

HINTALOVON CHILD RIGHTS FOUNDATION

**ONLINE SAFETY
IN HOME LEARNING**

TRAINING MATERIAL FOR TEACHERS



HINTALOVON

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TRAINING MATERIAL FOR TEACHERS

As in all educational situations there are at least three actors whose responsibilities, rights, and opportunities need to be closely examined: pupils, parents and the school (teachers).

In each case, we ask questions from two sides:

- 1) what serves the safety of a given actor in the online space, and
- 2) how he/she/it can help and support the safety of other actors (how he /she/it can avoid harming others).

This approach is important because we see the school as an ecosystem in which the well-being of all participants is important.

THE SAFETY AND WELL-BEING OF THE CHILD

On the children's side, online safety is achieved if both the teacher and the parent as well as the child know the exact answers to the following questions:

1. For which sites/platforms does the child **sign up** for the purpose of digital education and which applications should they **use**? (full list)
2. What is the **purpose** of education in the current situation and which pedagogical **methods** can be used to achieve it?
3. What **tasks** do you have to perform on them?

DIGITAL FOOTPRINT

The concept of digital footprint refers to the signs and traces that remain after a user's online presence and from which his activity can be inferred.

- The school (teachers) should **minimize** the number of platforms/applications used by the child, and for this purpose they should **coordinate** which platforms they ask the child to use.
- As a general rule, children should not be required to use a platform whose minimum age **limit** is not reached by the child.¹
- If this is not possible, the **active online presence of the parent** should be provided on the registered platform (co-profile, main profile of the parent, linked profile, etc.) and the parent and child should be made aware that after the end of the distance learning period, **registrations** that violate age limits **have to be cancelled**.
- Online learning platforms are recommended to be used primarily for the **real-time education** of the child and to support and facilitate the learning process.

¹ See Annex

- We **recommend to avoid** forms of checking and reporting that increase the child's digital footprint (making and uploading videos; individual and independent use of social media interfaces, placement of content on them, etc.).
- at the end of the online education period, it is worthwhile to **find out** about the experiences of the families and the children; how the habits of using the online tools have changed; and if there is an issue, an area where help is needed. It is also necessary to **inform** parents about how they can eliminate unnecessary registrations and profiles.
- It must be expected that **sensitivities** on this issue will vary from family to family. If parents are more aware of Internet use, they are more likely to monitor their child's online activity in distance learning on their own. In case of less conscious parents, teachers have more responsibilities
- Prior written parental **consent** is required in all cases for the making of images and voice recordings.² In the absence of this, no method or technique can be used for reporting or checking that requires the child to make/send/upload a video or photo.
- **Data protection** rules have to be observed in all cases when processing textual or pictorial content arising from the online teaching. Accordingly, the teacher (and the parent as well as the child) should be aware of the rules under which data can be stored, to whom access can be granted, with whom it can be shared, and when and how it has to be deleted.

ONLINE IDENTITY

Personality traits of the child, his behaviour and characteristics in online space, his profiles in digital space.

- It is also important for the development of the online identity that during the education the teacher uses programs and applications whose minimum **age limit** is reached by the child because “the Internet does not forget”.
- The online behaviour of the child is influenced by the behaviours that are considered acceptable in the online space by the **reference persons** important to him (such as the teacher or the parent). For example, video sharing has a high risk for a child's online

² Act V of 2013 (Civil Code) Section 2:12 (1), Section 2:14 (1) and Section 2:54 (2) (Hungary)

safety and therefore should be requested from the child only with due care. But it is also important to pay attention to the fact that on many platforms it is not legal to stream content (download data), download/use images, music, etc., so the teachers have to be **aware** and **careful** that the activity they recommend the children or ask from them is in all cases in compliance with the laws.

- Creating an **own profile** on social media platforms has a strong impact on the online identity and is therefore not recommended at all at a young age (under 13).
- Attention should be paid to the child's knowledge of the basic rules of **online behaviour** (group communication, commenting culture, online avatars, alter ego use, etc.).
- It must be expected that **sensitivities** on this issue will vary from family to family. If parents are more aware of the Internet use, they are less likely to engage activities that endanger the child's online identity (e.g. public posting/overposting about the child). Children who experience such a positive parenting pattern are more likely to be more thoughtful and cautious in their own online behaviour.

DIGITAL TRUST

In the online space, the relationship between teacher and pupil is based on trust, which replaces control.

"We trust the child, even though we cannot always control what he does."

- Face-to-face education cannot be used successfully in digital education, and the possibility of **control** is severely limited, but pupils' self-assessment, independent task and self-reflection skills and abilities can be strengthened.

- From the upper classes of primary school, in the assignment and performance of tasks special emphasis should be placed on trust-based **autonomy** (which is accompanied by the teacher's attention, and where the teacher's support is available, if necessary) and teamwork.
- **Differentiation** between pupils is now more urgent than ever. In the previous form of education the differentiated instruction of children with some kind of disabilities (blindness, hearing impairment, special needs in education, etc.) or with social inclusion/learning/behavioural problems were implemented only accidentally. These differences are

now becoming even more prominent and more visible through online education – for example, it is typical for these children to progress more slowly. Meeting individual needs of pupils separately is now even more important, not only for their progress but also because the marked differences within the children’s community provide “good reasons” for abuse.

- In case of younger children, when defining the tasks, it should be taken into account that the **parents** will presumably be active participants of the online learning process (it is worthwhile to carry out an assessment of needs and a time calculation, involving parents as partners). In such cases, digital trust must also exist in the teacher-parent relationship.
- The **rules** of online lessons and discussions should be developed and defined together with the children, so that they are easier to be observed (and enforced). Such a “contract” provides an opportunity for the teacher to initiate a conversation also on safety, violence, rules of conduct, etc.

PROTECTION AGAINST VIOLENCE AND ABUSE

The most common forms of online abuse are: verbal violence, exclusion, emotional abuse (humiliation, vulnerable/degrading position), data theft, invasion of privacy (unauthorized photo, use of footage), extortion, harassment, sexual harassment.

- Online violence **should be taken** in the same way and as **seriously** as cases of abuse during school hours in school buildings.
- It must be expected that during the distance learning period, the already existing, previously formed classroom/school conflicts between the children **will continue in the online space**, and new cases may also arise.
- The **responsibility** for protecting children against online violence and abuse **is shared**. It is not solely the responsibility of the teacher – parents also have an important role in it, and so do the children themselves.
- Pillars of protection against violence are: (1) **sensitizing** children to know and understand what constitutes abuse, how to prevent it and what to do if they experience abuse – prevention; (2) adult **attention** and immediate **response** to abuse – stopping; (3) case management and **conflict resolution** through non-violent techniques from which

the children concerned can learn techniques on how to resolve their conflicts next time themselves – management.

- Parents and teachers need to prepare children for **communication** in online groups/communities and **working together** on online platforms. Children tend to be stronger, ruder in writing and behave divisive – to reduce this, they need to be consciously prepared to know and understand what is permissible and what is not and to feel that what they do online has consequences even if they do not see it.
- **The responsibility of the observers:** those who are not directly involved in a conflict but see what is happening play a particularly important role in online abuse. Children need to be sensitized about their responsibilities.
- Online violence can occur not only among children as peer abuse. **It can also be implemented by teachers**, and children can **commit it to the detriment of teachers**. This is why it is important to talk about online violence in online classroom lessons, as well as in lessons where the teacher finds that this is the case (or children complain that one of the teachers used such disciplinary means or communicated with them in such a way that they felt humiliating, degrading, etc.). There must be zero tolerance for violence, and this is the only way to take effective action against it. No form of violence is permissible and all forms are preventable.
- Children should be informed that if they have reached the age of 14, their actions may have **criminal consequences**³ (libel, defamation, harassment, invasion of privacy, coercion, extortion, child pornography⁴).
- An important technical condition for the protection against online violent and otherwise dangerous content is to have a **filter program** on the digital devices that the child uses for distance learning.
- In Hungary, 173,000 **vulnerable** children are registered for child protection. For them, their own family poses the greatest risk of abuse, neglect, and mistreatment. Therefore, we consider it important to emphasize that the child protection obligation of teachers and the school support service also exist during distance learning. The teacher **must report** to the school social worker (or school child protection officer) if a child is suspected of being abused, neglected, or suffering from domestic violence.

³ Section 16 of Act C of 2012. (Hungary)

⁴ Section 16 of Act C of 2012. (Hungary)

- Children should be familiar with the forums where they can ask for help if they have been subjected to violence or abuse, or if they have encountered offensive, hurtful, or dangerous content on the Internet.

ONLINE PROTECTION OF PRIVACY

Privacy is the part of a person's life that does not belong to anyone else/to an outsider.

- With distance learning, the school moved into the homes of children and teachers, which inevitably brought the risk of **blurring the boundary** between private and school life. Therefore, the teachers must be **aware** that they are setting a good example (and keeping the boundaries of their private life) and takes into account and respects the privacy of the child and his or her family;
- Children need to be sensitized about what to **look out** for when joining an online classroom with camera use – where they sit, what can be seen in the background, how they are dressed, etc. It is also important to pay attention to this because there is a high risk that pupils will judge each other (who is wealthy, to whom attention is paid, etc.) based on the image they see (room equipment, orderliness, etc.), which can also provide a breeding ground for peer abuse beside the violation of the right to privacy.
- Another dimension of privacy protection is **time management**: it is necessary to pay attention to the extent to which the arrival of study materials takes place during the day or how much **time burden** solving the assigned tasks entails; in case of a smaller child/in a family with several children what kind of additional burdens are imposed on the parent and what kind of contribution is expected from him/her to perform homework and/or supervise it.
- From a child protection point of view, we consider it important to emphasize that there should be **no contact** between teacher and student **on private platforms**. Online individual communication should also take place via an official e-mail address or on a social platform where the chat conversation can be viewed later. One-to-one telephone consultation is not recommended at all.
- The considerations related to **photography** and **video making** is explained in the previous part of the material. It is an important argument with respect to the protection

of privacy that if it is possible, the teachers should avoid these reporting and checking techniques, or they happen, the child should discuss in advance about how he/she can avoid showing too much of private and family life.

- Sharing of **sensitive information** and **sensitive data** should be avoided in all cases – it is especially important regarding the public sharing and disclosure of data related to marital status/situation, religious beliefs and the exercise of faith, illness, disability, sexual orientation, etc.

ONLINE-OFFLINE BALANCE

By online-offline balance, we mean how the total time spent in front of the screen is proportional to the time outside it. (A TV/a phone/a laptop/a tablet/a computer/a smartwatch has a screen.)

- Be aware of **how much online presence** needed to perform the tasks your child has been given. Communication among teachers and between parents and teachers is important in this.

- The maximum periods of time for online learning and related tasks **using screens** based on international recommendations are:

- between the ages of 0 and 6 it is zero
- between the ages of 7 and 9 it is recommended to keep the online activity under 2 hours
- between the ages of 9 and 12 it is 2–4 hours
- between the ages of 12 and 14 duration around 4 hours is the maximum
- over the age of 14 online activity may be longer than 4 hours

These are guidelines whose follow-up and consideration also requires the **cooperation** and support of parents.

- Distance learning greatly increases the risk of screen **overuse**, especially in adolescence. Much depends on how much a child used digital devices/the Internet prior to distance learning and whether the child's family has an established practice of restricting Internet use, or whether parents work online (because in this case, there is a tendency to better tolerate the screen overuse of the child). It is recommended that teachers consult with

each other on a regular basis (and, if possible, with parents, too) to indicate the extent to which the assigned tasks require online presence and screen use. Now parents also need to pay close **attention**, and efforts should be made to ensure that the rules, expectations, and frameworks for screen use are developed together with the child and applied consistently. The online-offline balance is primarily the parents' responsibility. It is also important to emphasize that in the present situation, during curfew restrictions and voluntary quarantine, it is not only the absolute amount of screen time that matters but also its quality. As children are isolated from their peers, they should be given the opportunity to talk on the phone, chat and spend time with each other.

THE SAFETY AND WELL-BEING OF THE TEACHER

The safety and well-being of the teacher is essential in the school ecosystem. The tension in the teacher has a good chance of showing up on the kids 'side as well. We are aware that in the current situation, a lot of teachers are happy not to be immersed and to keep their heads above the water... In this situation, it is not even easy to shout "Help!". It would be incredibly important for teachers and schools to receive other forms of support in addition to technical assistance. In this chapter, we try to refer to the supportive content, programs and initiatives that we consider to be good and important.

- Setting **realistic goals** is very important for the educator's own protection. It is not realistic now, during digital distance learning, to teach children what children may already need to know. It is unrealistic to achieve goals now that you may not have had time for so far. Keeping up, progressing with smaller steps, acquiring skills and competencies related to online education can be part of a realistic pedagogical goal.
- Protecting your **own time**. It is much more difficult to balance work and private life during distance learning, while perhaps it has never been more important for a teacher to pay attention to his/her **own well-being** than now (in the face of increased burdens, expectations and uncertain frameworks). Accurate framing of time spent teaching is also important for and helps children, but it also allows the teacher to better protect his/her own private time. We recommend to draw clear boundaries (who, where, when to reach out to a teacher) and to keep them consistently. It helps the teacher keep his/her own time and boundaries if he/she is not left alone, and the school develops a common practice.
- A **rest** period planned in advance during the teaching day is important. Professionals working from home often struggle with the idea that if they are always online, people can see "how much they work".
- Compliance with one's own professional and **pedagogical principles**. Many of the usual methods and techniques are difficult to apply in distance learning, and new ones have to be learned. However, the principles of pedagogy are stable and help the teacher to find his/her own professional safety even in a changing context. New methods will certainly have to be used for ways and means of discipline, communicating with children and

motivating them. It is also worth talking about these in professional forums and exchanging ideas.

- It is important that the teacher does **not stay alone** with his/her difficulties and there are regular consultations within a given educational institution where there is an opportunity to discuss challenges and problems constructively. He/she should receive support not only in IT issues, but also in pedagogical/methodological areas if required. The position of the teacher is strengthened if the school also practices the principle of digital trust and does not approach and qualify the pedagogical work from the point of view of control and inspection but content.
- It is essential that all additional **competency** issues (e.g. IT, distance learning) are open to request and that there is effective, appropriate and timely response and assistance.
- **Assertive communication of one's own needs** is very important in the time of distance learning, when the retaining power of the teaching community and the relationship between teachers have changed.
- All teachers must be aware of the **data protection regulations** of their own institution because on the one hand, these provisions also protect them, and on the other hand, if the teachers do not comply with them, they are liable. Of particular importance are the provisions concerning the storage, making available, sharing and deletion of data.
- The safety of the teacher is served by the knowledge of the **security settings** of the online platforms he/she uses and their application.
- In the online space, many children will try to do things that attract attention at the expense of the teacher or teaching (as in the classroom.) **Sensitizing** children to safe Internet use, zero tolerance for violence and abuse also serves the protection of the teacher. Children need to be aware of what they cause, what are the consequences of it, and what kind of responsibilities they have when they secretly record, share unauthorized or created content, troll, talk shots and so on.
- The teacher in the online space is also a **role model** and a model for children. No teacher should (and they may not) tolerate online abuse to their detriment. Every effort must be made to **prevent** and then to ensure that actions have **consequences**.
- Involving parents as partners in distance learning can be a fundamental help for teachers.

THE SAFETY AND WELL-BEING OF THE PARENT

This teaching material is designed for teachers, so in terms of parental safety, we have gathered questions based on which teachers can get an idea of how well a parent is doing, what kind of help he/she may need, and how he/she can cope with the changed circumstances during distance learning.

- **Availability:** Do the parents work? Do they go to work or do they work from home? Are both parents available for the child, or just one of them? How overwhelmed are the parents? How many children do they care for? Is there an elderly relative or a person in the household who is at increased risk due to the epidemiological emergency?

If the parents are limitedly available for the child, increased attention to online safety is required. Parental support in such cases, both inside or outside the classroom, is very important. Where possible, parents should be helped to be more present in their children's lives. Their burdens and workload should be taken into special account in distance learning.

- **Protection against violence:** Who does the child turn to if he/she has been abused or insulted? Does he/she have a relationship of trust with their parents? Do the parents pay attention to the child's online safety? How can you communicate with the parents if their child is involved in online abuse (either on the victim or the offender side)?

Zero tolerance⁵ for violence is not self-evident in all families and for all parents.⁶ It is worth organizing an online lecture on this topic, sharing relevant materials or indicating how the teacher/school can help the child/family in case of violence or abuse.

- **Partnership:** Does the parent feel being treated as a partner by the school and teachers?

During distance learning, it strengthens a parent's sense of being safe if he/she feel that the school and teachers are treating him/her as a partner. However, it is important to emphasize that the parent is not the teacher of his/her child – nor can he/she be expected to be. It is a

⁵ In Hungary, there is zero tolerance for any forms of child abuse and violence against children under Section 19 of the effective Act LXIV of 1991 and Section 6 (5) of the effective Act XXXI of 1997.

⁶ <https://resourcecentre.savethechildren.net/library/prohibiting-all-corporal-punishment-children-answers-frequently-asked-questions>

serious role conflict if the parent has to be directly and indirectly involved in the child's education. Regular peer-to-peer communication, condition for open questions, asking for needs and wants are essential in this matter to make the parent feel safe in distance learning.

- **Independence in distance learning:** Does the child use his/her own digital device? Does the child have his/her own login and profile if he/she uses the parent's device? How well does the parent know what the child is doing online?

During distance learning, it supports the parents' sense of security if they are able to exercise stronger control over the time spent in front of the screen by a younger child and the online activities of him/her. But in cases where the child and the parent share the same digital device, it can also be a source of conflict. In case of an older child, it is definitely easier for the parent if the child uses his/her own platforms. However, even in this case, the parent should be supported in following the processes (not with a need for control, but with an interest and intention to participate).

- **Sheltered time and space in learning:** Where does the child study inside the apartment? Can learning and leisure time be separated? Is it possible to separate the working time of the parent and the study time of the child? How much involvement does digital education require from the parent?

Separation of privacy and work, as well as the separation of adult space/time/attention and time spent with the child, is important for parental well-being. In many cases, it can be a tense feeling in a parent to be in the room with the child all day, not even being able to pay attention to it him/her. "Being together" does not always mean paying attention – and that cannot be expected. It is a good idea to give parents the opportunity during online parenting meetings to share both positive and challenging experiences of being with their child.

ANNEX

MINIMUM AGE LIMITS FOR SIGNING UP FOR PLATFORMS USED IN OUT-OF-CLASS EDUCATION

	Minimum age limits for signing up			
	-13	13	16	18
Discord		x		
Facebook		x		
Messenger		x		
Jigsaw Puzzle		x		
Jamboard		x		
Skype		x		
Quizlet		x		
Viber		x		
Webex (Cisco)		x		
Google – Gmail			x	
Google Classroom			x	
Google Handout			x	
Moodle			x	
Kahoot			x	
Slack			x	
WhatsApp			x	
YouTube			x	
Microsoft Teams				x
Microsoft OneNote				x
Wordwall				x
Zoom	No age limit			
Seesaw	No age limit			

Webex (Cisco): Under the age of 13 it can only be used with parental permission.

Google – Gmail: Children under the age of 16 can use the services of Google through the application of Family Link.

Kahoot: Under the age of 16 certain functions are not available, however its use is permitted.

YouTube: Launching an own channel/watching certain videos is possible from the age of 18.

Microsoft Teams: Independent registration from the age of 18. A child at the age of 13 can use the service without any permission, however a linked account of an adult is needed for the use. An adult can register a child under the age of 13 with a linked account of an adult.

Microsoft OneNote: Here also the Microsoft rules are applicable for the registration. Anyway, the use of OneNote is recommended from the age of 10.

Wordwall: Pupils are permitted to use the platform with their own e-mail addresses, however, registration is available only from the age of 18.

Zoom: By invitation, it can be used without age limit, however, registration is available only from the age of 18.

Seesaw: Pupils can use the platform with their own e-mail addresses/with a special code.