USING STUDENTS FOR DEMOS

I am mindful of the consent risks and the power differential associated with doing demos in a class setting. Keeping in mind some demos have more consent risks than others, I avoid putting any student in a situation where their ability to give meaningful consent is compromised. In order of preference:

- I use fellow educators or existing play partners for demos.
- I select demo volunteers at least 24 hours before class and negotiate with them in writing, explicitly describing what they are volunteering for and what risks are involved.
- As a last resort, I take student volunteers during class using the practices described below to reduce the inherent risks.

I do not pressure anyone into volunteering:

- I state in the class description and at the beginning of class that I will be asking for student volunteers.
- I ensure every volunteer gives informed consent by explaining exactly what each demo entails and what risks are involved before asking for student volunteers.
- I do not ask or call on any specific individual to volunteer.
- I do not pressure the class as a whole to volunteer. I ask for volunteers once for each demo, and if nobody volunteers promptly I skip the demo and move on.
- I do not tolerate anyone pressuring another person into volunteering for or agreeing to a specific activity, or any form of heckling or coercion of volunteers and potential volunteers.
- I only use volunteers who give unambiguous and enthusiastic consent.
- I make it clear volunteers may opt out at any time and for any reason.
- I select volunteers based on their safety, their enthusiastic consent, and their ability to perform the activities of the demonstration as the main criteria for selecting volunteers. Volunteer demonstrations are also potential opportunities for inclusivity, and I use these moments to model inclusive practices around gender, race, age, orientation, body shape, physical ability, and so forth.

I accept responsibility for taking care of student volunteers:

- I only use student volunteers if I am available and willing to provide whatever aftercare they may need and to take full accountability for their experience.
- I have a formal plan for providing aftercare to student volunteers. I describe that process in writing to the venue and I explain it at the beginning of class.

PROFESSIONAL COMPETENCE

I teach within my area of expertise:

- I only teach material I thoroughly understand and am capable of teaching correctly.
- If I teach techniques that are contrary to commonly accepted best practices, I clearly communicate that and explain my reasons for doing so.

When teaching any topic in the domain of a particular profession—for example physical fitness, stretching and warmup, anatomy, nerves, blood play, breath play, hypnosis, trauma response, mental health, legal issues, or any kind of medical play—I explicitly tell my students whether:

- a) I have relevant professional qualifications, or
- b) I have reviewed the material I am teaching with a qualified professional, or
- c) I am teaching my own opinion.

I respect each person's right to choose their own risk profile:

- I do not pressure anyone to perform techniques outside their risk profile.
- I make it clear that students are welcome to audit any techniques they are not comfortable performing.
- If I teach high-risk techniques or activities, I clearly communicate the risks involved and I encourage my students to negotiate in class before engaging in any hands-on practice.
- I respect each venue's policies about high-risk activities.

INCLUSION

I treat everyone in a respectful manner and make them feel welcome:

- In both my personal and professional lives, I do not discriminate against someone because of that person's race, color, religion, sex (including gender identity, sexual orientation, sexuality, and pregnancy status), national origin, age, disability, or genetic information. I also do not retaliate against anyone because they have submitted a complaint about discrimination.
- I do not do anything that creates a hostile environment for any group of people.
- I apologize when something I do creates a hostile environment for any group of people.
- I use correct pronouns for each person. I ask people what pronouns they use when I am not sure.
- I refrain from using microaggressions during my class and help ensure attendees also do not use microaggressions in my class.
- Except when teaching gender-specific topics, I present material in a gender-neutral fashion rather than assuming specific gender roles.
- Whenever possible, I teach techniques that are applicable to all genders, body types, and physical abilities.
- I support students with special learning needs and actively seek to develop educational approaches that best allow students in my class to learn.

ACCOUNTABILITY

I hold myself accountable for my actions and enable the community to help hold me accountable:

- I acknowledge that I am flawed and will not always succeed at applying this code of conduct to my behaviors and actions.
- I respectfully and proactively seek feedback from the people I play with, the people I teach, my peers, community leaders, and others.
- I acknowledge my inevitable mistakes and am receptive to others telling me when I have fallen short.
- When I make a mistake I do my best to apologize, make things right, learn from the experience, and make changes to ensure the same mistakes don't happen again.
- I engage openly and honestly when addressing any reported consent issues, including participating in an accountability process with anyone who reports that I violated their consent or injured them.
- I follow this code of conduct and the accountability processes of producers and organizations I work with.
- I post this Code of Conduct wherever I have an online presence and explicitly state that I have voluntarily committed to following it.
- I have at least one accountability contact and make their contact information available wherever I have an online presence, as well as in my class handouts.
- I do not use any kind of non-disclosure agreement or threat of legal action to prevent my partners from discussing their experiences with me.

BOUNDARIES WITH STUDENTS

I maintain professional boundaries during classes:

- I maintain a professional demeanor during class and do not cruise or engage in recreational play during class with any student with whom I do not have an existing relationship.
- I clearly communicate the relationship agreements I have with my partners in a class so as to provide context for my behavior.
- I am as professional in private lessons as I am in public classes.
- I scrupulously follow the policies of every producer/venue I work with regarding relationships with students.
- I have a formal policy about engaging in sex, play, or romance with students. My policy was created with input from other educators, my accountability circle and contacts, and/or other professionals.

If I choose to engage in any kind of sex, play, or romance with a current or former student, I do so with great thought and care:

- I am scrupulous about following best consent practices.
- We have a frank discussion beforehand about our power dynamic and the risks associated with relationships between educators and students.

Before beginning a mentoring relationship, I explicitly negotiate boundaries around play, sex, and romance. If I expect sex or play in exchange for mentoring, I am explicit about that at the outset.

PROFESSIONAL CONDUCT

I am a professional:

- I represent myself honestly, giving complete answers to all questions during the booking process.
- I provide complete and accurate information about my experience and qualifications.
- I am clear and up-front about my expectations regarding logistics and compensation.
- I show up on time and prepared to teach.
- I understand my conduct reflects on the venues that hire me and behave in a professional and responsible fashion while working.

DISCLOSURE AND PRIVACY

I proactively provide producers with complete and accurate information about:

- Any consent incidents I have caused or been accused of
- Any injuries I have caused or been accused of
- Any accountability processes I have been the focus of
- Any sanctions or exclusions from any kink organization or group

When disclosing information to producers or in public, I am careful to protect the privacy of anyone I may have harmed.

I respect other people's right to freely discuss their experiences with me:

- I never pressure anyone to keep quiet about their experience with me, nor do I ask my partners to refrain from discussing their experiences with me or others.
- I do not retaliate against anyone for sharing their concerns about me with others, either directly or via third parties.

I respect everyone's right to hold private discussions about educators and venues:

- I do not ask anyone to share private information with me, nor will I look at information that should not have been shared with me.
- I do not harass, challenge, or question anyone who shares information about me in a private forum.